Graduate Student Handbook
for Speech-Language Pathology

Department of Communication Sciences and Disorders

2020.V1 (6/20/20)

Updated for Students Entering the Program in 2020

This Graduate Program is 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 West Chester University's Speech-Language Pathology (SLP) graduate program in the Department of Communication Sciences and Disorders (CSD)! We hope you will find your experience at WCU to be pleasant, challenging, and rewarding.

The SLP *Graduate Student Handbook* (known here as the ***Handbook***) is intended to serve as a supplement to the following important sources of information available to you via WCU's website (www.wcupa.edu):

- WCU's current *Graduate Catalog*:
  https://catalog.wcupa.edu/graduate/
- *The Ram's Eye View*
   https://www.wcupa.edu/_services/STU/ramsEyeView/
- Policies and forms on WCU's Graduate School website:
  https://www.wcupa.edu/_admissions/SCH_DGR/forms.aspx
- Information provided on WCU's web-based MA Advisement site on D2L

This *Handbook* provides you with an overview and a guide to important information about CSD and about the Master of Arts (MA) degree program in Speech-Language Pathology. Please keep this *Handbook* throughout your MA program and with your personal professional records thereafter. Its contents will help you plan and record your progress through the program, and it may be useful to you at a later date for documenting aspects of your graduate experience.

CSD's graduate program is accredited for **Speech-Language Pathology** 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 www.asha.org

- ASHA's Code of Ethics (3/1/16): https://www.asha.org/Code-of-Ethics/
- ASHA's Membership and Certification Handbook: https://www.asha.org/uploadedFiles/SLP-Certification-Handbook.pdf
- The Scope of Practice in Speech-Language Pathology: https://www.asha.org/policy/sp2016-00343/

Important Notes:

- **Information in this *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 web-based MA Advisement site on D2L (described later in this Handbook)

- This *Handbook* is updated annually while *WCU's Graduate Catalog* is updated once every two years. Therefore, it happens, occasionally, that some information appears different in the *Graduate Student Handbook* than in WCU's *Graduate Catalog*. If you find such a discrepancy, please contact the Graduate Coordinator.

- The Graduate Coordinator will serve as your advisor and is available to support you throughout the program, but **the responsibility for completing all requirements, for conforming to current policies, and for meeting all deadlines is ultimately your own.**

CSD Mission Statement

West Chester University's Department of Communication Sciences and Disorders offers programs leading to a Bachelor of Arts (BA), Pregraduate 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 communication 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 Communication Sciences and Disorders advances values consistent with ASHA's Code of Ethics and with West Chester University's strategic plan.

Departmental Information

Mailing Address: Department of Communication Sciences and Disorders
West Chester University
West Chester, PA 19383

Location: 201 Carter Drive
West Chester, PA 19383

Phone: 610-436-3401

Website: https://www.wcupa.edu/healthSciences/commDisorder/madegree/curriculum.aspx

ADMINISTRATIVE STAFF

Name	Administrative Position	Office #	Phone	e-mail
Mary Kay Gormley	Department Secretary	406	610-436-3401	mgormley@wcupa.edu
Jacki Johnson	Speech & Hearing Clinic Administrative Assistant	401	610- 436-3402	jjohnson@wcupa.edu

FACULTY

Name	Academic Position	Office #	Phone	e-mail
Elizabeth Grillo, Ph.D., CCC-SLP	Associate Professor PCP Coordinator	413	610-436-2132	EGrillo@wcupa.edu
Timothy Huang, Ph.D., CCC-SLP	Assistant Professor (new in fall, 2020)			THuang@wcupa.edu
Sojung Kim, Ph.D., CCC-SLP	Associate Professor Chairperson	408	610-436-2367	SKim@wcupa.edu
Mareile Koenig, Ph.D. CCC-SLP, BCBA	Professor Graduate Coordinator	407	610-436-3218	MKoenig@wcupa.edu
Jennifer Means, SLP.D., CCC-SLP	Professor Clinic Director	409	610-436-3447	JMeans@wcupa.edu
Aaron Roman, Au.D.	Assistant Professor BA Coordintor	418	610-436-3436	Aroman@wcupa.edu
Patricia Swasey Washington, Ph.D. CCC-SLP	Associate Professor NSSLHA Advisor BECS Coordinator Assessment Coord.	415	610-436-3404	PSwaseyWashington@wcupa.edu
Reva Zimmerman, Ph.D., CCC-SLP	Assistant Professor (new in spring, 20201)			Rzimmerman@wcupa.edu

The Department's Physical Facilities

The Department of CSD and WCU's Speech and Hearing Clinic are located at 201 Carter Drive, at the eastern end of the campus. The building houses the Department's 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 park in the Bull Center parking lot or in the parking garage, both of which are located across Matlack Street. As CSD majors, students are welcome to use the Department's facilities as soon as they are admitted to the MA program

Areas included within the Department complex are described below:

Classroom (Room 428)

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.

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 and 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 CSD's website.

Computer Room (Room 420)

The Computer Room contains desktop personal computers (PCs) for student use. Each is tied wirelessly into the University Local Area 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 contains a few anatomical models and other items that are used in conjunction with teaching, research and clinical management.

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 not is use for seminars or teacher/student conferences, this room can be used for individual study and group meetings.

Speech 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 their own laptops or laptops that can be checked out from the Computer/Speech-Science Lab.

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 Room** (when not in use for meetings), and **individual therapy rooms** (when not in use for clinic). When students use these spaces, they are expected to keep them clean and to conduct their activities in a manner that does not compromise other activities in adjacent spaces.

The **Computer Room (Room 420)**, 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 or a faculty member. **When using this space (like all other spaces in the Department), students are responsible for making sure that the electronic devices 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.

The **Computer Room** is frequently used by students and faculty alike. Therefore, it is sometimes necessary to schedule activities in this room. When this occurs, a sign-up sheet will be placed on the door to the room.

