Department of Communicative Disorders

Graduate Student Handbook

For Students Entering the Program in 2010
Version 4.2 (9-11-11)

Accredited in Speech-Language Pathology

by

The Council on Academic Accreditation
in Audiology and Speech-Language Pathology

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Welcome to New Students!

Welcome to the graduate program of the Department of Communicative Disorders! We hope that you will find your experience at WCU to be pleasant, challenging, and rewarding.

The Communicative Disorders **MA Handbook** is intended to serve as a <u>supplement</u> to the following important sources of information which are available to you on line:

- ♦ WCU's current *Graduate Catalog*
- ♦ *The Ram's Eye View*
- ♦ Policies and forms on WCU's Office of Graduate Studies (OGS) website

The *MA Handbook* has been prepared to provide you with an overview and a guide to important information about the Department of Communicative Disorders (CD) and about the Master of Arts (MA) degree program in CD. We ask that you keep your *MA Handbook* throughout your association with the Department and with your personal professional records thereafter. The information will be helpful to you in planning and recording your progress through the program, and it may be useful to you at a later date for documenting aspects of your MA experience. Additionally, we ask that you bring your *MA Handbook* to all conferences with your academic advisor.

WCU's MA program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA). In compliance with the CAA, we ask that you become familiar with three cardinal documents, available at <u>www.asha.org</u>

- • ASHA's Code of Ethics (3/1/10) (Appendix A)
- • ASHA's Membership and Certification Handbook
- • The Scope of Practice in Speech-Language Pathology

Please note that **the information in this *MA Handbook* is subject to change as University, Departmental, ASHA, and PDE policies are updated.** Changes may also be made when recommended by the faculty to address emergent issues. If and when such changes occur, you will be informed through e-mail from the Graduate Coordinator and through notices posted to the MA Advisement site on the University's web-based D2L (Desire-2-Learn) system. The MA Advisement site is described in more detail later in this Handbook.

Please also note that *the MA Handbook* is updated at least once a year while *WCU's Graduate Catalog* is updated once every two years. Therefore, it happens, occasionally, that some information appears different in the *MA Handbook* than in WCU's *Graduate Catalog*. If you find such a discrepancy, please ask the Graduate Coordinator or your academic advisor for clarification.

During the spring and fall semesters of each academic year, you will receive a Student Progress Summary Report (SPSR) form from your advisor which summarizes your progress through the program and will help you to verify that your date of graduation is on track and that your prerequisites for Clinical Fellowship Year (CFY) are also up to date. Details about the SPSR form are discussed in more detail later in this Handbook. For now, we ask you to note that **faculty advisors are available to support you, but the responsibility for completing all requirements, for conforming to current policies, and for meeting all deadlines is ultimately your own.**

The faculty of the Department of Communicative Disorders look forward to a rewarding association with you. We hope that you will take advantage of all that the Department and the University have to offer.

Department of Communicative Disorders Mission Statement

West Chester University's Department of Communicative Disorders offers programs leading to a Bachelor of Arts (BA), Pre-graduate Certification (PC), and a Master of Arts (MA). The mission of these programs is to provide students with the academic coursework and clinical practicum experiences required by the American Speech-Language and Hearing Association (ASHA) in fulfillment of the requirements for the Certificate of Clinical Competence. More specifically, the BA and PC programs provide students with a firm theoretical and empirical basis for understanding the nature of normal communication processes and with an introduction to communicative disorders. For the MA program, the academic component provides students with research opportunities to prepare them for graduate work beyond the master's level and with theoretical and evidence-based frameworks for understanding clinical management, including the prevention, assessment, and treatment of communicative disorders. The clinical component of the MA program provides students with opportunities to apply knowledge and problem-solving skills in closely supervised on- and off-campus clinical practice settings. Specific program outcomes are documented on the Knowledge and Skills Acquisition (KASA) form, which is consistent with recommendations by ASHA. In cooperation with other programs within the West Chester University community, these programs support students in becoming individuals who are broadly educated, and who possess the ability to think analytically, critically, and in a manner which allows them to excel at evidence-based problem solving. In pursuing its mission, the Department of Communicative Disorders advances values consistent with ASHA's Code of Ethics and with West Chester University's Plan for Excellence.

Departmental Information

Department Mailing Address: Department of Communicative Disorders
West Chester University
West Chester, PA 19383

Department Location: 201 Carter Drive
West Chester, PA 19383

Department Phone: 610-436-3401
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Website: http://www.wcupa.edu/%5Facademics/healthsciences/commdisorder/

Administrative Staff

Name	Administrative Position	Office #	Phone	e-mail
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Faculty

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Patricia Swasey Washington, Ph.D. CCC-SLP	Assistant Professor NSSLHA Advisor	417	610-436-3404	PWashington@wcupa.edu
Michael Weiss, Ph.D.	Professor Department Chair	408	610-436-3403	MWeiss@wcupa.edu

The Department's Physical Facilities

The Department of Communicative Disorders and the West Chester University Speech and Hearing Clinic are located at 201 Carter Drive, at the eastern end of WCU's campus. The building, which opened in July of 1993, houses the academic and clinical offices on a single floor and is accessible to individuals with mobility-impairments.

Reserved parking for clients is located adjacent to the clinic. Students with West Chester University parking permits may in the Bull Center parking lot or in the parking garage, both of which are located across Matlack Street. As Communicative Disorders majors, students are welcome to use the Department's facilities as soon as they are admitted to the MA program

The following areas are included within the Department complex:

Classroom (Room 427)

The **classroom** is used for all graduate courses. It is equipped with a videoconferencing system, including video cameras, monitors, and peripheral devices such as a computer, document camera, and VCR/DVD player. At times, this room is used to conduct distance education (DE) classes including a local class and a DE cohort from the Bankbridge Developmental Center in Gloucester County, NJ or from the Dixon University Center in Harrisburg, PA.

Speech and Hearing Clinic

WCU's Speech and Hearing Clinic includes six individual sound-treated therapy rooms, two larger therapy rooms (one typically used for children and one for adults), therapy room observation corridors, a Clinic Materials Room, a Clinic Preparation room, a Waiting Room for clients and their families, a Clinic Office, and a Video Control Room used by supervisors to observe activity within the therapy rooms. The Clinic also contains a double-walled audiometric test suite. Additional information about the Clinic is detailed in the Department's *Clinic Handbook* and on the Communicative Disorders' website.

Computer Room & Speech Science Laboratory (Room 420)

The Computer and Speech Science Laboratory contains desktop personal computers (PCs) for student use. Each is tied wirelessly into the University Local xArea Network, providing access to a large number of software packages, to the University's electronic library catalog, to e-mail and to the Internet. Additionally, this room houses a sound-treated booth along with a variety of instruments that are used in conjunction with teaching, research and clinical management. Anatomical models and specimens are also available in this lab.

Multipurpose Seminar Room (aka "Library") (Room 419)

The multipurpose seminar room contains a conference table and chairs, a white board, and a collection of books and journals. When the room is not is use for seminars or teacher/student conferences it can be used for study groups or for individual study.

Speech/Language Science Research Laboratory (Room 430)

The Speech Science Research Laboratory contains a cabinet, bookshelves, tables, and research equipment. The room is also used for adult therapy when clinic is in session and no other rooms are available. Students, who are conducting research, are permitted to use the research lab only with faculty approval. The room must remain locked when it is not in use to protect the instruments stored therein.

Wireless Internet Connectivity

Students may access the internet in any area of the Department or Clinic. As indicated above, they may do so using the computers in the Computer Laboratory. They may also do so using laptops that can be checked out from the Computer/Speech-Science Lab, or they may use their own laptops.

Use of Department Facilities

Hours of Operation

The use of all Department facilities is limited to times during which either the Department secretary and/or a faculty member are present. If a responsible administrative or faculty person is not present in the Department, the Department will be locked and unavailable for use. Typical hours of operation are as follows (except on holidays):

Mondays through Thursdays - 8:30 a.m. to 7:00 pm
Fridays – 8:30 am to 5:00 pm

Study Areas

The Department does not have office space for individual graduate students. However, several rooms are available in the Department for use as study areas. These include (as indicated above) the **Multipurpose/Seminar room**, the **Clinic Preparation room**, the **Computer/Speech-Science Lab**, and (when not in use), **individual therapy rooms**. When students use these spaces, they are required to keep them clean and to conduct their activities in a manner which does not compromise other activities in adjacent areas.

The **Computer & Speech-Science Lab**, like other Departmental facilities, is available for use by students as a study area when it is not being used for another function (e.g., faculty meetings). If the door to the lab is locked, a key can be obtained from the Department secretary, a faculty member or a graduate assistant. When using this space (like all other spaces in the Department), students are responsible for making sure that the instruments are turned off, that the lights are turned off, and that the lab is locked when they leave. The key must also be returned before exiting the building.

Instrument manuals are available in the Computer & Speech-Science Lab along with supplies for the instruments. These materials may not be removed from the lab. Doing so can seriously hinder the activities of other students who may need them. Students who experience difficulty with an instrument should consult with a faculty member, preferably the instructor who gave the assignment requiring the use of the equipment.

Since the **Computer & Speech-Science Lab** is frequently used by students and faculty alike, it is sometimes necessary to schedule activities in this room. When this occurs, a sign-up sheet will be placed on the lab door.

Telephones

The use of Department telephones is restricted. Students may use Departmental phones for purposes of contacting clinic clients. These activities require permission of the Clinic Director, the Department's secretary, the Clinic Secretary, or a faculty member. Long distance calls are closely monitored, and the procedure for placing the call using the PaNET system must be strictly followed.

Bulletin boards

The Department maintains bulletin boards that contain undergraduate and graduate notices. These boards are located in the reading room, the clinical preparation room and in the hallway to the Department Chairperson's office. Please check these boards from time-to-time for important information, such as dates for scheduling courses, NSSLHA meetings, employment opportunities, instructional certification policies, etc.

Essential Functions of Candidates for Graduate Program Admission and Continuance

West Chester University's (WCU's) Department of Communicative Disorders offers programs leading to a Bachelor of Arts (BA), Pre-graduate Certification (PC), and a Master of Arts (MA). The mission of these programs is to provide students with the academic coursework and clinical practicum experiences required by the American Speech-Language and Hearing Association (ASHA) in fulfillment of the requirements for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology (SLP). The education of a speech-language pathologist requires assimilation of knowledge, acquisition of skills, and development of judgment through client care experience in preparation for independent and appropriate decision making practices. Additionally, the current practice of SLP emphasizes collaboration among SLP and other professionals in education, rehabilitation, and medical settings.

Policies Influencing the Program of Study

WCU's Communicative Disorders graduate program in SLP is accredited by ASHA's Council on Academic Accreditation (CAA). Operating within the scope of ASHA standards, the Department has the freedom and ultimate responsibility for (1) the selection of students, (2) the design, implementation, and evaluation of the curriculum, (3) the evaluation of student progress, and (4) the determination of who should be awarded a degree.

Faculty and professional staff in the Department of Communicative Disorders also have a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the CD Program. The Department has a responsibility to the public to assure that its graduates can become fully competent SLP professionals, capable of delivering quality services in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice SLP.

The Department of Communicative Disorders, as part of the College of Health Sciences at WCU, is committed to the principle of equal opportunity. **The University, College, and Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or disabled veteran of Vietnam era veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly certified disabilities.** The CD faculty and professional staff have responsibility for the welfare of students in the Department and for the clients the students treat in the Speech and Hearing Clinic. To meet this responsibility, the Department has established academic standards and minimum essential functions (defined on the following pages) that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Students with conditions that may require accommodations will be referred to the Office of Services for Students with Disabilities (OSSD) for a determination of whether the condition is a disability as defined by applicable laws, and for a determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodation might jeopardize the safety of clinic clients or the ability of the student to complete the classroom, laboratory, and clinical coursework required for the CD graduate program. The OSSD will make this determination with input from the Department of CD. Whenever possible, reasonable accommodations will be provided for students with disabilities to enable them to meet these standards and ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination.

Essential Functions

WCU's Department of Communicative Disorders endeavors to select applicants who have the ability to become highly competent SLP professionals. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that

the candidate can demonstrate the essential functions of the academic and clinical program required for graduation. **Essential functions**, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory mastery of the curriculum, and the professional attributes required of all students at graduation. Essential functions can be described in relation to six areas: **physical health**, **motor**, **sensory**, **communication**, **intellectual/cognitive** (conceptual, integrative, and quantitative abilities for problem solving and diagnosis), **behavioral/emotional**, and the **professional** aspects of the performance of an SLP professional. Each is described below:

1. Physical Health

The student must possess the physical health and stamina needed to carry out the SLP Program. The student must be able to continuously sit or stand for several hours.

2. Motor Skills

The student must have sufficient motor function so that he or she can (1) access transportation to all academic settings and clinical affiliations, (2) process relevant academic and clinical information (e.g., take notes during class and during client interviews, type papers and clinic reports, participate in classroom discussions and client counseling sessions, give oral presentations, model the production of speech, etc.), (3) use a computer keyboard to operate clinical and laboratory equipment, and to (4) execute movements required to provide with acuity, accuracy, facility, a complete speech/language and dysphagia evaluations and to provide therapeutic services to clients of all ages and genders across a full range of clinical and educational contexts.

3. Observation Skills

Students must have sufficient vision and hearing to observe effectively in classroom, laboratory, and clinical settings. Hearing (aided or unaided) must be functional for the speech frequencies. Students must be able to master information presented in course work through lectures, and recorded audio signals, including subtle discriminations involving individual phonemes, phoneme sequences, words, larger language segments, and suprasegmental features of speech. Vision (aided or unaided) must be sufficient to allow for the processing of written materials, projected video segments, laboratory demonstrations, and demonstrations in the clinical training portion of the program. When performing clinical evaluations and treatments, the student must be able to observe a client sufficiently from varying distances to identify nonverbal communication signals (e.g., body orientation, joint attention, facial expressions, conventional gestures, manual signs, proxemics cues). The student must further be able to read a case history and to perform a visual evaluation of various oral, manual, and cranio-facial structures (i.e., ear, throat, oral cavity, skull, etc.) and functions (e.g., individual oral-motor movements, swallow patterns, articulatory gestures, manual gestures, facial expressions, visual gaze patterns, body postures, etc.). The student must have sufficient sensory capability to perform all required evaluations and treatment protocols using instruments and tools necessary for accurate, efficient, and timely completion of such activities, including the ability to interpret video swallow studies.

4. Communication Skills

Consistent with ASHA's Standard IV-B for Certification in Speech-Language Pathology, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence" (ASHA,

2005). Information must be communicated in a succinct yet comprehensive manner and in settings in which time available may be limited. These skills require the ability to assess and effectively communicate all relevant information including the significance of nonverbal responses. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

5. Cognitive Skills

The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level deemed appropriate by faculty and professional staff. These skills may be described as the ability to comprehend, memorize, integrate, analyze, synthesize and apply material. He or she must be able to develop the reasoning and decision making skills needed for problem solving appropriate to the practice of SLP.

6. Behavioral/Emotional Health

The student must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the ability to manage the use of time, and the prompt completion of all responsibilities attendant to the diagnosis and treatment of communication disorders. In addition, he or she must be able to maintain mature, sensitive, and effective relationships with clients, students, faculty, staff, and other professionals under all conditions including highly stressful situations that may be associated with some clinical contexts. The student must have the emotional stability to function effectively under the typical stresses of clinical settings and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must know if his or her values, attitudes, beliefs, emotions, and/or experiences affect his or her perceptions and relationships with others. The student must be willing and able to examine and change his or her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse learning and working environments.

7. Professional Skills

The student must possess emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature, and responsible manner. The student must effectively manage the use of time and be able to systematize actions in order to complete professional and technical tasks with realistic constraints. He or she must be adaptable, possessing sufficient flexibility to function in new and stressful environments. He or she must be able to critically evaluate his/her own performance, be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance. The student must show respect for individuals of different age, ethnic background, religion, sexual orientation, and disabilities across the diverse spectrum of communicative disorders. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language, and public behavior. The student must uphold the Code of Ethics of the American Speech-Language and Hearing Association and WCU's standards of academic honesty. **It is expected that the development of essential professional skills will occur over the course of the program with the support of faculty through a combination of modeling, direct instruction, and constructive performance feedback.**

The overall progress made by each graduate student toward the completion of academic and clinical requirements is reviewed by the CD faculty as a whole at the beginning of every fall and spring semester. This

review is guided by the Student Progress Summary Report (SPSSR) form (provided to students by their advisors). It includes (among other things) consideration of (1) grades earned in academic and clinical courses and (2) the student's demonstration of the academic and clinical standards defined on the Knowledge and Skills Acquisition (KASA) form (See Appendix B). The standards on the KASA form are those set forth by ASHA's Council for Clinical Certification (CFCC) as prerequisite for the Clinical Fellowship Year (CFY), a requirement for earning the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). A copy of the KASA is available at the following website: www.wcupa.edu/_ACADEMICS/HealthSciences/commdisorder/cdkasa.asp).

Academic standards are defined in WCU's Graduate Catalog. Specifically, all students must maintain a cumulative GPA of 3.0. If a student's GPA falls below this standard despite reasonable accommodations (as determined by OSSD), they will be placed on probation and required to bring their GPA up to at least a 3.0 in the following semester. Students who fail to bring their cumulative GPA up to at least a 3.0 will be dismissed from the university.

KASA standards are addressed in most academic and all clinical courses. If a student fails to meet these standards, a remediation plan is developed by the instructor of the course. If the student continues to fall short of meeting standards despite remediation and despite reasonable accommodations (as determined by OSSD in collaboration with the Department) the student will be advised to discontinue the MA program. Students who do not meet the KASA standards will not be eligible for their CFY and, therefore, for the ASHA Certificate of Clinical Competence (CCC), which is the entry-level credential for SLPs as determined by ASHA.

Program Participant Agreement Statement

As a matriculated student in the Communicative Disorders MA program, my signature below indicates that I have read all 4 pages of the Essential Functions document; that I agree with its contents; that I am committed to the policies expressed therein; and that I may be advised to discontinue the program should I fail to demonstrate all of the Essential Functions despite reasonable accommodations (if recommended by OSSD) and reasonable levels of support from the faculty.

Participant's Name   Date

The Essential Functions Policy is adapted from the following sources:

ASHA (2005). Background Information and Standards and Implementation for the Certificate of Clinical Competence in Speech Language Pathology. http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm

Council of Academic Programs in Communicative Sciences and Disorders (2007). *Eligibility Requirements and Essential Functions*. Prepared by Schwartz et al., and retrieved from http://www.capcsd.org/proceedings/2007/talks/EFChecklist.pdf

Essential Functions Committee (2007). Disability Law in Higher Education. Council of Academic Programs in Communicative Sciences and Disorders. Retrieved from the internet on 5/8/09 at http://www.capcsd.org/proceedings/2007/talks/EFslides.pdf

Academic Requirements for the MA Degree in Communicative Disorders

The Basic Curriculum

The Master of Arts (MA) degree in Communicative Disorders prepares students for professional work in a variety of settings (e.g., schools, hospitals, rehabilitation centers, university clinics, private clinics, and others). The curriculum includes 63 semester hours as defined in Table 1 below.

Table 1. *Required Courses*

Course Number	Course Names	Semester Credits
501	Foundations of Research	3
511	Child Lang. Disorders I: 0-5 years	3
512	Child Lang. Disorders II: 6-18 years	3
516	Adult Neurogenic S/L Disorders	3
523	Voice Disorders	3
524	Fluency Disorders	3
526	Clinical Articulation & Phonology	3
543	Therapy for Hearing Impaired	3
551	Clinical Practicum (S/L)-1	3
551	Clinical Practicum (S/L)-2	3
551	Clinical Practicum (Hearing)	1.5
551	Clinical Practicum (S/L Dx)	1.5
552	Medical/Adult Affiliation	9
575	Medical Speech Pathology	3
582	Dysphagia	3
570	School Language, Speech, & Hearing Program	3
553	School-based Affiliation Practicum	9
Elective	See Table 2, below	3
	TOTAL # Semester Hours	63

Three of the 63 semester hours represent an elective course. Table 2, below, lists courses frequently chosen as electives.

Table 2. *Elective Courses*

Elective Course Options		Sem. Hours
SPP 565	Autism	3
SPP 550	Advanced Diagnostic and Therapeutic Methods	3
SPP 560	Seminar in CD (various topics)	3
SPP 610	Thesis	3

The Basic Curriculum Sequence

The curriculum sequence for full time and part time students is offered in three Patterns, two for full time students and one for part time students. Each pattern is summarized on the following pages.

Academic Plan – Full Time – Pattern 1
Curriculum Sequence for MA in Communicative Disorders (63 hours)

Fall – Year 1	Credits
501 – Found Research	3
511 – Child Language I (0-5)	3
543 – Rx for Hearing Imp	3
526 – Clin. Artic/Phono	3
[1][208-Neurology]	[3]
[1]TOTAL	12

Spring – Year 1	Credits
512 – Child Lang II (6-18).	3
516 – Adult Neuro S/L Dis.	3
523 – Voice Disorders	3
551 – S/L/H Clinic-1	3
APPLY FOR DEGREE CANDIDACY	
TOTAL	12

Summer – Year 1	Credits
First Summer Session	
570 – School Programs	3
Elective[2] (e.g., 560)	3
Second Summer Session	
TOTAL	6

Fall – Year 2	Credits
524 – Fluency Disorders	3
551 – Hearing Clinic	1.5
551 – S/L Dx Clinic	1.5
551 – S/L Clinic-2	3
582 – Dysphagia	3
TOTAL	12

Spring – Year 2	Credits
575 – Medical SLP	3
553 – School/Child Affil	9
SLP Praxis 0330	0
TOTAL	12

Summer – Year 2	Credits
552 – Med/Adult Affiliation	9
GRADUATION	
TOTAL	9

Academic Plan – Full Time – Pattern 2
Curriculum Sequence for MA in Communicative Disorders (63 hours)

Fall – Year 1	Credits
501 – Found Research	3
511 – Child Lang. I (0-5)	3
543 – Rx for Hearing Imp	3
526 – Clin. Artic/Phono	3
[1][208-Neurology]	[3]
[1]TOTAL	12

Spring – Year 1	Credits
512 – Child Lang II (6-18).	3
516 – Adult Neuro S/L Dis.	3
523 – Voice Disorders	3
551 – S/L/H Clinic-1	3
APPLY FOR DEGREE CANDIDACY	
TOTAL	12

Summer – Year 1	Credits
First Summer Session	
Second Summer Session	
551 – Hearing Clinic	1.5
551 – S/L Dx Clinic	1.5
551 – S/L Clinic-2	3
TOTAL	6

Fall – Year 2	Credits
524 – Fluency Disorders	3
Elective[2] (e.g., SPP 560)	3
570 - School Programs	3
582 – Dysphagia	3
TOTAL	12

Spring – Year 2	Credits
575 – Medical SLP	3
553 – School/Child Affil	9
SLP Praxis 0330	0
TOTAL	12

Summer – Year 2	Credits
552 – Med/Adult Affiliation	9
GRADUATION	
TOTAL	9

[1] SPP 208 (Neurology) must be taken concurrently with graduate courses if a student did not complete the equivalent course at the B.A. level or if a student did not pass the Neurology Qualification Exam prior to the first fall semester. If it is necessary for a student to take SPP 208, the total number of hours for fall semester will be 15 instead of 12.

[2] All students must take one 3-credit elective course. The choice of this course is entirely up to each student. Students who are writing a thesis may use their 3-credit thesis course as their elective. SPP 560 is recommended as an option for students who are not writing a thesis.

Academic Plan – Part Time - Pattern 3
Curriculum Sequence for MA in Communicative Disorders (63 hours)

Fall – Year 1	Credits
501 – Found Research	3
511 – Child Lang I (0-5)	3
[1][208-Neurology]	[3]
[1]TOTAL	6

Spring – Year 1	Credits
512 – Child Lang II (6-18)	3
523 – Voice Disorders	3
TOTAL	6

Summer – Year 1	Credits
First Summer Session	
570 – School Programs	3
APPLY FOR DEGREE CANDIDACY	
Second Summer Session	
551 – S/L Clinic-1	3
TOTAL	6

Fall – Year 2	Credits
526 – Clin Artic/Phono	3
543 – Rx for Hear Imp	3
TOTAL	6

Spring – Year 2	Credits
516 – Adult Neuro S/L Dis.	3
Elective[2] (e.g., 565 – Autism)	3
TOTAL	6

Summer – Year 2	Credits
Second Summer Session	
551 – Hearing Clinic	1.5
551 – S/L Dx Clinic	1.5
551 – S/L Clinic-2	3
TOTAL	6

Fall – Year 3	Credits
524 – Fluency Disorders	3
582 – Dysphagia	3
TOTAL	6

Spring – Year 3	Credits
575 – Medical SLP	3
553 – School/Child Affil	9
SLP Praxis 0330	0
TOTAL	12

Summer – Year 3	Credits
552 – Med/Adult Affil	9
GRADUATION	
TOTAL	9

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[1] SPP 208 (Neurology) must be taken concurrently with graduate courses if a student did not complete the equivalent courses at the B.A. level or if a student did not pass the Neurology qualifying exam. The total number of hours for fall semester will be 9 instead of 6 for a part time student who is required to take SPP 208.