TELEPHONES

The use of Department telephones is restricted. Students may use Departmental phones for communicating with clinic clients. These activities require permission of the Clinic Director, the Department's secretary, the Clinic Administrative Assistant, or a faculty member. The procedure for making long distance calls is based on the PaNET system and must be strictly followed. The Departmental Secretary, Clinic Administrative Assistant, or a Faculty member can explain how this works.

BULLETIN BOARDS

The Department maintains bulletin boards that contain information of interest to students. These boards are located in the reading room, the clinic preparation room and in the Department's hallways, including the hallway to the Department Chairperson's office. Please check these boards from time-to-time for important information, such as dates for NSSLHA meetings, instructional certification policies, etc.

Essential Functions
of Candidates for Graduate Program Admission and Continuance

WCU's Department of CSD 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 between SLP and other professionals in education, rehabilitation, and medical settings.

POLICIES INFLUENCING THE PROGRAM OF STUDY

WCU's graduate program in SLP is accredited for Speech-Language Pathology by ASHA's Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. 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 CSD also have a responsibility for the welfare of clients tested, treated, or otherwise affected by CSD students. 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 wellbeing 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 CSD, 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 CSD 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 CSD graduate program. The OSSD will make this determination with input from the Department of CSD. 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 CSD 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.**

Every student's progress is reviewed twice during the academic year by the entire faculty: once in the fall and once in spring semesters, respectively. This is known as the "**MA Review**", and it is guided by items on the **Student Progress Summary Report (SPSR).** The following issues are considered during the MA Review: (1) grades earned in academic and clinical courses and (2) each 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 established by ASHA's Council for Clinical Certification (CFCC) as prerequisite for the Clinical Fellowship (CF), and the CF is a requirement for earning the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). A copy of the KASA is available on WCU's CSD website.

Academic standards are defined in *WCU's Graduate Catalog*. All students must maintain a cumulative GPA of 3.0. If a student's GPA falls below this standard despite reasonable accommodations if needed (as determined by the Office of Services for Students with Disabilities), he or she will be placed on probation and required to bring his or her 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.

As indicated above, KASA standards are determined by ASHA's Council for Clinical Certification. A subset of the KASA standards is addressed in most academic and all clinical courses. If a student fails to meet these standards, the course instructor develops a remediation plan. If the student continues to fall short of meeting standards despite remediation and despite reasonable accommodations if needed (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 the CF, 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 West Chester University's Speech-Language Pathology 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 (printed)

_____   _____

Participant's Signature   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 in Speech-Language Pathology

ASHA REQUIREMENTS (PREREQUISITE COURSES)

KASA Standard IV-A1, A2, A3, A4

The SLP graduate program prepares students for the Clinical Fellowship (CF) following graduation. Standards that must be met in preparation for the CF 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 of this *Handbook*. Four of the standards (IV-A1 through IVA-4) are summarized in Table 1, below.

Table 1. *KASA Standard IV-A1, A2, A3, A4*

Content Area	Criteria for Demonstrating Acquisition of the Content Area
IV-A1. Biological Sciences Courses must be taken in a department other than CSD	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
IV-A2. Physical sciences Courses must be taken in a department other than in CSD	Successfully complete coursework in **physics or chemistry.**
IV-A3. Mathematics: **Statistics**	Successfully complete coursework with content that covers **one or more of the following areas**: General math, algebra, geometry, statistics, calculus. **NOTE**: **Statistics is required at WCU**
IV-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: A course in Lifespan Development is required at WCU**

The content areas targeted by Standard IV-A are typically completed at the undergraduate level. **Graduate students who did not complete these courses as undergraduates must complete them before or during their MA program.** This can be accomplished by either (1) completing the course(s) at WCU or some other accredited institution, or (2) passing a proficiency test given through the College-Level Examination Program (CLEP) (see next page). Either way, completion of these standards is a prerequisite for the Clinical Fellowship (CF) following graduation. Completion is also a requirement of Degree Candidacy (described later in this Handbook).

Information about CLEP Exams is available at the following link to **WCU's Registrar's Website: http://www.wcupa.edu/registrar/examListCLEP.aspx** CLEP options are available to meet the Biology, Chemistry, and Lifespan Development standards.

THE CORE CURRICULUM

The remaining KASA standards are addressed in the program's Core Curriculum. Acquisition of these standards will prepares students for professional work as SLPs in a variety of settings (e.g., schools, hospitals, rehabilitation centers, university clinics, private practice, and others). The curriculum includes 63 semester hours distributed across content as described in Table 2 below.

Table 2. Required Courses

Prefix and Course Number	Course Names	Semester Credits
SLP 501	Foundations of Research	3
SLP 511	Child Lang. Disorders I: 0-5 years	3
SLP 512	Child Lang. Disorders II: 6-18 years	3
SLP 516	Adult Neurogenic S/L Disorders	3
SLP 523	Voice Disorders	3
SLP 524	Fluency Disorders	3
SLP 526	Clinical Articulation & Phonology	3
SLP 543	Therapy for Hearing Impaired	3
SLP 545	Augmentative Alternative Communication (AAC)	3
SLP 551	Clinical Practicum (S/L Clinic-1)	3
SLP 551	Clinical Practicum (S/L Clinic-2)	3
SLP 551	Clinical Practicum (Hearing Clinic)	1.5
SLP 551	Clinical Practicum (S/L Diagnostics)	1.5
SLP 552	Medical/Adult Affiliation	6
SLP 553	School-based Affiliation	9
SLP 575	Medical Speech Pathology	3
SLP 582	Dysphagia	3
SLP 570	School Language, Speech, & Hearing Program	3
[1]SLP XXX	Elective (to be announced each year)	3
TOTAL # Semester Hours		63

[1] SLP XXX Elective – Each year the Department will offer an elective in a current topic of interest within the field of speech-language pathology (e.g., telepractice, bilingual SLP, literacy instruction, autism, etc.). Each student will have the option of selecting this SLP elective or of selecting (with the approval of graduate coordinator) a relevant course offered by another Department.

THE CURRICULUM SEQUENCE (PROGRAM PLANS)

The curriculum sequence (Academic Program Plan) for full time students is offered in three patterns.

- Each pattern leads to the required 63 semester credits as listed in Tale 1.
- Each pattern addresses the clinical standards required for CF upon graduation
- Each pattern is time intensive. Students should plan to be presdent during all regular semesters, both winter semesters, and summer semesters as indicated by the plan. i.e., Do not schedule family vacations, weddings, or other important events to overlap with the program plan.
- Pattern 2 is the required pattern for BECS students, who will take their elective in May of year 1 to participate in the Costa Rica Experience.
- The Tuition for Patterns 1 and 3 is identical. The tuition for Pattern 2 is about $198 more expensive, but students in Pattern 2 will graduate one semester earlier and have no housing costs during the second summer.

Academic Program Plan – Pattern 1
Curriculum Sequence for MA in Speech-Language Pathology (63 hours)

Fall – Year 1	Credits		Winter – Year 1	Cred		Spring – Year 1	Cred		Summer – Year 1	Cred
501 – Found of Res	3		[2](Elective)	(3)		512 – Child Lang II	3		**Summer 1**	
511 – Child Lang I	3					516 – Adult Neuro Dis	3		545 AAC – 5 days/May	3
543 – Aural Rehab	3					523 – Voice Dis	3		**Summer 2**	
526 – Artic/Phono	3					**551 S/L Tx**	**3**		**551 S/L Dx**	**1.5**
[1][CSD 208-Neuro]	[3]					**ROSA 1**			**551 H Dx**	**1.5**
Entry ROSA									**Summer 1, 2, or 3**	
									[2](Elective)	(3)
[1]**Total Sem. Credits**	**12 or [15]**		**Total Sem. Credits**	**[3]**		**Total Sem. Credits**	**12**		**Total Sem. Credits**	**6 or [9]**
Obtain Clearances						**Apply for Degree Candidacy at the beginning of Spring Sem**				

Fall – Year 2	Credits		Winter – Year 2	Cred		Spring – Year 2	Cred		Summer – Year 2	Credits
524 Fluency	3		[2](Elective)	(3)		575 Medical SLP	3		**Summer 1**	
570 School SLP	3					**553 School Affiliation**	**9**		**552 – Medical Affil**	**6**
582 Dysphagia	3					**ROSA 2**				
551 S/L Tx	**3**					**SLP Praxis 5331**				
Total Sem. Credits	**12**		**Total Sem. Credits**	**[3]**		**Total Sem. Credits**	**12**		**Total Sem. Credits**	**6**
Apply for [3]Teacher Candidacy. Renew Clearances.						**Register to take SLP Praxis.** **Obtain Immunization records and any other SLP 552 site requirements.**			**Graduate!**	

[1]**(CSD 208 – Neuro)** – This course (Neurology of Speech and Hearing) is required for students who did not complete a free-standing undergraduate course in Neurology or pass the NQE

[2]**(Elective)**: All students must take one 3-credit graduate elective. The elective can be taken during any semester. Recommended semesters are indicated by the "[2](Elective)" prompt.

[3]**Teacher Candidacy** = Candidacy with the College of Education for future Ed Specialist Certification

Academic Program Plan – Pattern 2

Curriculum Sequence for MA in Speech-Language Pathology (63 hours)

Fall – Year 1	Credits
501 – Found of Res	3
511 – Child Lang I	3
543 – Aural Rehab	3
516 – Adult Neuro Dis	3
[1][CSD 208-Neuro]	[3]
Entry ROSA	
[1]**Total Sem. Credits**	**12 or [15]**
Obtain Clearances	

Winter – Yr 1	Credits
526 – Artic & Phonology	3
[2](Elective)	(3)
Total Credits	**3 or [6]**

Spring – Year 1	Cred
512 – Child Lang II	3
582 – Dysphagia	3
551 S/L Tx	**3**
551 S/L Dx	**1.5**
551 H Dx	**1.5**
ROSA 1	
Total Sem. Credits	**12**
Apply for Degree Candidacy at the beginning of Spring Sem	

Summer – Year 1	Credits
Summer 1	
524 Fluency	3
[2](Elective)	(3)
Apply for Teacher Candidacy	
Summer 2	
551 S/L Tx	**3**
Summer 3	
570 School SLP	3
Total Sem. Credits	**9 or [12]**
Renew Clearances	

Fall – Year 2	Credits
553 School Affil	**9**
Medical SLP	3
Total Sem. Credits	**12**
Obtain Immunization records and any other SLP 552 site requirements	

Winter – Yr 2	Credits
545 AAC	3
[2](Elective)	(3)
Total Sem. Credits	**3**
Register to take the SLP Praxis during the second month of the Spring semester	

Spring– Year 2	Cred
552 Medical Affil	**6**
523 Voice Dis	**3**
ROSA 2	
SLP Praxis 5331	
Total Sem. Credits	**9**
Graduate!	

[1] **(208 – Neuro)** – This course (Neurology of Speech and Hearing) is required for students who did not complete a free-standing undergraduate course in Neurology or pass the NQE

[2] **(Elective)**: All students must take one 3-credit graduate elective. BECS students must take the elective in the summer of the first year. Students who are not in BECS may take it during any semester. Recommended semesters for non-BECS students are indicated with the "[2](Elective)" prompt.

[3] **Teacher Candidacy** = Candidacy with the College of Education for future Ed Specialist Certification

Academic Program Plan – Pattern 3

Curriculum Sequence for MA in Speech-Language Pathology (63 hours)

Fall – Year 1	Credits
501 – Found of Res	3
511 – Child Lang I	3
543 – Aural Rehab	3
526 – Artic/Phono	3
[1][CSD 208-Neuro]	[3]
Entry ROSA	
[1]**Total Sem. Credits**	**12 or [15]**

Obtain Clearances

Winter – Year 1	Cred
[2](Elective)	(3)
Total Sem. Credits	**[3]**

Spring – Year 1	Cred
512 – Child Lang II	3
516 – Adult Neuro Dis	3
523 – Voice Dis	3
551 S/L Tx	**3**
ROSA 1	
Total Sem. Credits	**12**

Apply for Degree Candidacy at the beginning of Spring Sem

Summer – Year 1	Cred
Summer 1	
545 AAC – 5 days/May	3
Summer 2	
551 S/L Tx	**3**
Summer 1, 2, or 3	
[2](Elective)	(3)
Total Sem. Credits	**6 or [9]**

Fall – Year 2	Credits
524 Fluency	3
570 School SLP	3
582 Dysphagia	3
551 S/L Tx Dx	**1.5**
551 H Dx	**1.5**
Total Sem. Credits	**12**

Apply for [3]Teacher Candidacy. Renew Clearances.