[2] All students must take one 3-credit elective course. The choice of this course is entirely up to each student. Students who are writing a thesis may use their 3-credit thesis course as their elective. SPP 560 is recommended as an option for students who are not writing a thesis.

Additional Curriculum Requirements

ASHA Requirements (KASA Standard III-A1)

The MA Program prepares students for the Clinical Fellowship Year (CFY) following graduation. The standards of this preparation are defined by ASHA's Council for Clinical Certification (CFCC) and they are documented in the Knowledge and Skills Acquisition (KASA) form provided in Appendix B. Courses in the core curriculum (Table 1, above) address most of the KASA standards. However, the courses required to meet the four content areas associated with KASA's Standard III–A (see Table 3, below) are typically addressed at the undergraduate level. Students who have not completed these courses prior to beginning their MA program must do so during their MA program. This can be done by enrolling in a course at WCU or some other accredited institution, and in some cases it can be done by taking a CLEP exam (see next page). Either way, completion of these courses is a prerequisite for the Clinical Fellowship Year (CFY) following graduation.

Table 3. *KASA Standard III-A (Adapted from Appendix A, p. 3)*

Content Area	Criteria for Demonstrating Acquisition of the Content Area
III-A1. Biological Sciences Courses must be taken in a department other than Communicative Disorders	Successfully complete coursework with content that covers **one or more of the following areas**: General biology; principles related to the human organism; and/or principles of human relationships with the world/biosphere
III-A2. Physical sciences Courses must be taken in a department other than in Communicative Disorders	Successfully complete coursework with content that covers **one or more of the following areas**: Physics of sound and hearing; basic underpinnings of science (matter, energy, etc), geology, or astronomy.
III-A3. Mathematics: Statistics	Successfully complete coursework with content that covers **one or more of the following areas**: General math, algebra, geometry, statistics, calculus. **NOTE**: **WCU's Communicative Disorders' MA program requires this one course to be Statistics**
III-A4 Social/Behavioral sciences: Lifespan Development	Successfully complete coursework with content that covers **one or more of the following areas**: General psych, general sociology, culture, psychology of learning, educational psychology of cognition, psychology of personality, developmental psychology across the lifespan, social psychology, physiological psychology, abnormal psychology, sociology of aging, sociology of the family. **NOTE: WCU's Department of Communicative Disorders' MA program requires this one course to be Lifespan Development.**

CLEP Subject Examinations and their WCU Equivalents

Retrieved on 9/11/11

WCU's Registrar's Website: http://www.wcupa.edu/registrar/documents/CLEPExams2010.pdf
CLEP Website: http://www.collegeboard.com/student/testing/clep/about.html

CLEP Subject Examinations	West Chester University Equivalents	
American Government	PSC 100	American Government and Politics
American History I	HIS 151	History of the U.S. I
American History II	HIS 152	History of the U.S. II
American Literature	LIT 200	American Literature I
Analysis and Interpretation of Literature	LIT 165	Introduction to Literature
Calculus with Elementary Functions	MAT 161	Calculus I
Pre-Calculus	MAT 105	Pre-Calculus
College Algebra	MAT 107	College Algebra
College French I and II	FRE 101-102	Elementary French
	FRE 201-202	Intermediate French
College German I and II	GER 101-102	Elementary German
	GER 201-202	Intermediate German
College Spanish I and II	SPA 101-102	Elementary Spanish
	SPA 201-202	Intermediate Spanish
English Literature	LIT 230	English Literature I
Freshman College Composition	ENG 120	Effective Writing I
General Biology	BIO 100	Basic Biological Science
	BIO 110	General Biology
General Chemistry	CHE 100	Concepts of Chemistry
	CHE 102	Essentials of Chemistry
	CHE 103	General Chemistry I
Human Growth and Development	EDE 251	Child Development and Behavior
	HEA 206	Human Development
Information Systems and Computer Applications	CSW 101	Introduction to Computers
Introduction to Educational Psychology	EDP 250	Educational Psychology
Introduction to Management	MGT 200	Principles of Management
Introductory Accounting	ACC 201	Financial Accounting I
Introductory Business Law	BLA 201	Legal Environment of Business
Introductory Macroeconomics	ECO 111	Principles of Economics I
Introductory Microeconomics	ECO 112	Principles of Economics II
Introductory Psychology	PSY 100	Introduction to Psychology
Introductory Sociology	SOC 200	Introduction to Sociology
Principles of Marketing	—	No equivalent at WCU
Trigonometry	—	No equivalent at WCU
Western Civilization I	HIS 101	History of Civilization I
Western Civilization II	HIS 102	History of Civilization II

PDE Requirements for Instructional Level 1 Certificate

The MA program is designed to prepare students for work in the full range of environments calling for SLP service delivery. One of these environments is the public school system. For this reason, students must meet **curriculum requirements** of the Pennsylvania Department of Education (PDE) as summarized in Table 4, below. These courses are typically completed at the undergraduate level. Students who have not completed these courses prior to beginning their MA program must do so during their MA program either by taking the course or by completing a CLEP exam (see previous page) that meets the course requirement.

Table 4. *PDE Requirements for Instructional Level 1 Certification*

Education Courses	
EDR 345, 347, or 550	Literacy Development; Students in Inclusive Classrooms
LAN/ENG 382/586	Teaching English Language Learners
Additional Requirements	
Math Course[1]	Any undergraduate math course at the 100 level or above
Math Course[2]	Any undergraduate math course at the 100 level or above
Literature Course[3]	Any undergraduate literature course
English Course[3]	Any undergraduate English Course

[1] A statistics course that is taken in the math department may count for one of the two math course requirements. A statistics course that is taken in another department (Psychology, Sociology) will not meet this requirement.

[2] Students are encouraged to check with their advisors to verify that an undergraduate course they have taken will meet these requirements.

In addition to the coursework in education, students are required to successfully pass three **Praxis examinations** and apply for **Formal Admission to Teacher Education (FATE)**. Additional information about this process is included later in this Handbook under **Instructional Certification in the Schools**.

Summative Assessments and Capstone Experience

In addition to the completion of academic and clinical courses, all students must complete a set of summative assessments:

- **SLP Praxis Examination (0330)**

  This is a national, standardized test which is typically completed during the last spring or summer semester of the graduate program. A passing score on the SLP Praxis 0330 is also one of the prerequisites for earning the CCC-SLP. The SLP Praxis is described in greater detail later in this Handbook.

- **ROSA**

  ROSA stands for "Repeated Objective Summative Assessment". Students must complete two ROSA assessments during their participation in the MA program. Full time students complete the ROSA 1 at the end of their first spring semester and the ROSA 2 at the end of their second spring semester. Part time students complete the ROSA 1 at the end of their second spring semester and the ROSA 2 at the end of their third spring semester. A more detailed description of the ROSA is provided later in this Handbook.

- **Thesis**

  Some students elect to write a thesis. This is not a requirement, but it is encouraged, especially for those students who may wish to pursue a career at some later point as researchers or faculty in higher education. Details about writing a thesis are provided later in this Handbook.

Fine Tuning the Program of Study

When students enter the program, they are provided with a Plan of Study and assigned to an advisor. Students are encouraged to review their Plan of Study and to consult with their advisors if they have questions. The Communicative Disorders (SPP) courses required for graduation include only those listed on the previous pages. However, the actual number of credit hours needed to complete the program may differ when students have accumulated transfer credits from other schools that are accepted towards the MA degree or when "deficiencies" are found in a student's undergraduate program. For example, a student who did not complete a course in Neurology at the undergraduate level will be required to either (1) pass the Neurology Qualifying Exam administered in August, or (2) add the Neurology course (SPP 208) to his or her course sequence. Similarly, if a student did not complete a Statistics course or a course in Lifespan Development during his/her undergraduate program, these courses must also be added to the curriculum. Please see more details in the section on **Academic Advisement** later in this Handbook.

KASA: Standards, Form, Documentation, and Tracking

As indicated earlier in this Handbook, the MA program in CD is designed to prepare students for their Clinical Fellowship Year (CFY) which, in turn, is a requirement for earning the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). To be eligible for CFY, students must demonstrate that they have achieved the standards defined by ASHA's Council for Clinical Certification (CFCC). These standards are listed on the **Knowledge and Skills Acquisition** (**KASA**) **Form**. Students receive a copy of the KASA during the initial Orientation Meeting as **Appendix B** of this handbook. A copy of the KASA is also available on the Department's website and on D2L's MA Advisement site in a folder called "KASA Information." A copy of each student's individual KASA is retained by his or her advisor in the student's academic file.

The KASA form itself is about 25 pages in length. The first two pages describe its contents and the remaining pages consist of a matrix with five columns of information:

- Column 1 - ASHA's performance Standards
- Column 2 - WCU courses that address each standard
- Column 3 - Course content associated with each standard
- Column 4 - Criteria or tasks by which each standards is assessed
- Column 5 - Student performance codes: "T" ("Target"), "A" ("Acceptable"), & "U" ("Unacceptable")

To meet a performance standard, a student must receive a performance code of "T" or "A". The code of "T" (Target) indicates that a standard was met on the initial assessment. A code of "A" (Acceptable) indicates that the standard was met following remediation. A "U" (Unacceptable) indicates that the student failed to meet the standard, even after remediation. The performance code awarded to a student for a given KASA standard will be determined by a course instructor (for a knowledge standard) or a clinical supervisor (for a skill standard).

The **performance criteria** for receiving a code of "T" for a standard or a set of standards are defined explicitly in the syllabus of each academic and clinical course. Students receive feedback throughout a course regarding their performance on tasks designed to measure their acquisition of specific KASA standards. If a student fails to earn a "T" for a particular knowledge standard in an academic course, a **remediation plan** will be developed by the instructor of the course for that standard. If a student fails to meet a skill standard in their

first practicum course, he or she will have additional opportunities to meet the standard in subsequent practicum courses.

At the beginning of the first semester, incoming graduate students are asked to complete the **first and third page of the KASA** using the form that is available on the MA Advisement site under KASA Information. When they have completed this task, they should e-mail the form to their Academic Advisor, who will add the remaining pages to the KASA and document the acquisition of standards as students complete courses and clinical practica in which the standards are addressed.

The documentation of KASA standards is a multi-step process. At the end of each semester, each course instructor and clinical supervisor will send a **KASA Summary List** to each student's advisor. This list will indicate the status of each student with respect to each KASA standard addressed in the academic or practicum course. The advisor will then transfer information from the KASA Summary List to each advisee's KASA form. Students will receive periodic confirmation from their advisors to verify the documentation of KASA standards on which they have been evaluated. This will be included in the Student Progress Summary Report (SPSR) form provided to each student during the fall and spring semesters of each year. At the end of a student's academic program, the advisor will sign the Department's copy of the student's KASA form to verify that the student has achieved all of the standards required as prerequisite for CFY. Please note that the KASA documentation process is extremely important. Without it, a student will not qualify for CFY or (ultimately) for CCC-SLP.

In clinical practicum courses, the Department will make every effort to ensure that students are exposed to diverse clinical experiences that offer the opportunity to demonstrate every one of the clinical standards included in the KASA. However, in some rare instances, a KASA standard may pertain to a disorder-specific clinical skill which a student has not had the opportunity to demonstrate during any of his or her clinical practicum courses. In these rare instances, the WCU clinical supervisor for the student's last affiliation practicum will provide the student with alternative opportunities for meeting such a standard. These alternative opportunities may involve case study assignments (written or oral) and/or role play activities.

When students have received a performance code of 'T" or "A" for each KASA standard, the Program Director will certify that the student has met ASHA's KASA standards. This (together with completion of the MA degree) will qualify the student to apply for the CFY, which (as indicated above) is a prerequisite for earning the CCC-SLP.

If a student does not meet the requirements of a KASA standard, a performance code of "U" will be documented in the student's records by the instructor for that standard, and the Communicative Graduate Program Coordinator will not be able to certify that the student has met ASHA's KASA standards. Students who fail to meet any KASA standard may lose their eligibility to qualify for CFY and (ultimately) for CCC-SLP.

WCU's Academic Standards & Policies Regarding Enrollment

General Degree Requirements

As a candidate for the M.A. degree, a student must meet WCU's general requirements for the degree. This includes completion of all courses with a cumulative Grade Point Average (GPA) of at least 3.0 on a 4.0 point scale.

Academic Probation

If a student's cumulative GPA falls below a B (3.0) the student will be placed on academic probation, and will have one semester in which to raise it to a 3.0 or better. Failure to do so will result in dismissal from the University.

Degree Candidacy

Students are required to apply for admission to **Degree Candidacy** after they have completed at least 12 but no more than 15 semester hours including SPP 501 plus three additional SPP courses with a GPA of at least 3.0. For full time (FT) students, the courses typically include SPP 501, 511, 543, and 526. For part time (PT) students, the courses typically include 501, 511, 512, and 523. FT students typically will have completed the required courses by the end of their first fall semester, and PT students typically will have completed the required courses by the end of the first spring semester.