Winter – Year 2	Cred
[2](Elective)	(3)
Total Sem. Credits	**[3]**

Spring – Year 2	Cred
575 Medical SLP	3
553 School Affiliation	**9**
ROSA 2	
SLP Praxis 5331	
Total Sem. Credits	**12**

Register to take SLP Praxis late in spring

Obtain Immunization records and any other SLP 552 site requirements.

Summer – Year 2	Credits
Summer 1	
552 – Medical Affil	**6**
Total Sem. Credits	**6**

Graduate!

[1] **(CSD 208 – Neuro)** – This course (Neurology of Speech and Hearing) is required for students who did not complete a free-standing undergraduate course in Neurology or pass the NQE

[2] **(Elective)**: All students must take one 3-credit graduate elective. Recommended semesters for are indicated by the "[2](Elective)" prompt.

[3] **Teacher Candidacy** = Candidacy with the College of Education for future Ed Specialist Certification

PDE Requirements for Educational Specialist Certificate for SLP

The MA program is designed to prepare students for work in the full range of environments where SLP services are delivered. One of these environments is the public school system. For this reason, students must meet curriculum requirements of the Pennsylvania Department of Education (PDE). WCU's SLP graduate program has been approved by PDE to meet the standards of eiligiblity for the Educatiaonl Specialist in Speech-Language Pathology. Students may apply for this certification through the Teacher Information Management System (TIMS) at the conclusion of their graduate program. Students wishing to apply for this certification must apply for Teacher Candidacy. Details about this process are found later in this document under Certfication in the Schools.

BECS: A Curiculum Option

The Bilingual Emphasis Course Sequence (BECS) is coordinated by Dr. Swasey Washington, and it is an option for students enrolled in West Chester University's graduate program in Communication Sciences and Disorders (CSD). The purpose of BECS is to enhance the preparation of future SLPs who have a special interest in Spanish-English bilinguals with communication impairments.

Eligibility: Students who are interested in BECS must do 3 things:

1. Demonstrate Spanish language proficiency with a passing score at the "Advanced Low Level" from the American Council on the Teaching of Foreign Languages (ACTFL).
2. State decision to participate in BECS by the end of the second week of fall classes
3. Sign the BECS contract to indicate commitment to completing it.

BECS Academic curriculum: Students who participate in BECS take all of the same courses as students in the basic graduate curriculum. BECS requirements are integrated through specialized assignments in the following courses: SLP 501, SLP 511, SLP 512, SLP 516, SLP 523, SLP 524, SLP 526, and SLP 570. Instructors are notified of the BECS students enrolled in their classes. They will permit these students to utilize a bilingual/bicultural focus with at least one paper in the class, graded in consultation with Dr. Patricia Swasey Washington. For SLP 501, the literature review must address a bilingual area. An elective BECS course (SPP 560) will be offered during the first summer of the graduate program. The instructor for this course will be Dr. Swasey Washington, and the topic will be "Assessment and Intervention with Bilingual School-Age Children." Although this is currently an elective course, BECS students are strongly encouraged to complete it.

BECS Clinical Curriculum: One clinical practicum in speech-language pathology (SPP 551) for 3 semester credits will provide students with the opportunity to serve bilingual clients and/or clients with accent reduction issues under the supervision of Dr. Swasey Washington. One school-based clinical affiliation (SLP 553) and one medical-based affiliation (SLP 552), each for 9 semester hours, will be completed in a setting with bilingual clients.

BECS Academic Standards: Once accepted into the BECS, students must demonstrate the following standards
- Achieve and maintain standards required of all graduate students in the CSD graduate program. (See the Department's Graduate Student Handbook for further information on this topic)
- Complete with a grade of "B" or better all assignments specific to the BECS (see academic requirements below)
- Complete with a grade of "B" or better all elective courses associated with the BECS (see

academic requirements below)
- Complete with a grade of "B" or better all clinical practica in the on-campus and affiliation settings

Students will be dismissed from BECS if they demonstrate the following:
- Earn a grade below "B" on a BECS-specific assignment, BECS-related elective course, clinical practicum (including a repeated course), and failing to meet BECS-related KASA standards through either the initial assessment or the first remediation.
- Earn a semester grade below "B" in a BECS-related elective course.
- Fail to maintain program standards required of all graduate students in CSD (see the Department's Graduate Student Handbook).
- Earn a semester grade below "B" in any clinical practicum (including a repeated course).

Documentation of BECS Completion: Students who complete the graduate program with BECS will receive a letter from the Department of Communication Sciences and Disorders documenting the completion of BECS as part of the graduate program.

SUMMATIVE ASSESSMENTS AND CAPSTONE EXPERIENCE

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

ROSA (Repeated Objective Summative Assessment)

Students must complete three ROSAs during their participation in the MA program.

- **Entry ROSA** – completed during the first month of the first semester in the program.
- **ROSA 1** – completed at the beginning of the first spring semester
- **ROSA 2** – completed toward the end of the second spring semester

A more detailed description of the ROSA sequence is provided later in this Handbook.