Students who completed graduate-level courses in Communicative Disorders prior to entering the MA program must still complete SPP 501 plus three courses as matriculated students, even though they will have completed more than 12 semester hours (and sometimes more than 15 hours) of coursework at the time they apply for admission to Degree Candidacy.

Transfer Courses and KASA Requirements

Students who transfer graduate courses from another university must provide evidence of having met the KASA standards associated with the course content.

Transfer Course Restrictions

With one exception (see below) students who enter WCU's graduate program with an earned master's degree **in another discipline** cannot receive credit for courses that applied toward the completion of that MA degree program.

Exception to Transfer Course Restrictions

Students who enter the M.A. program with an earned graduate degree **in another discipline** may be given a waiver for SPP 501 (Foundations of Research) **if** they have successfully completed a research course as part of their degree program in the other discipline. However, WCU's policy does not permit students to apply credits earned in a graduate degree program at another university toward the program at WCU. Therefore, if SPP 501 is waved, the student must take a third elective to earn the number of hours required for the MA degree.

Conditions of Transfer Credits

The following conditions are the minimum requirements for acceptance of transfer credit:

1. The credits must have been earned at an accredited graduate school.

2. The courses taken must be approved by the department or program in which the applicant intends to enroll at West Chester and by the graduate dean.

3. The maximum number of credits that may be transferred shall not exceed 20 percent of the total required for completion of the student's degree program, rounded to the next highest three-credit increment. **The total number of credits needed to complete the MA program in Communicative Disorders is 63, and 20% of 63 is 12.6 or 13 hours when rounded to the next highest three-credit increment.**

4. The grade earned for courses to be transferred must be B or better. (An "A" equals 4.0.)

5. An official transcript and a course catalog description or syllabus must be submitted with a request for the approval of transfer credits. Transcripts must be sent directly to the Office of Graduate Studies by the institution that granted the credits, and they must clearly indicate that the courses to be transferred are graduate courses for which graduate credit was given.

6. The courses for transfer must have been taken recently enough to fall within the six-year time limitation.

Time Limit on Transfer Credits

As indicated above, no transfer credit will be given for any courses completed more than six years prior to commencement of WCU's M.A. program in Communicative Disorders.

Continuous Enrollment

Students must be in continuous enrollment in courses throughout the duration of the MA program. If, for some reason a student is forced to suspend his or her studies temporarily, the student must **request an exception from the Graduate Coordinator, in writing, prior to the semester in which class attendance is suspended**. Please also read the policy about continuous registration on the Graduate Studies web page.

Provisional Enrollment Status

Individuals who are admitted to the Communicative Disorders MA Program as on a provisional enrollment basis without full matriculation must satisfy the deficiencies related to their provisional status and then apply for full matriculation. These students are responsible for meeting with their advisor before, or during their first semester to develop a plan to remediate the provisions.

Reminder to consult WCU Reference Sources

As noted on the first page of this Handbook, students should become familiar with several important University resources.

o   WCU's *Graduate Catalog* for the year in which they entered the MA degree program

o   The website for the *Office of Graduate Studies*

o   *The Ram's Eye View*

All three resources describe important policies. Additionally, the *Office of Graduate Studies* Website contains a link to a **Forms and Policies** area that is of special importance to graduate students. Finally, **when policies are changed at the university and/or Graduate Studies level, they will take precedence over policies stated in this Communicative Disorders *Graduate Student Handbook*.** If and when such changes occur, students will be informed through announcements made on the D2L MA Advisement Site.

Clinical Practicum Requirements

WCU's Communicative Disorders MA program provides students with the coursework and clinical experiences required to meet the pre-professional academic and clinical standards leading to ASHA's **Certificate of Clinical Competence in Speech-Language Pathology** (CCC-SLP). It also provided students with the coursework and clinical practicum experiences required by the PA Department of Education (PDE) to earn the **Pennsylvania Instructional Certificate I** (needed for employment in the public schools). To meet the requirements of ASHA and PDE, students participate in practicum at three different sites: (1) WCU's Speech and Hearing Clinic, (2) a public school affiliation, and (3) a hospital affiliation. Below is an overview of policies regarding the clinical education across sites:

Policies

1. **Clinical Practicum Environments**

   The M.A. degree requires successful completion of supervised clinical practicum on campus at WCU's Speech and Hearing Clinic and at two off-campus affiliation sites approved by the Department.

2. **GPA Prerequisites**

   To register for on-campus or off-campus clinical practicum, students must have a minimum cumulative GPA of 3.0 in the MA program. Successful completion of the on-campus practicum is a prerequisite for enrolling in off-campus affiliation.

3. **Clinical Practicum Clock-Hour Requirements**

   Students must earn a total of **400 clock hours** of clinical practicum in order to qualify for the M.A. degree.

   a. At least 375 clock hours must be earned in direct client/patient contact.
   b. A minimum of 325 hours must be earned at the graduate level.
   c. Students may receive credit for up to 50 clinical practicum hours earned under the supervision of an SLP professional with CCC-SLP from ASHA.
   d. Students must apply up to 25 clinical observation hours towards the total of 400 clinical clock hours that must be earned

4. **Off-Campus Affiliation Practicum**

   Details regarding the requirements for participating in off-campus affiliation are provided in a later section of this Handbook.

5. **PA Instructional Certificate**

   The Pennsylvania Department of Education (PDE) requires all speech-language pathologists (SLPs) to earn the **PA Instructional Certificate I** if they wish to work in the schools. This certificate is different from the Certificate of Clinical Competence (CCC-SLP) issued by ASHA, and it requires students to meet competencies in education and linguistics along with communicative disorders. The courses which allow students to meet this requirement were listed above in Table 4 under Additional Curriculum Requirements. A checklist summarizing all requirements is provided on the next page in Table 5.

6. **SPP 570**

   All students must complete SPP 570 (School Programs) even if they currently hold instructional certification in speech pathology.

Table 5. Checklist of Requirements for PA Instructional Level I Certificate
(Special Education: Speech-Language Impaired)

Instructions: For each set of requirements, indicate courses for which you have received credit and the semester in which you plan to complete courses for which you have not yet received credit.

Communicative Disorders Curriculum

SPP #	Course Title	Credit Received	Scheduled to Take
501	Foundations of Research in Speech Pathology		
511	Child Language Disorders I		
512	Child Language Disorders II		
516	Adult Neurogenic Speech & Language Disorders		
523	Voice Disorders		
524	Fluency Disorders		
526	Clinical Articulation & Phonology		
543	Therapy for the Hearing Impaired (or SPP546-Aural Rehab.)		
551	Graduate Clinical Practicum (Speech/Language) I		
551	Graduate Clinical Practicum (Speech/Language) II		
551	Graduate Clinical Practicum (Hearing)		
551	Graduate Clinical Practicum (Speech/Language Diagnostics)		
582	Dysphagia		
575	Medical Speech Pathology		
552	Medical Affiliation Practicum		
570	School Language Speech and Hearing Programs		
553	School-based Affiliation Practicum		

Education Courses

Course #	Course Title	Credit Received	Scheduled to Take
EDR 345/347 (or grad level)	Literacy Development and Students in Inclusive Classrooms List approved equivalent _____		
LAN/ENG 382/586	Teaching English Language Learners (ELLs) List approved equivalent: _____		

Additional Requirements

Content	Course #	Course Title	Univ. where taken	Scheduled to Take
(Math)				
(Math)				
(Literature)				
(English)				

Procedures Associated with the PA Instructional Certificate

Tasks to complete BEFORE the School-Based Affiliation

1. **Complete Required Coursework**

   Students must complete all basic courses required for the MA in Communicative Disorders (Table 1, above) and all coursework required by PDE (Table 4, above). Also see Table 5, above, which lists all courses combined.

   One exception to these requirements applies to students who currently hold a teaching certificate. These students are not required to take the following courses:

   > Two (2) college level math classes
   > One (1) English (ENG) Composition course
   > One (1) Literature (LIT) course

2. **Praxis Testing Requirement**

   Students who currently hold a teaching certificate must pass Praxis II, below. All other students must pass all three of the praxis exams below. The website for signing up for these exams is www.ets.org/praxis.

   > PPST Praxis I series: Reading #10710; Math 10730; Writing #20720
   > Praxis II #30511 Fundamental Subjects: Content Knowledge test
   > SLP Praxis 0330

   NOTE:

   - When you sign up at Educational Testing Services (ETS) to take these tests, you will be asked to give a recipient code number which indicates where (in addition to yourself) the test results should be sent

   - For the first two praxis tests (PPST Praxis I series and Praxis II) you must enter the recipient code of #2659 for the College of Education. Do NOT have your scores sent to the Department of Communicative Disorders.

   - For the SLP Praxis 0330, you should indicate both the College of Education (#2659) and the Department of Communicative Disorders (RA0267) and the Pennsylvania Department of Education (8033). More information about the SLP Praxis 0330 is provided later in this Handbook.

3. **Submit forms to the Clinic Director**

   Approved Program of Study (**APS**)

   > This form outlines the necessary course work and academic plan for teacher certification. A copy it is available on D2L's MA Advisement site under Teacher Certification. This form must be completed by the end of the student's **first semester** of graduate studies and submitted to the Clinic Director with copies of all transcripts.

   Formal Admission to Teacher Education (FATE)

   > This form is available on D2L's MA Advisement site under Teacher Certification Procedures. It must be completed by the end of the student's **first semester** of graduate studies and submitted to the Clinic Director with copies of all transcripts and Praxis I scores.

4. **Submit two medical documents**

   ▪ Both are due at least 3 months before the scheduled school-based affiliation

   Tuberculin Skin Test

   Students must present evidence of passing a **Tuberculin Skin Test** (preferably the Mantoux test) to the WCU Infirmary. Students may have their physician do this test OR they can have it done at the WCU's Infirmary in Wayne Hall (610-436-2509).

   Physical Examination

   Students will need evidence of passing a full physical examination within a year of their PA certification application. Such a form can be filed with the Infirmary for the physicians to sign OR students can have their own physician sign the certification application attesting to good health.

5. **Apply for 3 clearances**

   Note: These clearances are **good for only one calendar year**. Your application must be completed such that they cover the period of time during which you will be doing your school-based affiliation

   ACT 34 Compliance (Criminal History Record Information)

   Each student must submit a Criminal History Record Information form from the PA State Police. This form documents that the State Police Central Repository contains no criminal information pertaining to the student. The criminal record history report must be no more than one (1) year old. The student must show the original report to the administrator at the student teaching site. Students may access this form on line: **www.psp.state.pa.us/psp/cwp/view.asp?A=4&Q=48275**

   ACT 151 (PA Child Abuse History Clearance)

   Each student must submit a copy of an official clearance statement obtained from the PA Department of Public Welfare or a statement from the Department of Public Welfare that no record exists. The clearance statement must be no more than one (1) year old. The student must show the original report to the administrator at the student teaching site. Students may access this form on line at **www.dpw.state.pa.us/ServicesPrograms/ChildWelfare/003671038.htm**

   ACT 114 (FBI Clearance)

   This requires fingerprinting. The cost is $40. Money orders are required (i.e., no cash or personal checks). Finger print location: Chester County Intermediate unit.

   www.pa.cogentid.com/Site%20Instructions_html/IU24.htm

   To schedule an appointment at CCIU contact the Fingerprinting Center, CCIU beginning April 2nd at 484-237-5321 or email **fingerprinting@cciu.org**

Tasks to complete at the conclusion of the school-based affiliation

1. **Complete forms 338G and 338C**

   These forms must be completed with additional procedures as outlined in the guidelines in the PDE Certification Manual submitted to the Education Department.

2. **PDE 430 Statewide Evaluation forms**

   These forms (midterm and final) must be completed and submitted by the WCU affiliation supervisor at mid-term and final affiliation.

Off-Campus Affiliations

Students must complete two off-campus affiliations after having completed their on-campus clinical work. Below is a summary of important information regarding off-campus affiliations. More details about this process are available in the **Affiliation Practicum Handbook** on D2L under the Organizations tab at the Affiliation Practicum website.

Affiliation Courses

Off-campus clinical practicum courses include SPP 552 (Hospital Affiliation) and SPP 553 (School based Affiliation). All students must complete 9 hours of SPP 553 (School/Child Affiliation) and 9 hours of SPP 552 (Medical Affiliation). The affiliation practicum courses appear in the spring and summer semesters of the curriculum sequence.

Affiliation Requirements

1. **Complete Academic Prerequisites**

   As indicated earlier, students must have earned a grade of "B" or better (both at midterm <u>and</u> as a final grade) in the on-campus clinical practicum (SPP 451) to be eligible for off-campus affiliation practicum. **If this requirement is not met, students will not be permitted to register for affiliation practicum**.

2. **Submit Formal Request**

   To enroll in an affiliation practicum, students must **submit a formal request** to the Department's Clinic Director at least **two semesters prior to** the semester in which the practicum is to be completed. The Practicum Request forms used for this purpose are located outside of the Clinic Director's office.

3. **Register for SPP 552 or 553**

   To enroll in an affiliation practicum, students must **register** for the practicum course **one semester prior to** the semester for which an affiliation was approved. Depending on the affiliation, registration will be for SPP 552 (Medical Affiliation) or for SPP 553 (School-based Affiliation). Each affiliation offers 9 semester hours of credit and each extends a 12 week period. Students may accrue up to 225 ASHA hours in each affiliation.

4. **Receive an Affiliation Assignment from Clinic Director**

   Affiliation practicum is offered only at sites where the Department of Communicative Disorders has a written affiliation agreement. Such an agreement can only be implemented by the Department's Clinic Director. <u>Students may not arrange for an off campus practicum site without consulting the Clinic Director</u>.

5. **Interview with Site Supervisor**

   Once a site has been assigned, the student will be instructed to schedule an on site interview. Many sites follow a student selection process requiring a formal interview. After such an interview, the student must contact the Clinic Director to discuss impressions of the suitability of the site to meet the student's needs. The Clinic Director will then contact the site for final approval.

6. **Determine Starting and Ending Dates**

   If the site agrees to take the student, a confirmation letter with the student's request will be sent to the site. The student and the site supervisor will agree upon a starting date and ending date for the

practicum. Once these dates are determined, they should be e-mailed to the Clinic Director and the Department secretary. Note that practicum dates are classified in reference to the semester in which they occur (e.g., Spring, Summer, Fall).

7. **Complete Site-Specific Requirements**

Prior to beginning an affiliation practicum, students must comply with requirements specific to an affiliation site. The following items are typically included:

> TB test
> Medical examination
> Pennsylvania State Police Criminal Record Check
> Pennsylvania Child Abuse History Clearance
> FBI clearance

8. **Important Note about Clinical Clock Hours**

Neither the Department nor the practicum site can guarantee the exact number of clinical contact hours that a student will earn or the distribution of contact hours relative to certification requirements. Additionally, students may not end an affiliation prior to the agreed upon end date, even if all necessary ASHA clinical hours have been obtained.

9. **Affiliation Performance Standards**

Students must earn a passing grade of B (3.0) or better in each affiliation practicum (SPP 552 and SPP 553). Please note that SPP 552 can be repeated only once (maximum). Similarly, SPP 553 may be repeated only once (maximum). A repeat must result in a passing grade. Failure to pass the affiliation practicum when repeated will result in dismissal from the program. SPP 552 and SPP 553 are distinctly different courses and are not interchangeable when a repeat is required.

10. **Documentation of Clinical Clock Hours**

It is each student's responsibility to maintain formal documentation of his or her earned clinical contact hours. The form used for this purpose is called the **Summary of Supervised Clinical Practicum in Speech-Language Pathology,** and it is available in a bin near the WCU's Speech and Hearing Clinic Office. One such form is completed at the end of each practicum. Two copies of the form must be signed by the affiliation supervisor and by the student. One copy of the form must be retained by the student and another copy must be placed in the student's academic file.

Student Conduct Policy in On- & Off-Campus Settings

Preparation for a successful career in speech-language pathology includes the development of sensitivity to patterns of conduct that are appropriate across professional settings (e.g., classroom, clinic, hospitals, rehabilitation centers, schools, etc.). Examples of appropriate behaviors can be found in WCU's *Student Code of Conduct* (see copy on D2L's MA Advisement website under Essential Functions and Code of Conduct), in the **Undergraduate Catalog**, in the **Graduate Catalog**, in the class participation guidelines described in each **course syllabus,** and in the description of expectations provided below:

Expectations of Conduct in On-Campus Settings

- **Appropriate interaction with academic and clinical faculty**: Students are expected to do their part to promote a professional, effective, respectful, and harmonious relationship with their instructors. Additionally, students are expected to accept constructive feedback (written and/or verbal) from their instructors. When issues arise, students are expected to follow the complaint process described later in this Handbook.

- **Appropriate interaction with Departmental, College, and University administrators and support staff**: Students are expected to do their part in establishing and maintaining a professional, effective, respectful and harmonious relationship with all administrators and support staff at the Departmental, College, and University levels.

- **Appropriate personal appearance, mannerisms, and values**: Students are expected to dress appropriately to situations and learning environments; to conduct themselves professionally through appropriate verbal and non-verbal communication patterns; to engage in appropriate personal habits and mannerisms; to exhibit fair, consistent, and equitable treatment of all; to respect the civil rights and confidentiality of all; to demonstrate civility and respect for diversity; to see the worth and dignity of others; and to work effectively and collaboratively with their peers.

- **Adherence to class schedules:** Students are expected to be punctual and to observe the schedules, regulations, and expectations of the university-student relationship.

- **Adherence to attendance and class participation policies:** Students are expected to adhere to the attendance policies set by their instructors and by the university; to fulfill course obligations; to notify appropriate persons and/or to submit necessary documentation if absent; to follow through on assigned responsibilities; and to participate appropriately during class discussion, lectures, and presentations.

- **Demonstrate preparation:** Students are expected to show evidence of being well-prepared for class academically and attitudinally. They are expected to approach tasks in an organized, skillful, and pro-active manner; and to include appropriate professional content in their assignments.

Expectations of Conduct in Off-Campus Affiliation Settings

- **Appropriate interaction with WCU and affiliation supervisor:** Students are expected to do their part to promote a professional, respectful, effective, and harmonious relationship with their supervisors from WCU and from the affiliation site. They are also expected to accept constructive feedback (written and/or verbal) from their supervisors.

- **Appropriate interaction with other affiliation site staff members and administrators**: Students are expected to do their part to maintain a professional, respectful, and harmonious relationship with other staff members and administrators at their off-campus affiliation sites.

- **Appropriate personal appearance, mannerisms, and values**: Students are expected to dress and groom in a way that is consistent with the affiliation site culture. They must conduct themselves professionally by using appropriate verbal and non-verbal communication patterns and by demonstrating appropriate personal habits. They must treat others in a manner that is fair, consistent, and equitable. They must respect the civil rights of all; maintain confidentiality of affiliation site matters and client-specific information; demonstrate civility and respect of diversity; see the worth and dignity of all; and work effectively and collaboratively with affiliation site staff and administrators.

- **Adherence to policies:** Students are expected to adhere to all policies and procedures of the affiliation site; to be punctual; and to observe established schedules, regulations, and expectations of the university-affiliation site relationship.

- **Adherence to attendance and responsibility requirements:** Students are expected to demonstrate regular and reliable attendance according to the standards set by the affiliation site. They are expected to fulfill affiliation site obligations; to notify appropriate persons and to submit necessary documentation if absent; to carry through on all assignments; and to exercise sound, ethical, and professional judgment in all matters.

- **Adherence to expected levels of preparedness**: Students are expected to show evidence of being well-prepared, substantively and attitudinally, for affiliation site responsibilities. They must show a

willingness to approach tasks in an organized, skillful, and pro-active manner. They are expected to demonstrate enthusiasm for the clients and the affiliation site processes; to use their time effectively; and to demonstrate the flexibility needed to adapt to changing situations at the affiliation site.

Consequences of Conduct Violations

In order to protect the rights of students and faculty (academic and clinical), due process procedures will be followed when a complaint regarding behavior is alleged. These procedures are consistent with those described under "Academic Policies and Procedures" in the **Undergraduate Student Handbook**, in the "Academic Information and Regulations" section of the **Graduate Catalog,** and in the *Student Code of Conduct* (see D2L's MA Advisement Website under Essential Functions and Student Code of Conduct). Student and faculty are obligated to adhere strictly and consistently to the following procedural hierarchy:

Step 1: When a faculty member observes a conduct violation, he or she will inform the student that a conduct violation has been observed and discuss the violation with the student. The discussion should include the following elements:

→ an objective behavioral description of the violation
→ an opportunity for the student to provide his or her perspective on the violation
→ a plan to avoid a similar violation (or perception thereof) in the future

This discussion should be a supportive one between the student and the faculty member.

In unusual circumstances when the faculty member has objective reasons, he or she may invite a third person to join the conversation. The third person must be selected from the following hierarchy: Academic Advisor, Graduate Coordinator, Chairperson. If a third person is invited to the meeting, the student must be informed in advance and must be provided with the opportunity to invite an advocate. During the meeting, the second faculty member and the advocate will serve as <u>passive observers</u> and refrain from participating in the discussion. The overarching goal of this meeting is to turn the apparent conduct disorder into a learning opportunity for both the student and the faculty member. If the tone of the meeting escalates in a negative manner, the student or the instructor may terminate the meeting and request a follow up at step 2.

At the end of Step 1 whether the conduct violation was discussed between the student and the faculty member or whether it was discussed between the student, faculty member, and third party, **the faculty member will send a summary of the contents of the meeting to the student with a copy to the student's academic advisor**. **This summary will <u>not</u> be placed in the student's academic file**. However, if an academic advisor receives more than one summary of a meeting at step 1 for the same student, the potential for a pattern of inappropriate conduct will be discussed at the following faculty meeting.

Step 2: If the faculty member and the student are unable to resolve the problem at step 1, the student should be referred to his or her academic advisor for further discussion of the conduct issue. With the advice of the academic advisor, the student or faculty member may then request a meeting with the Graduate Coordinator. This meeting will be attended by the student, the faculty member who initiated the complaint, and the academic advisor. The purpose of this meeting is to provide the Graduate Coordinator with an opportunity to mediate and recommend further action. The possible outcomes of this meeting may include one or more of the following:

♦ Dismissal of the complaint
♦ A plan for remediation with the student and faculty member
♦ A written recommendation for remediation to be placed in the student's department file
♦ Follow-up to ensure completion of the remediation plan with the student & faculty member.
♦ Document completion of the remediation plan in the student's academic file

If the advisor recommends that the problem be brought to the attention of the Graduate Coordinator, then the Graduate Coordinator will oversee all events at step 2. If the Graduate Coordinator is the faculty member who initiated the complaint, the Department Chairperson will oversee the Step 2 process.

Step 3: If the problem is not resolved with step 2, then the instructor or the student may bring the issue to the Department Chair. The possible outcomes of this meeting may include:

♦ Dismissal of the complaint
♦ In cases of extreme ethical violations, such as cheating or plagiarism, a recommendation that the student be dismissed from the program.
♦ Completion of remediation activity as outlined above in Step 2

Step 4: If the student disagrees with the decision of the CD Chairperson, he or she may then appeal the decision to the Associate Dean of the College of Health Sciences. The Associate Dean's decision should be considered final, unless other provisions are available as per University policy.

The SLP Praxis (0330) Exam

General Description

The **Praxis Examination in Speech-Language Pathology (0330)** is a standardized, summative assessment of knowledge important for independent clinical practice. It is commissioned by ASHA and facilitated by the Educational Testing Service (ETS). However, it is distinct from other Praxis exams required by the Pennsylvania Department of Education (PDE) for participation in school-based affiliation. While the other praxis exams required by PDE assess school-based applications, the SLP Praxis (0330) assesses knowledge required across all primary employment settings (e.g., hospitals, clinics, rehabilitation centers, private practice, schools, etc.)

The SLP Praxis (0330) consists of 120 multiple-choice test questions that focus on content related to the major practice areas of basic human communication processes, phonological and language disorders, speech disorders, neurogenic disorders, audiology/hearing, clinical management, and professional issues, including psychometrics and research. Case studies assess the examinee's knowledge of possible applications to clinical situations and issues. Research articles are included to assess the examinee's ability to synthesize information and to apply it to specific examples. For more information about the SLP Praxis 0330, please see http://www.ets.org/Media/Tests/PRAXIS/pdf/0330.pdf and http://www.asha.org/certification/

Purpose

As indicated earlier, WCU's MA program uses the SLP Praxis (0330) as a tool for conducting a summative assessment. Therefore, a passing score on the SLP Praxis (0330) is required for graduation. Additionally, a passing score on the SLP Praxis (0330) is one of the requirements for earning ASHA's CCC-SLP.

Registering for the Praxis

Students will register for and take the SLP Praxis (0330) during their last spring semester at WCU. The current minimum score for passing the SLP Praxis (0330) is 600. Students who fail may repeat the exam during the following summer semester. Details about registering for the exam and receiving a score report will be discussed during periodic orientation meetings scheduled by the Graduate Coordinator. For full time students, these meetings will occur during the first and second spring semesters. For part time students, these meetings will occur during the second and third spring semesters.