SLP Praxis Examination (5331)

This is a national, standardized test that is typically completed during spring semester of the second year of the graduate program. A passing score on the SLP Praxis 5331 is also one of the prerequisites for earning the CCC-SLP. The SLP Praxis is described in greater detail 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 ACADEMIC PROGRAM PLAN

When students enter the graduate program, they are provided with an **Academic Program Plan** which maps the sequence of courses to be completed**.** Students are encouraged to review their Academic Program Plan and to consult with the Graduate Coordinator if they have questions. The Speech-Language Pathology (SLP) courses required for graduation include only those listed in Table 2, above. However, two situations may influence the actual number of credit hours or the specific courses needed to complete the program:

1. When students enter the program lacking the program prerequisites, they will need to take courses or to CLEP courses to complete these requirements.

   a. Example #1: A student who did not complete a course in Neurology at the undergraduate level will be required to either (a) pass the Department's Neurology Qualifying Exam (NQE) administered on the day of the orientation, (b) audit the undergraduate Neurology course (CSD 208) during his or her first fall semester, or (c) complete an online course in neurology such as - Longwood University's PCSD 455 (Neurologyn in Human Communication) See http://www.longwood.edu/continuingeducation/for-credit-courses/speech-language-pathology-prerequisites-online/speech-language-pathology-online-course-listing/

   b. Example #2: A student who did not complete a statistics course or a course in lifespan Development during his/her undergraduate program must add the missing coursework to the curriculum at some point during his or her first year in the graduate program. Please see more details in the section on **Academic Advisement** later in this *Handbook*.

2. When students have earned graduate credit for required content courses from other institutions, they will be required to take elective courses to meet the 63-hour coursework requirement for the MA degree in SLP at WCU.

KASA STANDARDS

As indicated above, the SLP graduate program is designed to prepare students for their Clinical Fellowship (CF), and the CF is a requirement for earning the ASHA's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). To qualify for the CF, students must demonstrate that they have achieved all of the standards defined by ASHA's Council for Clinical Certification (CfCC). These standards are listed on the **Knowledge and Skills Acquisition** (**KASA**) **form**, which is **Appendix A** of the *Handbook* and can be accessed on the Graduate Program's D2L's MA Advisement site. The KASA standards are also listed in CALIPSO, a web-based program for tracking student progress, described below.

The KASA form is about 25 pages in length. The first four 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 code of "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 by a clinical instructor/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.

TRACKING STUDENT PROGRESS: CALIPSO

Tracking student progress is a crucial aspect of participation in the graduate SLP program. Beginning in 2020, students and faculty will use **CALIPSO** for this purpose. **CALIPSO** is a web-based system for documenting each student's progress toward the achievement of KASA standards across didactic and clinical courses.

Prior to the first fall semester, each student will receive an email prompt to register for CALIPSO. Registration involves a one-time $85 fee per student. Once students are registered, they have continuous access to information about their progress on KASA standards throughout the MA program.

Two types of KASA standards are documented on CALIPSO: (1) Knowledge standards addressed in didactic courses and (2) Skill standards addressed in clinical practicum courses. The documentation process works somewhat differently for each type of standard.

Documentation of Knowledge Standards For each student, the documentation of didactic KASA standards begins prior to the first semester of graduate studies with a screening of each student's undergraduate transcript for courses that match program prerequisite, including those defined by Standard IV-A (see Table 1, bove). Each students receives a Prerequisite Screening Form which lists these prerequisites and the student's current status with respect to each. It also prompts each student to make a plan for completing missing prerequisite by no later than the end of fall semester of the first year. Once students register with CALIPSO, the Graduate Coordinator will enter the results of each student's Prerequisite Screening form into CALIPSO, and students will be able to see it when viewing their CALIPSO file. Students who need to complete prerequisite standards will see their evaluation of the Standards on CALISO be updated when the prerequisite is completed. Note that the completion of all prerequisite KASA standards is a requirement of Degree Candidacy (see below), and degree candidacy is a requirement of graduation.

Documentation of the remaining Knowledge Standards is aso entered into CALISPO by the Graduagte Coordinator based on a multi-step process beginning with the course instructor and based on information in the course syllabus. The syllabus of each course defines the Knowledge Standards to be addressed in a course, the method of assessment, and the acquisition criterioa. As students progress through a course, they receive feedback from the instructor about their performance. At the end of each semester, each course instructor sends a **KASA Summary List** to the the Graduate Coordinator. This list will indicate the status of each student with respect to each KASA Knowledge Standard addressed in the course. The Graduate Coordinator uses this information to document the students acquisition of Knowledge Standards on CALIPSO. The results should come as no surprise to a student, since the instructor will have provided performance feedback throughout the course. However, CALIPSO serves as the final documentation of each student's progress toward the completion of Knowledge Standards. If students have concerns about the documentation of a Knowledge Standard on their CALIPSO profile, they should contact the Graduate Coordinator.

Documentation of Skill Standards: During clinical practicum and affiliation courses, students will receive periodic feedback from their supervisors regarding their performance of clinical skills. As with Knowledge Standards, this feedback will involve a code of "T", "A", or "U", and students must earn a 'T" or "A" for each Skill Standard. Additionally, students will be earning clinical hours during each clinical course. For each clinical course, each student's evaluation will be documented on a "Evaluation of Student Clinician" form, and his/her clinical clock hours will be documented on a "Clinical Clock Hours Log". Each of these forms will be signed by the supervising Clinician. It will then be up to each student to enter his/her evaluation results and clock hours into CALIPSO. The supervisor will then review the data entered by the student for final validation. Students will receive training on how this is done.

Please note: In clinical practicum courses, the Clinic Director 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 that 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), role-play activities, or a SimuCase assignment. (SimuCase is interactive, case-based online learning opportunity to be discussed later). In all cases, the documentation of skill acquisition and clinical clock hours will follow the same protocol as described above for traditional clinical practicum and affiliation courses.

Graduation Clearance: At the end of each student's two-year program, the Graduate Coordinator will clear a student for graduation when the student's CALIPSO profile reflects the acquisition of all KASA standards. This will qualify the student to apply for the CF, which (as indicated above) is a prerequisite for earning the CCC-SLP. If a student does not meet all of the KASA standards the Graduate Coordinator will not clear the student for graduation. In other words, **students who fail to meet even one KASA standard may lose their eligibility to qualify for CF and (subsequently) 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

Admission to Degree Candidacy is a requirement of graduation. WCU's Graduate Catalog states that students must meet three criteria to qualify

1. **Semester Hours criterion.** A student must complete at least 12 but no more than 15 semester hours in the graduate program. In the SLP program, course completion typically includes SLP 501, 511, 543, and 526. Students will typically have completed the required courses by the end of their first fall semester. Students who completed graduate-level SLP courses prior to entering the MA program must still complete SLP 501 plus three courses at WCU to qualify for degree candidacy, even though they will have completed more than 12 semester hours (and sometimes more than 15 hours) of coursework at the time of their application.