Using the Recipient Codes

Registration for the SLP Praxis (0330) is done on line at www.ETS.org. During the registration process, ETS will ask an applicant to enter one or more **Recipient Codes** (R-Codes) to identify the locations where the results of the test should be sent. **It is extremely important for students to enter the** following **R-Codes:**

RA0267 – WCU's Department of Communicative Disorders
2659 – WCU's College of Education
8033 – Pennsylvania Department of Education (PDE)

The Department of Communicative Disorders uses SLP Praxis (0330) results as part of the graduate program's self-evaluation process and as data for preparing an annual report required to maintain accreditation by ASHA's Council on Academic Accreditation (CAA). Unfortunately, the Department will not receive a student's score report unless the student takes the initiative to enter the appropriate R-Code. Therefore, it is crucial that students follow up. A reminder about the R-Code will be provided during the periodic orientation meetings.

ROSA

ROSA stands for "Repeated Objective Summative Assessment". This is the protocol used to students' retention of information about communicative sciences and disorders up to the point of testing. Results are also used to inform the program of content areas which may need to be presented with more emphasis.

The schedule and content of the assessments are summarized in the table below. Numbers in the table correspond to the numbers of the courses taught at the graduate and undergraduate levels (e.g., 106 = SPP 106, 203 = SPP 203, etc.). Graduate students who completed their undergraduate studies at an institution other than WCU should look up the course descriptions in WCU's Undergraduate Catalog, which is available on WCU's website.

Students	Content for 1st spring	Content for 2nd Spring	Content for 3RD Spring
Full Time Students →	Multicultural issues, 106, 203, 204, 207, 208, 333, 501, 511, 543, 526	512, 516, 523, 570, 524, 582 (575 will not be included)	No ROSA administered
Part Time Students →	No ROSA administered	106, 204, 207, 208, 333, 501, 511, 543, 526	512, 516, 523, 570, 524, 582 (575 will not be included)

All questions on the ROSA follow an objective, multiple choice format. During AY 2011-2012, the criterion for a pass is simply to participate in testing. Since this is a new protocol, we are simply collecting data reflecting the retention of information by students based on previous coursework.

Prior to the administration of each ROSA, students will participate in an Orientation meeting. The dates and times of these meetings will be announced.

Thesis

Early during the first year, students must decide whether they wish to engage in thesis work. This section of the manual summarizes what is involved in this option.

General Facts about Thesis Work

When considering the option of writing a thesis, students should be aware of the following general facts about thesis work and the integration of this work within the MA curriculum.

1. **Definition:** A thesis is a formal, written document which describes one of the following:

   - an original empirical study
   - a replication of an empirical study
   - a modification or extension of an existing empirical study
   - the development of a theoretical construct
   - a state-of-the art literature review

2. **Prerequisite course in statistics:** One prerequisite to beginning a thesis is the completion of a course in statistics. Most students will have completed such a course as part of their undergraduate program. Students who have not completed a statistics course must do so during their MA program prior to beginning thesis work.

3. **Initiation of a Thesis:** A thesis may be initiated at any time during a student's academic program and completed after the student is admitted to Degree Candidacy. However, it is recommended that students initiate their thesis work shortly after their first semester of graduate school. A natural starting point for thinking about thesis research is during the first semester of the MA program when students are enrolled in SPP 501 (Foundations of Research). One requirement of this course is for students to write a research proposal, and this proposal may lead to a thesis research project.

4. **Semester Credits:** Students may earn up to three (3) semester credits for their thesis work by registering for SPP 610. These credit hours count as the student's elective course. However, registration for thesis credit is an option only after the thesis research proposal has been accepted by the student's Thesis Committee (see below). Moreover, while the completion of a thesis typically requires several semesters, thesis credit is typically awarded only during the last semester of a student's graduate program. Additionally, the grade is not submitted until the thesis is approved by the Thesis Committee.

5. A **Request for Approval of Master's-Degree Thesis Examining Committee** form must be completed and submitted to the Graduate Office before thesis work (e.g., data collection) can begin and before enrolling for thesis credit. A copy of this request form is available on D2L's MA Advisement site under "Thesis Material" and on the Graduate Studies website.

6. **Signature of Committee Members on Approval Page.** Successful completion of a thesis requires the approval of the written document by a student's Thesis/Examining Committee and a successful defense of the thesis before that committee. When the committee approves, all committee members must sign 4 copies of the approval page of the thesis. The format of this page is described in WCU's Master's Thesis Guidelines (2008), available on D2L's MA Advisement site.

Selecting the Thesis Option

The decision to engage in a thesis project should be discussed first with the student's academic advisor. As indicated above, this should be done, ideally, by the completion of SPP 501 (Foundations of Research) and <u>it requires the student to have taken a course in statistics</u>.

Once a decision has been made to elect the thesis option, the student should choose a **Thesis Committee Chair** (see below), a **Thesis/Examining Committee** (see below), and complete the **Request for Approval of**

Master's-Degree Thesis Examining Committee form. This form is available on D2L's MA Advisement site under "Thesis Material." It must be completed and submitted to WCU's Graduate Office. A copy must be given to the student's academic advisor who will place it in the student's academic folder.

Selecting a Thesis Topic

Thesis topics are conceived in many ways. Below is a list of some examples:

- ♦ Completion of the research prospectus assignment in SPP 501 may lead to a research project.
- ♦ Information gained in content courses may expose an area of interest that needs to be developed.
- ♦ A research article or series of articles may suggest some unanswered questions.
- ♦ Clinical practicum experiences may lead to questions about the evidence base for therapy approaches.
- ♦ Informal discussions with instructors and/or peers may lead to a research questions.
- ♦ Ideas for research may be revealed by a speaker presenting at a professional conference
- ♦ A faculty member may invite a student to develop/carry out a study related to his or her content area.

Whatever the source of an idea, the development of a research question is always a work in progress. Students often begin by identifying a general area of interest, or by raising a general question which they want to study. Then, the topic is refined through review of the literature and discussions with the thesis advisor, other instructors, peers, and others. For many students, the selection of a topic is one of the most difficult aspects of the thesis process.

The Nature of Thesis Scholarship

Thesis writing is a time-honored means of teaching and learning in graduate programs. The opportunity to work individually and intensively with a small group of faculty members, to develop and solve an intellectually challenging problem, and to contribute new knowledge to the profession make thesis work a valuable experience.

A specific goal of the thesis option is to support students in learning about the scholarly process. To that end, students should be advised that good scholarship takes time, patience, and persistence. In most cases, students should expect ideas, planning, and writing to undergo multiple revisions as ideas unfold, as the methodologies are developed, and as the analysis of data and/or ideas progresses. This is part of the scholarly process. Even the most seasoned researchers contend with the need to plan, evaluate and re-evaluate each phase of a project, and it is certainly something to be expected as part of a thesis work.

Students who have completed a thesis almost always acknowledge that it was extremely gratifying in terms of the technical skills they acquired, the intellectual and emotional resources that they found within themselves, and the sense of accomplishment they felt in completing a complex project successfully. Perhaps the best way to assess this is by talking to students in the department who are working on (or have completed) a thesis. An open discussion with individuals who are actively engaged in thesis work may prove to be one of the best ways to help you to make an informed decision.

Time Required to Complete a Thesis

Most students require at least three full academic semesters to complete their thesis work. However, the exact number of semesters required by an individual student may vary. Below is a list of common variables:

- ♦ the nature of a particular research project
- ♦ the clarity with which a research question is defined at the beginning of the project
- ♦ the complexity of a study
- ♦ the availability of participants,
- ♦ the resources a student brings to the task (e.g., motivation, organizational. self-discipline, time management)
- ♦ the student's enrollment status (e.g., part time or full time)

Table 6, below, summarizes a timeline for critical tasks that must be completed by students who identify a thesis project during SPP 501. A more detailed description of each step follows the table.

Table 6. *Timeline for writing a thesis*

1st Fall Semester	→ Write a research proposal in SPP 501
1st Spring Semester	→ Select a thesis committee chair → Select a thesis committee → Begin writing formal prospectus for approval by committee
1st Summer	→ Finalize the formal prospectus → Receive committee approval for the research plan → Complete the paper work needed to begin data collection
2nd Fall Semester	→ Collect data → Analyze data → Write the thesis
2nd Spring Semester	→ Defend thesis before the committee → Make changes if requested by the committee → Submit thesis to the graduate office

Students who are enrolled in the program on a part time basis may require more time to complete their thesis.

Selecting a Thesis Director

A Thesis Director is a member of the Communicative Disorders faculty who serves as a mentor to the student and is a key member of a student's Thesis Committee (also known as the Examining Committee). Below is a list of tasks for which a thesis advisor is responsible:

♦ Helping a student to establish a time table for completing the thesis
♦ Guiding the student through each phase of the development of the thesis
♦ Assisting the student in choosing the other members of his or her Thesis Committee
♦ Informing the student of important policies, procedures, and deadlines associated with the thesis
♦ Serving as a resource person and troubleshooter

The choice of a Thesis Director is entirely up to a student. Naturally, students should select a member of the Communicative Disorders faculty with whom they feel they can work well. It is also a good idea to choose someone who has expertise in the content area of the thesis and who has the time to serve as a mentor.

Before selecting a thesis Director, students are encouraged to interview members of the faculty who might serve in this capacity. Students should assess each faculty member's interest in a particular topic and the time to serve as a mentor throughout the thesis project. During this interview, most faculty members will expect a student to provide them with (a) an oral description of their thesis research idea, and (b) a writing sample (usually the first draft of the prospectus). Note that a faculty member may accept or decline an invitation to serve as thesis Director.

Selecting a Thesis Committee (aka Examining Committee)

A Thesis/Examining Committee must be comprised of least three individuals, including the Thesis Director (see description above) and two or three additional faculty members. One of the two additional faculty members

must be from the Department of Communicative Disorders (CD). The second member may be from CD, from another department, or from another university or off-campus facility (e.g., a research laboratory, medical facility, school, etc.).

Students should collaborate with their Thesis Director in selecting additional committee members. Committee members are typically selected for their ability to contribute to some aspect of the thesis project (e.g., content, statistical analysis, etc.) and for their availability at key points in the process.

Below is a list of tasks for which members of a Thesis/Examination Committee are responsible.

- ♦ Evaluate the formal prospectus and determine whether it merits approval
- ♦ Ask questions that support a student's thesis project
- ♦ Serve as a resource, as appropriate, to different aspects of the thesis project
- ♦ Participate during the Oral Defense (see below) and determine (by vote) whether the thesis merits approval

The **Request for Approval of Master's Degree Examining Committee** form (available on the MA Advisement site under "Thesis Material") states that "Each thesis committee must be approved by the Dean of Graduate Studies and Extended Education in advance of commencement of the thesis research effort."

Developing a Thesis Prospectus

As indicated earlier, a thesis project may involve research, a state-of-the-art literature review, or a theoretical treatise. A **prospectus** is essentially a "game plan" for a thesis project. While the idea may be developed in a number of ways, the formal prospectus is generally developed in collaboration with the Thesis Director and one or more members of the Thesis/Examining Committee Members. The content of a prospectus will vary somewhat, depending on the type of thesis that a student is writing.

A **research prospectus** is a formal, written document which includes the following components:

- ♦ Statements about the importance of the topic you wish to explore
- ♦ A review of the theoretical and technical literature on the topic
- ♦ A summary of the gaps left by the current literature
- ♦ A statement of the research objectives
- ♦ A description of the research design
- ♦ A hypothesis regarding the expected outcomes

The prospectus for a **state-of-the-art literature review** or **theoretical treatise** must describe, in detail, a solid rationale for the proposed work and plan for completing it.

All documents **must conform to acceptable rules of format and style** (see guidelines for style and formatting, below). Students may also wish to review thesis documents written by previous students.

Oral Defense of Prospectus

Once the prospectus has been written and approved by the Thesis Director, a formal meeting of the Thesis/Examining Committee must be held to determine if the formal prospectus is acceptable. **<u>Members of the Thesis/Examining Committee should receive the written document of a formal prospectus at least two weeks prior to the Prospectus Meeting</u>**.   At the time of the meeting, the student should be prepared to defend his or her prospectus in an oral examination format. Implementation of the plan described in the prospectus may not proceed until the prospectus has been defended and the Thesis/Examining Committee has given its approved.

Regulations Regarding the Research Process

Thesis research often involves participants (subjects) who are located at off campus sites. In addition, research may involve clinical or laboratory instrumentation available at off-campus facilities. Within this context, it is absolutely essential that student researchers (a) adhere to the policies and regulations of the external agency or institution with which they are collaborating and that they (b) comply with all Federal, State, University, and Department policies regarding the research process.