2. **GPA Criterion.** The 12+ semester hours must be completed with a GPA of at least 3.0.

3. **Departmental Requirement:** A student must complete the prerequisite KASA IV Standards listed in Table 1, above. Specifically, these standards include IV-A1 (an undergraduate course in Biology), IV-A2 (an undergraduate course in physics or chemistry), IV-A3 (an undergraduate course in statistics), and IV-A4 (an undergraduate course in lifespan development). If a student did not complete these courses in the undergraduate program, he or she must complete them as soon as possible during the graduate program.

Transfer Courses and KASA Requirements

Students who wish to transfer a graduate course from another university for credit towards the graduate degree at WCU 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 SLP 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 SLP 501 is waved, the student must take a 3-semester-hour, graduate-level elective course to earn the 63 semester 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 University 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 SLP graduate program 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 an official course catalog description or syllabus must be submitted with a request for the approval of transfer credits. Transcripts must be sent directly to the Graduate School 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.

7. To receive Departmental approval for transferring a graduate course from another graduate institution, the student must provide the Department with documentation for having met the KASA standards associated with the course content.

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 CSD.

Continuous Enrollment

To remain in good standing, graduate students must maintain continuous enrollment (i.e., one or more semester hours each fall and spring) from the semester of matriculation through the semester of graduation. The only exception is for students on a leave of absence. All graduate students who have

been admitted into a graduate program must maintain continuous registration each semester (except summer sessions), or must apply for a formal leave of absence. Graduate students who do not wish to register for formal course work, but who desire to maintain continuous enrollment, must register for GSR799, a noncredit registration category used to record the fact of continuous enrollment. Graduate students are not required to maintain matriculation during the summer sessions unless they intend to complete their final degree requirements during this period.

With the approval of the Department's **Graduate Coordinator** and the **Dean of Graduate Studies**, a **leave of absence** may be granted. Leave of absence forms may be obtained at the Graduate School website. A leave of absence does not extend the six-year time limit for completion of all degree requirements.

Unless a graduate student is granted a leave of absence, he or she is ineligible to return until readmitted. A formal application for readmission must be completed and submitted to the Graduate School. Forms are available on the Graduat School Website.

Provisional Enrollment Status

Individuals who are admitted to the CSD graduate Program 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 current *Graduate Catalog*
- o *The Ram's Eye View*
- o Policies and forms on WCU's Graduate School:
- o Information provided on WCU's web-based MA Advisement site through D2L

Note that **when policies are changed at the university and/or Graduate School level, they will take precedence over policies stated in this *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 graduate 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 provides students with the coursework and clinical practicum experiences required by the PA Department of Education (PDE) to earn the **Educational Specialist Certificate for SLP** (needed for employment in the PA 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 school-based affiliation, and (3) a medical 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. A total of 70 graduate level simulation hours may be counted towards the 400 required hours.
d. Students may receive credit for up to 50 clinical practicum hours earned at the undergraduate level under the supervision of an SLP professional with CCC-SLP from ASHA.
e. 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 Educational Specialist for SLP

The Pennsylvania Department of Education (PDE) requires all speech-language pathologists (SLPs) to earn the **Educational Specialist Certificate for SLP** if they wish to work in the schools. This certificate is different from the Certificate of Clinical Competence (CCC-SLP) issued b y ASHA, and it requires students to meet competencies in education and linguistics along with speech-language pathology.

Procedures Associated with the PA Educational Specialist Certificate for SLP

TASKS TO COMPLETE BEFORE THE SCHOOL-BASED AFFILIATION

1. Complete Required Coursework

Students must complete all basic courses required for the MA in SLP (Table 2, above) and all coursework required by PDE. Also see Table 3 (on the next page) lists all courses combined.

2. Submit Teacher Candidacy form and accompanying transcripts to the Clinic Director

The **Teacher Candidacy** form outlines the necessary course work and academic plan for teacher certification. A copy of the form can be accessed on D2L's MA Advisement site under Teacher Certification. It must be submitted to the clinic Director with the following transcripts:

a) Undergraduate transcripts with degree conferred indicated
b) WCU transcripts from MyWCU with student's signature on each page

Students must submit the Teacher Candidacy form (with accompanying transcripts) during the fall semester of year 2.

3. Submit 3 medical forms

The specific forms and submission procedures will be described to you by the Clnical Director during a Clinical Affiliation meeting.

4. Apply for 3 clearances

NOTE: The following clearances are required for ALL clinical experiences and are **valid for only one calendar year**. Application must be completed to cover the period of time during which the student will be completing his/her clinical experiences. The student must have original clearances scanned at the College of Education scanning station. Additional details regarding clearances can be found on the College of Education website: http://www.wcupa.edu/_academics/coed/studentinfo/clearances.asp

a) 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. Students 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**

b) 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**

c) 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**

Table 3. Checklist for Teacher Candidacy for the Educational Specialist Certificate for SLP

Instructions: When applying for Teacher Candidacy 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. Please see detailed instructions on the application form posted on D2L

Speech-Language Pathology Curriculum			
SLP #	**Course Title**	**Credit Received**	**Scheduled to Take**
501	Foundations of Research in Speech-Language 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 SLP 546-Aural Rehab.)		
545	Augmentative Alternative Communication (AAC)		
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		
5XX	Elective		

5. Final Application for PA certification

The online application must be completed <u>during a student's last month in the last semester of his or her program (typically in either August or December)</u>

Certification Application Procedure

o Application for the PA Certification must be completed on line through the TIMS system. The application process is two parts:
o 1) complete the intent portion that requires information about your undergraduate degree conferral date. This can be done at anytime during your program.
o 2. Complete the full application during the month of your program completion.

The following link to the College of Education provides up to date application procedures.

- [Application Directions for the Teacher Information Management System (TIMS) at PDE](#)
  - o Your Application fee of $200 goes directly to the PA Department of Education (PDE)
  - o You must have successfully passed your Praxis II: Speech Language Pathology (#5331) exam

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 SLP 552 (Medical Affiliation) and SLP 553 (School Affiliation). All students must complete 9 credit hours (at least 12 weeks) of SLP 553 (School-based Affiliation) and 6 credit hours (at least 9 weeks) of SLP 552 (Medical Affiliation). The affiliation practicum courses are typically scheduled in the spring and summer semesters of the final year in the curriculum sequence.

AFFILIATION REQUIREMENTS

1. Complete Academic Prerequisites

In order to register for an off-site affiliation, 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 (SLP 551). **If this requirement is not met, students will not be permitted to register for affiliation practicum**.

2. Submit a Practicum Request form

To enroll in an affiliation practicum, students must complete the **Practicum Request process** with Department's Clinic Director at least **two semesters prior to** the semester for which the practicum is planned. You will be provided details about this process during the fall semester of your first year.

3. Register for SLP 552 or 553

You will be enrolled in both SLP 552 and 553 by the CSD Department Secretary, based on your program plan.

4. Receive an Affiliation Assignment from Clinic Director

Affiliation practicum is offered only at sites where WCU's Department of CSD has a written affiliation agreement. Such an agreement can only be negotiated and finalized by the Department's Clinic Director. Students may not arrange for an off campus practicum site without consulting the Clinic Director. In all cases, students will be assigned to supervisors who hold a CCC-SLP.

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 Clinic Administrative Assistant.

7. Complete Site-Specific Requirements

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

> TB test
> Physical examination
> Pennsylvania State Police Criminal Record Check
> Pennsylvania Child Abuse History Clearance
> FBI clearance
> Evidence of Immunizations
> Any drug testing (if required by the site)

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 (SLP 552 and SLP 553). Please note that SLP 552 and SLP 553 can 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. SLP 552 and SLP 553 are distinctly different courses and are not interchangeable when a repeat is required. Students must also demonstrate success in all clinical KASA standards. Students who do not demonstrate success will be required to repeat the clinical experience even if a passing grade is earned.

10. Documentation of Clinical Clock Hours

Please see the above section of this Handbook called "USING CALIPSO TO TRACK STUDENT PROGRESS"

Student Conduct Policy in On- & Off-Campus Settings

Preparation for a successful career in speech-language pathology (SLP) 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. Many sites require scrubs or lab coats. It is the

student's responsibility to obtain these if required. 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. Many sites have additional policies and procedures, which must be followed by students who are assigned to these sites.

- **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 or clinical supervisor 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. When the violation occurs in relation to an academic course, the third person must be selected from the following hierarchy: Academic Advisor, Graduate Coordinator, Department Chairperson. If the violation occurs in relation to the Speech and Hearing Clinic, the third person must be selected from the following hierarchy: Clinic Supervisor, Clinic Director, Graduate Coordinator, Department 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 passive observers 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 by 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 CSD 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 CSD 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 (5331) Exam

GENERAL DESCRIPTION

The **Praxis Examination in Speech-Language Pathology** 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 assesses knowledge required across all primary employment settings (e.g., hospitals, clinics, rehabilitation centers, private practice, schools, etc.)

The SLP Praxis is offered in computer format only. It includes a combination of multiple-choice questions and questions that require a constructed response. All questions 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 detailed information about the SLP Praxis 5331, please search for the SLP Praxis 5331 at www.ASHA.org and at www.ets.org

PURPOSE

As indicated earlier, WCU's MA program uses the SLP Praxis (5331) as a tool for conducting a summative assessment. Therefore, **a passing score on the SLP Praxis (5331) is required for graduation.** Additionally, a passing score on the SLP Praxis (5331) is one of the requirements for earning ASHA's CCC-SLP.

REGISTERING FOR THE PRAXIS

Students will register for and take the SLP Praxis (5331) early during their last spring semester at WCU. The current minimum score for passing the SLP Praxis (5331) is 162. 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 cohort advisement meetings scheduled by the Graduate Coordinator during the first and second spring semesters.

USING THE RECIPIENT CODES

Registration for the SLP Praxis (0331) 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 Communication Sciences and Disorders
2659 – WCU's College of Education
8033 – Pennsylvania Department of Education (PDE)

The Department of CSD uses SLP Praxis (5331) 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 assess students' retention of information about communicative sciences and disorders up to the point of testing. Results are also used to inform the faculty of content areas that may require more or less emphasis.   The schedule and content of the assessments are summarized in Table 4 below.

Table 4. **Content and Schedule of ROSA Administrations**

	Entry ROSA	ROSA 1	ROSA 2
Content	A/P of the S/H Mechanism S/H Science Language Development Phonetics & Artic/Phonology Neurology of S/H Language Dis (child/adult) Fluency Voice Hearing Cultural Diversity Information Literacy Use of Technology	Foundations of Research Language Disorders 0-5 Aural Rehabilitation Clinical Articulation & Phonology Cultural Diversity Information Literacy Use of Technology	Adult Neurological Dis. Voice Fluency School Programs Information Literacy Use of Technology Dysphagia
Schedule	1st year, Fall semester, 1st month	1st year, Spring semester	2nd year, Spring semester

All questions on the ROSA follow an objective, multiple-choice format. Criteria for passing the ROSA exams vary as follows:

Entry ROSA = students must participate in the test

ROSA 1 = students must earn at least 65% correct or higher.

ROSA 2 = students must score at least 65% correct or higher.

Prior to the administration of each ROSA, students will participate in a cohort advisement meeting. The date and time of each meetings will be announced by the Graduate Coordinator.

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 SLP 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. 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.

5. **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 SLP 501 (Foundations of Research) and it requires the student to have taken a course in statistics.

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 SLP 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)

Table 6, below, summarizes a timeline for critical tasks that must be completed by students who identify a thesis project during SLP 501. A more detailed description of each step follows in Table 5 (next page).