Guidelines for the Treatment of Subjects

Strict Federal and University guidelines exist concerning the treatment of human and animal subjects. Students who are planning to conduct research involving the use of subjects must first review the "**Guidelines for Submitting Protocols to the Human Subjects Committee and Application Package"** This document, together with supporting application forms, is provided by the **Human Subjects Committee** of WCU's **Institutional Review Board** (**IRB**) at the Office of Sponsored Research. To see these documents, please visit and review information on the following website: http://www.wcupa.edu/_facstaff/facdev/sponsoredresearch/guidelines.asp

Completed approval forms must be sent to the IRB. Once received, the IRB will evaluate the content of the forms based on its adherence to Federal regulations designed to protect subjects from physical and/or emotional hazards, to honor each human subject's right to know the nature of the research, and to honor each subject's right to privacy. Students who are planning to collect data at an off-campus site with its own IRB must also comply with the requirements of the site's IRB standards and protocol.

Off-campus Contacts

Students who are planning to conduct research at an off-campus site or to draw subjects from agencies and institutions in the community, do so as a representative of the WCU and of the Department of Communicative Disorders. In order to protect all parties, on and off campus, students **MUST** receive approval for all off-campus contacts. Letters, phone calls, and personal meetings are subject to approval by the Thesis Advisor. This coordination is absolutely essential since there are legal, ethical, political, and practical ramifications to off-campus contacts and commitments.

Style and Format Guidelines for Writing a Thesis

A thesis must be written in the format and style of professional journals in the field of Communicative Disorders. This style is described in the ***Style Manual of the American Psychological Association (APA)***. Copies of this manual are available in the University bookstore. In addition to the APA style manual, a document called ***WCU's Master's Thesis Guidelines*** (2008) must also be followed. This guide is available on the MA Advisement website under "Thesis Information." When there is a discrepancy between APA guidelines and WCU guidelines, WCU's guidelines must be followed.

Oral Defense of Thesis

After a thesis has been written and approved by the Thesis Director, the student must participate in an Oral Defense of his or her work. The participants in the defense include all Thesis Committee members and any other faculty members or students who wish to attend. The student must establish a date for the Oral Defense by coordinating with all Thesis Committee members. Copies of the thesis must be given to each Thesis Committee member by the student at least two weeks prior to the date of the Oral Defense. Additionally, the student should invite other faculty and students to the Oral Defense once the date is established.

At the Oral Defense, a student may be asked questions pertaining to any aspect of thesis content. During the Oral Defense of a research project, the discussion often turns to alternative interpretation of data, ways to

extend the research that has been conducted, and future studies that can be planned. The Oral Defense is an opportunity for a lively and productive scholarly discussion.

At the end of the Oral Defense, students are typically provided with feedback from committee members regarding the content and style of their thesis. It is not unusual for students to be asked to revise some aspect of the written document following the Oral Defense. Final approval by the committee, all of whom must sign an approval sheet that is included in the thesis, is given when the revised document is accepted by all committee members.

Academic Credit for a Thesis

As indicated earlier, students may register once for 3 credits of thesis under SPP 610 after the research prospectus has been approved by the Thesis Committee. Since a thesis typically requires several semesters to complete, students typically receive an "incomplete" (a grade of "NG") each semester until all work on the thesis has been completed (i.e., the Oral Defense is passed; the required revisions are made; the Thesis Committee Members have signed the required forms; and the thesis is submitted to the Office of Graduate Studies for approval).

Critical Milestones for Thesis Completion

Table 7, called "Critical Milestones & Checklist for Thesis Completion", summarizes the specific tasks that must be done by students electing to write a thesis, and the sequence in which the tasks must be done. While there may be some minor variations in the timeline, these milestones represents the typical sequence of events for students engaged in thesis research. Table 7 is intended to be used by the student, his/her Thesis Director, and his/her academic advisor so that all individuals are clear about their responsibilities and so that task completion can be tracked.

It is extremely important that students who wish to write a thesis read the cardinal documents regarding thesis research at WCU during the first fall semester of their graduate studies:

➔ WCU's Master's Thesis Guidelines (2008) – prepared by WCU's Office of Graduate Studies (http://www.wcupa.edu/_admissions/sch_dgr/documents/thesisguide.pdf)
➔ Guidelines for Submitting Protocols to the Human Subjects Committee and Application Package – prepared by WCU's Human Subject's/Institutional Review Board (http://www.wcupa.edu/_facstaff/facdev/sponsoredresearch/guidelines.asp)

The best foundation for the successful completion of   a thesis is a full understanding of the tasks required.

Table 7. *Critical Milestones & Checklist for Thesis Preparation*

Name of Student:		Name of Thesis Advisor:	
	Task		**Date**
1st Fall Semester	Develop a **preliminary thesis topic**		
	Take a course in statistics if not already completed at the undergraduate level.		
	Develop a thesis idea Read Cardinal documents ➜ **WCU's Master's Thesis Guidelines** ➜ **Guidelines for Submitting Protocols to the Human Subjects Committee and Application Package**		
1st Spring Semester	Select a Thesis Director (provide them with your preliminary prospectus)		
	Select a Thesis/Examination Committee		
	Finalize the thesis topic and write formal prospectus for approval by committee		
	Finalize the formal prospectus		
	Obtain the Thesis Director's approval of the formal prospectus		
1st Spring OR 1st Summer	Schedule date with Committee Members for a **Prospectus Meeting**		
	Send copies of the formal prospectus to the Thesis Committee Members at least 2 weeks before the Prospectus meeting.		
	Advertise the Prospectus meeting to the Department, using flyers and e-mail		
	Present the prospectus using PowerPoint during a formal meeting with Thesis Committee		
	Obtain the **Thesis Committee's approval** for the research plan		
	Submit **Request for Approval of Master's Degree Thesis Examining Committee** (This form is available on D2L's MA Advisement site under "Thesis Information")		
	If applicable, submit **required forms** to WCU's IRB/Human Subjects Committee		
	If drawing subjects from another site, complete the procedures required by that site's IRB regarding the protection of human subjects. Allow time for processing.		
	If applicable, receive approval from the Human Subjects Committee and from the IRB of another site (if applicable) for data collection. Allow time for processing		
1st Summer	Collect Data		
2nd Fall Semester	Analyze Data		
	Write thesis manuscript using the style guidelines in **WCU's Thesis Guidelines** (2008)		
2nd Spring Semester	Register for 3 credits of SPP 610 –Thesis		
	Obtain **Thesis Director's approval** for the thesis manuscript		
	Develop a **presentation PowerPoint** for use in presenting the results to the Thesis Committee		
	Schedule a Thesis Defense meeting with the Thesis Committee		
	Advertise the Thesis Defense to the Department, using flyers and e-mail		
	Defend the Thesis before the Thesis Committee		
	Make changes to the manuscript if recommended by the Committee		
	Obtain signatures from Committee Members for the approval of the Thesis (use forms referenced in WCU's Thesis Guidelines)		
	Submit copies of thesis to the Office of Graduate Studies. Distribute copies to Thesis Comm.		
	Receive a grade for thesis credits		

Academic Advisement

Advisor Assignment

Each student is assigned to an advisor when they enter the MA program. Advisor assignments are typically announced during the graduate student orientation meeting in June before the first semester of classes. Following the orientation meeting, any advisement questions should be directed to the advisor.

MA Advisement Site on D2L

WCU provides all students with access to a web-based system known as **D2L** (**Desire to Learn**). This system is used to present course material as well as advisement information. When MA students in Communicative Disorders log on to D2L, they should click on the **Course Builder** tab and find the **MA Advisement** site as an option. Students who do not find this link when they access D2L should notify the Graduate Coordinator immediately. This site is a link to important information and important forms needed by students to navigate through the program.

Scheduling Courses

The Department secretary (Christine Smith) schedules classes for all graduate students based on the curriculum sequence provided in this Handbook for full time and part time students. Any deviation from this program plan requires the approval of the academic advisor and the Graduate Coordinator. Students do have flexibility in their choice of electives and they should notify the Department's Secretary (Christine Smith) of the electives they wish to take.

Billing for tuition is done through the WCU's Bursar's Office. All textbooks and instructional materials can be obtained by going to the campus bookstore (Sykes Student Union), by calling the book store (610-436-BOOK), or by ordering on line http://www.click2ssi-bookstore.com/

Student Program Status Report (SPSR)

During the Fall and Spring semesters, the faculty systematically reviews the progress of each graduate student in the program. The purpose of these reviews is to make sure that each student has completed all of the milestones that are expected in consideration of the number of semesters they have been in the program. Following this review, each student will receive a Student Program Status (SPSR) report. This provides acknowledgement of progress and it will flag follow-up tasks if necessary. Students should read this form carefully and reply to their advisors by either confirming that the information is accurate or raising questions if they see a discrepancy between their own records and the SPSR report form.

Responsibility for Maintaining Forms

Files for all graduate students are maintained in the Department Office. Each student file will contain copies of all important forms that document his/her status in the program. However, it is each student's responsibility to have copies of these forms as well. Below is a listing of the types of forms to which we are referring:

- 1st 3 pages of the KASA
- Clinical Hours Verification forms
- APS and FATE forms
- Program Status Report (SPSR) forms (sent to students periodically by their advisors)

Students are responsible for keeping a copy of each of these forms and any other forms that documents achievement of milestones in the program.

Important Academic Policies

Petitions for Exception to Graduate Policy/Regulations

Department policies cannot cover all contingencies for all students. Therefore, exceptions are bound to arise. When they do, students have the right to petition the Department Graduate Committee for an exception to a policy. This does not guarantee approval, but it does insure that the appeal will be given careful consideration.

Students requesting an **Exception to Departmental Policy** should addressed their request to the Graduate Coordinator and include the following information

- ♦ Statement of the standard policy
- ♦ Statement of the requested exception
- ♦ Rationale for the request

The petition should be discussed with the student's academic advisor before it is delivered to the Graduate Coordinator. Once the petition is received by the Graduate Coordinator, it will be discussed for consideration with the Graduate Committee and possibly with the faculty at large. A written response will be sent to the student as soon as possible following the deliberations.

Students requesting an **Exception to University Policy** should download and complete the Petition to Exception of Policy form from the Forms and Policies section of the Graduate Studies Website. The form must be signed by Graduate Coordinator and by the Department Chairperson before it can be submitted to the Office of Graduate Studies.

Notification of Withdrawal from Classes or the Program

If a student withdraws from a class he or she must notify his or her instructor **in writing** of the intent to withdraw. A student who withdraws from a class without proper notification will receive a grade of F for that class at the end of the semester. If a student wishes to withdraw from the MA Program, he or she must notify the Department's Graduate Coordinator in writing of the intent to withdraw, prior to the withdrawal. A student who withdraws from the program without proper notification will not be readmitted.

Grade Appeals

If a student receives a grade which is believed to be unfair, the first course of action should be to speak directly with the instructor in order to try to resolve the problem. If the discussion does not result in a satisfactory resolution, the student is free to pursue the issue further by following the University's grade appeals policy.

Grade appeals in the Department follow the guidelines published in the **University Graduate Catalog**. Please note that the grade appeals policy stipulates specific reasons for which a grade may be appealed and very strict time limits for each step of the appeals process. The procedures in the catalog must be strictly adhered to.

Complaints about the Program

Every WCU student has the right to seek redress for a complaint about the graduate program as a whole or any aspects thereof. If the problem is with the program as a whole, the first level of complaint should be with the Graduate Coordinator. If the problem concerns a particular class or instructor, the student should first seek to resolve the problem by communicating with the **faculty member**. The next level of complaint rests with the student's **academic advisor**. If the problem is not resolved by speaking to the academic advisor, the student may bring the problem to the Department's **Graduate Coordinator**. If the Graduate Coordinator can not resolve the problem, the student may bring his or her complaint to the

Department Chairperson. If a student feels that adequate redress of the complaint has not been achieved at the Department level, the student is free to file the complaint with the **Associate Dean of the College of Health Sciences**. Below is a summary of the hierarchy of individuals who should be consulted when a student has a complaint. Students are strongly urged to follow the hierarchy in making a complaint. Students can anticipate that they will be asked if they have followed this hierarchy by each person in the process. It has been made clear to the faculty by University administration that students are expected to be informed about the process and to follow it.

1. The course instructor
2. The Clinic Director (if the course is a clinical practicum or affiliation)
3. The academic advisor
4. The Department's Graduate Coordinator
5. The Department's Chairperson
6. The Associate Dean of the College of Health Sciences

A complaint about any program accredited by ASHA's Council on Academic Accreditation (CAA) may be submitted in writing by any student, instructional staff member, audiologist, speech-language pathologist and/or member of the public to the CAA at the following address:

Chair, Council on Academic Accreditation
American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289

Complaints from students or faculty/instructional staff members must be accompanied by documentation showing that all institutional grievance and review mechanisms have been exhausted before they are submitted to the CAA. A complaint must clearly describe the specific nature of the violation of accreditation standards, and it must provide supporting data for the charge. Additional procedural details can be found at http://www.asha.org/Academic/accreditation/accredmanual/section8.htm

Graduate Assistantships

A limited number of Graduate Assistantships (GAs) are available to highly qualified students. These are awarded to individual students through academic departments on a competitive basis.

♦ **Full-time GAs,** when available, provide full tuition remission and a stipend. Qualified recipients must be enrolled on a full graduate basis (at least 9 semester hours) and must be able to work 20 hours for a Department.

♦ **Half-time GAs**, when available, provide half tuition remission, half the full-time stipend and require the student to be enrolled for a full graduate course load (at least 9 semester hours) and to work 10 hours for a Department.

For first year students, GAs (when available) are typically awarded for the Fall and Spring semesters. For second year students, GAs (when available) are awarded only for the fall semester. That is because second year students are typically completing their off-campus affiliations during the spring semester, and no GAs are awarded to students during their off-campus affiliations.

Students who wish to apply for an Assistantship should contact the Graduate Coordinator.

Graduate Scholarship Award

The Graduate Scholarship Award was developed in 2008 to reward an incoming full time or part time graduate student for his/her scholarly work. Participation in the competition for the award is not mandatory, but

all students in SPP 501 who wish to participate are encouraged to do so. The award is given to a candidate based on the quality and feasibility of his/her research proposal. Further, the student who receives the award will be expected to develop his/her proposal into a scholarly product. The product may be a thesis or a formal paper (e.g., literature review) that can be submitted for publication to an appropriate journal.

The award recipient will be identified at the end of the first semester of classes. The recipient will receive a $1,000 when the scholarly product is submitted for publication. The money can be used to support the recipient's graduate studies (e.g., textbooks, tuition, etc.)

Further details about this award will be provided to students at the beginning of fall semester in SPP 501.

NSSLHA

The Department has an active chapter of the **National Student Speech-Language-Hearing Association** (**NSSLHA**) which is open to both undergraduate and graduate student membership. When students enroll as a member of the national organization, they automatically become a member of WCU's chapter.

Membership in the national organization entitles students to all the professional journals which ASHA distributes, as well as to special privileges, such as newsletters and reduced rates for convention registration. The journals are valuable tools for graduate and professional work and are available to students for a fraction of the cost to full ASHA members.

WCU's NSSLHA chapter offers a variety of activities during the school year. In the past, this has included social activities (e.g., picnics, holiday parties) and educational functions (e.g., guest speakers, an annual conference). The chapter, in conjunction with the departmental faculty, also and awards the Vincent Suppan scholarship to a deserving undergraduate student.

Officers for WCU's NSSLHA chapter are elected each year by the undergraduate and graduate students in the Department. Graduate students are encouraged to engage in all aspects of the NSSLHA organization.

Program Assessment and Growth

The faculty of the Department of Communicative Disorders is continually engaged in program assessment and in the use of assessment data for making improvements when indicated. Graduate students within the program have multiple opportunities to participate in these assessment activities. Some of feedback will be sought in the form of periodic surveys as follows:

- ♦ Assessment of academic instruction
- ♦ Assessment of clinical instruction within WCU's Speech and Hearing Clinic
- ♦ Assessment of clinical instruction in affiliation sites
- ♦ Assessment of the graduate program overall

Students will also have the opportunity to communicate perceptions in less formal ways through interaction with the faculty:

- ♦ Attending an annual faculty meeting dedicated to a discussion of student feedback
- ♦ Meeting with the Graduate Coordinator at any time to discuss programmatic concerns

As noted above, when students register to take the **SLP Praxis (0330)**, we ask that they designate WCU as a recipient of the score report by including the **Recipient Code (R-Code) of RA0267** on the registration form. This will enable the Department to keep track of student success rates and to make adjustments in the curriculum if the success rates are compromised.

After graduation, alumnae are ask you to complete a survey to evaluate their satisfaction with the pre-professional preparation they received at WCU. When alumnae later become employers or supervisors of program graduates, they are asked for feedback regarding the professional performance of the alumnae.

In all of these ways, the feedback provided by graduate students and alumnae is extremely important to the program. It provides a means of identifying program strengths and needs. The information is used to reinforce and/or modify aspects of the program so that students will continue to receive the best possible education to support their future success in the profession. Therefore, students and alumnae are urged to take this assessment process seriously; to provide feed back when it is requested; and to volunteer feedback when a need arises.

Critical Milestones toward Program Completion

The CD curriculum is structured to enable full time students to graduate within a 2-year period and part time students to graduate within a 3-year period. Critical milestones must be achieved at various points throughout that time. Tables 8 and 9 on the next two pages list these milestones for Full Time and Part Time students respectively. It is each student's responsibility to monitor the achievement of these critical milestones through the course of their program.

When extenuating circumstances occur, the time needed to complete the program can be extended for up to 6 years. For details, see **Time to Complete Degree Policy** in the Graduate Catalogue (2011-2012) at the following link:
http://www.wcupa.edu/_INFORMATION/OFFICIAL.DOCUMENTS/GRADUATE.CATALOG/acadinfo.htm#time

Graduation

Prior to graduation, students **must** complete the following items by the designated deadlines

➔ **Intent to Graduate application** package – The form is available on Graduate Studies website. The original must be sent to Graduate Studies and a copy must be sent to Communicative Disorders

➔ Application Fee ($56) – payable to WCU's Commencement Fund – must be sent to the Bursar's Office

This information must be processed on the following dates:

- ▪ 2/1 for May graduation
- ▪ 6/1 for August graduation
- ▪ 10/1 for December graduation

Table 8. Critical *Milestones & Checklist for Program Completion-FT*[1]

Name of Student:	Name of Advisor:	
Semester	**Critical Milestone**	**Done**
After New Student Orientation	Complete pp. 1-3 of the KASA (at D2L on the MA Advisement site) and e-mail them to advisor Complete Neurology Qualifying Exam or take SPP 208 (Neurology) in the fall if missing at BA level	
1st Year – Fall	Register & take **2 Praxis exams required by PDA**. Schedule all exams at www.ets.org • PPST Praxis I series: Reading #10710; Math 10730; Writing #20720 • Praxis II #30511 Fundamental Subjects: Content Knowledge test	
	Complete (or schedule to take) non-SPP **courses required for PA Instructional Level 1 Certificate** • i.e., 2 math courses, 1 literature course, 1 English course), EDR 345, 347, LAN/ENG 382/586	
1st Year – Spring	Verify that **KASA standards** have been documented for fall of year 1: SPP 511, 543, & 526	
	Review **Approved Program of Study** (**APS**) & **Formal Application to Teacher Education** (**FATE**) with advisor in preparation for submission to Clinic Director	
	Submit **Application for Degree Candidacy**. (on line at http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/forms.asp)	
Last wk of Spring	Submit **both of the following forms together** (including accompanying documents) to Clinic Director • **Approved Program of Study** (**APS**) • **Formal Application to Teacher Education** (**FATE**) (Both forms are on D2L's MA Advisement site in the Instructional Cert Info folder)	
1st Year – Summer-1	Submit **Practicum Request Form** to the Clinic Director (Form available on D2L's MA Advisement site in Affiliation H-book and Info folder)	
	Students following Pattern 1 complete SPP 570	
1st Year – Summer2	**Submit Medical documentation to WCU Infirmary** (1) physical Examination & (2) Tuberculin Skin Test	
1st Year – Summer 3	**Complete 3 Clearances:** (1) **Criminal History Record,** (2) **Child Abuse History,** (3) **FBI Clearance** (forms are on D2L's MA Advisement Site in the Instructional Cert folder)	
2nd Year – Fall	**Verify that KASA standards** have been documented for spring & summer of year 1: For all students: SPP 512, 516, 523, 551-S/L For students following Pattern 1: SPP 570 For students following pattern 2: SPP 551-Hearing, 551-S/L, 551-Dx	
	Students following Pattern 2 complete SPP 570-School Programs	
2nd Year – Spring	Verify that KASA standards have been documented for fall of year 2 For all Students: SPP 524, 582 For students following Pattern 1: SPP 551-Hearing, 551-S/L, 551-Dx For students following Plan 2: SPP 570	
	Register for **SLP Praxis (0330).** Remember the **R-Codes:** RA0267 (for WCU's Comm Dis**),** 2659 (For WCU's College of Education), and 8033 (for PDE)	
	Complete **last academic course** (SPP 575-Medical SLP)	
	Complete **school affiliation** (SPP 553)	
2nd Year – Summer	By 6/1, complete **Intent to Graduate form** and **Intent to Graduate Fee Card** ($56) for August Grad. (Both forms are available on Graduate Studies website)	
	Complete **SPP 552-Medical Affiliation**	
	Verify that KASA standards have been documented for SPP 552:	
	Advisors submit KASA for approval of Graduate Program Coordinator	
	August – Graduate!	

[1]**Students writing a Thesis should also see Table 7 (Critical Milestones & Checklist for Thesis Completion)**

NOTE: Changes in milestones may be required to accommodate changes in policy made by the Department, the University, PDE, and/or ASHA

Table 9. Critical *Milestones & Checklist for Program Completion (PT)*[1]

Name of Student: **Name of Advisor:**

Semester	Critical Milestone	Date Done
After New Student Orientation	Complete pp. 1-3 of the KASA (D2L on the MA Advisement site) and e-mail them to advisor. Complete the Neurology Qualifying Exam or take SPP 208 (Neurology) in the fall if missing at BA level	
1st year – Fall	Register & take **2 Praxis exams required by PDA** • PPST Praxis I series: Reading #10710; Math 10730; Writing #20720 • Praxis II #30511 Fundamental Subjects: Content Knowledge test	
	Complete (or schedule to take) non-SPP **courses required for PA Instructional Level 1 Certificate** • i.e., 2 math courses, 1 literature course, 1 English course), EDR 345, 347; LAN/ENG 382/586	
1st year - Spring	**Verify documentation of KASA for standards** addressed in fall course of year 1: SPP 511	
	Review **Approved Program of Study** (APS) & **Formal Application to Teacher Education** (FATE) with advisor in preparation for submission to Clinic Director	
1st year Last week of Spring	Submit **both of the following forms together** (including accompanying documents) to Clinic Director • **Approved Program of Study** (APS) • **Formal Application to Teacher Education** (FATE) (These forms are on the D2L's MA Advisement site in the Instructional Cert Info folder)	
1st Year Summer Semesters	Complete SPP 570-School Programs	
	Submit **Application for Degree Candidacy** . (on line at http://www.wcupa.edu/_ADMISSIONS/SCH_DGR/forms.asp)	
2nd year - Fall	**Verify documentation of KASA standards** addressed in spring & summer courses of year 1: SPP 512, 523, 551-S/L Clinic	
2nd Year - Spring	**Verify documentation of KASA standards** addressed in fall of year 2: SPP 526 & 543	
2nd Year – Summer	**Complete 3 Clearances:** (1) **Criminal History Record,** (2) **Child Abuse History,** (3) **FBI Clearance** (forms are on D2L's MA Advisement Site in the Instructional Cert folder)	
3rd Year – Fall	Verify documentation of KASA standards addressed in spring & summer courses of year 2 SPP 516, 551-Hearing, 551-S/L, 551-Dx	
3rd Year – Spring	**Verify documentation of KASA standards** addressed in fall of year 3: SPP 524, 582	
	Complete **last academic course**: SPP 575-Medical SLP	
	Register for SLP Praxis (0330) using R-Codes: RA0267 (for WCU's Comm Dis)**,** 2659 (For WCU's College of Education), and 8033 (for PDE)	
	Complete **School affiliation**: SPP 553	
3rd Year – Summer	**Verify the documentation of KASA standards** addressed in Spring of year 3 courses: 557, 553	
	By 6/1, complete **Intent to Graduate form** and **Intent t Graduate Fee Card** ($56) for August Graduation. (Both forms are available on Graduate Studies website)	
	Medical Affiliation: SPP 552	
	Verify documentation of KASA standards for affiliations - SPP 551 & 552	
	Advisors submit KASA for approval of Graduate Program Coordinator	
	August – **Graduate!**	

[1]**Students writing a thesis should also see Table 7 (Critical Milestones and Checklist for Thesis Preparation)**

NOTE: Changes in milestones may be required to accommodate changes in policy made by the Department, the University, PDE, and/or ASHA

Appendix A: ASHA Code of Ethics

(March 1, 2010)

Preamble

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

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

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

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

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

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

Principle of Ethics I

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

Rules of Ethics

A. Individuals shall provide all services competently.

B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.

C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.

G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.

H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.

I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

K. Individuals shall not provide clinical services solely by correspondence.

L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.

M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.

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

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

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

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

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

Principle of Ethics II

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

Rules of Ethics

A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

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

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

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

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

Principle of Ethics III

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

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.

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

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

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

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

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

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

Principle of Ethics IV

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

Rules of Ethics

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

B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.

D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.

E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.

G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.

I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.

K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.

N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Appendix B: KASA