Table 5. *Timeline for writing a thesis*

1st Fall Semester	→ Write a research proposal in SLP 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

SELECTING A THESIS DIRECTOR

A Thesis Director is a member of the CSD 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 CSD 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 CSD. The second member may be from CSD, 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. **Members of the Thesis/Examining Committee should receive the written document of a formal prospectus at least two weeks prior to the Prospectus Meeting**. 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/research/

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 WCU and of CSD. 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 communication sciences and 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 *Thesis & Doctoral Projects Style and Formatting Information* must also be followed. This guide is available on the Graduate School Website. If writing a thesis, students should check this website frequently since it is a work in progress. 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.

CRITICAL MILESTONES FOR THESIS COMPLETION

Table 6, 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 6 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:

➜ Check the Graduate School website to read review all information under the Thesis and Doctoral Cluminating Projects web page: https://www.wcupa.edu/_admissions/SCH_DGR/thesis.aspx

➜ Any research involving human subjects must be approved by WCU's Institutional Review Board (IRB). Please visit the IRB website for information about procedures to be followed. http://www.wcupa.edu/research/irb.aspx

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

Table 6. 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 Familiarize yourself with institutional guidelines ➜ Check the Graduate School web page information about thesis preparation guidelines ➜ Read information on the Institutional Review Board's website regarding permission to use human subjects		
1st Spring Semester	Select a Thesis Director (provide hime or her 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 guidelines described in the *Publication Manual of the APA*, 4th Edition (2010) and in the style document provided by WCU's Graduate School		
2nd Spring Semester	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 Graduate School. Distribute copies to Thesis Comm.		
	Receive a grade for thesis credits		

Academic Advisement

ADVISOR ASSIGNMENT

The Graduate Coordinator serves as the advisor to all graduate SLP students.

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. Follow these steps to access CSD's MA Advisement site

- Go to www.wcupa.edu
- Click on D2L in the upper right hand corner of the screen
- Log in with your WCU email and password
- Click on the "Organizations" tab under "My courses"
- Click on the MA Advisement tab below
- If you have trouble finding this link, please call the WCU Help Desk (610-436-3350).

SCHEDULING COURSES

The Department secretary (Mary Kay Gormley) schedules classes for all graduate students based on the curriculum sequence provided in this *Handbook*. Any deviation from this program plan requires the approval of the Graduate Coordinator.

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/

RESPONSIBILITY FOR MAINTAINING FORMS

Academic files for all SLP graduate students are maintained in a password-protected online folder. These folder contains copies of all student-specific forms generated throughout a student's program (other than those included in CALIPSO). However, it is each student's responsibility to maintain his or her own copies of these forms as well. Below is a listing of the types of forms to which we are referring:

- Application to graduate studies
- Prerequisites Screening form
- Acadeimc Program Pan
- Teacher Candidacy forms
- ROSA Results
- Praxis Results

Students are responsible for keeping a copy of each of these forms and of any other forms that document 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 received by the Graduate Coordinator, the petition will be discussed for consideration by the faculty. A written response will be sent to the student as soon as possible following deliberations.

Students requesting an **Exception to University Policy** should download and complete the Petition to Exception of Policy form from the website maintained by the Graduate School. The form must be signed by Graduate Coordinator and by the Department Chairperson before it can be submitted to the Graduate School.

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 that is believed to be unfair, the first course of action is for the student to discuss the concern with the instructor who assigned the grade for possible resolution of 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 followed.

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 cannot resolve the problem, the student may bring his or her complaint to the **CSD Chairperson**. If a student feels that adequate redress of the complaint has not been achieved at the Department level, he or she is free to file a

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 this hierarchy. Students can anticipate being 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 (if the course is a didactic course) or the clinical supervisor (if the course is a clinical course)
2. The academic advisor (if the course is didactic) or the Clinic Director (if the course is clinical)
4. The CSD Graduate Coordinator
5. The CSD 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

Phone: (800) 498-2071

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

Eight half-time Graduate Assistantships (GAs) will be awarded by the Department of CSD to selected first-year students for the first academic year (fall and spring semesters). The selection will represent the top 8 incoming students who indicated on their application that they were seeking GA positions. Each GA will be assigned to work with one or two faculty members for a total of 10 hours a week. Generally speaking, GAs will be assigned work that enhances their understanding and repertoires of skills consistent with the field of CSD.

Other assistantships may be available in other academic departments. Students who wish to pursue these positions are encouraged to indicate their interest by contacting the Graduate School.

Graduate Scholarship Award

The Graduate Scholarship Award was developed in 2008 to reward an incoming graduate student for his/her scholarly work. Participation in the competition for the award is not mandatory, but all students in SLP 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 or for presentation at a professional convention (e.g., ASHA or PSHA).

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 SLP 501.

NSSLHA

The Department has an active chapter of the **National Student Speech-Language-Hearing Association (NSSLHA)** that 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 that ASHA publishes, 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 CSD faculty 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 (5331)**, 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 asked 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 CSD curriculum is structured to enable students to graduate within a 2-year period. In the big picture, students must monitor their achievement of **three types of milestones:**

- **Achievement of KASA standards** – This is monitored via CALIPSO.
- **Comletion of Repeated Objective Summative Assessments (ROSA)** - This is scheduled by the faculty and students receive immediate reults
- **Clinical Education Milestones** – These milestones are written into the Program Plans as reminders and they are summarized in Table 7, below . **It is each student's responsibility to monitor the achievement of these critical milestones through the course of their program.** Below is a summary of where these milestones are completed in each Program Plan Pattern.

Table 7. Milestones for ROSA and Clinical Education

Milestone	Pattern 1	Pattern 2	Pattern 3
Make a Plan for Completing Prerrequisites	By Orientation	By Orientation	By Orientation
Entry ROSA	Year 1, fall	Year 1, fall	Year 1, fall
Obtain Clearances	Year 1, fall	Year 1, fall	Year 1, fall
Apply for Degree Candidacy	Year 1, winter	Year 1, winter	Year 1, winter
ROSA 1	Year 1, spring (late)	Year 1, spring (late)	Year 1, spring (late)
Apply for Teacher Candidacy	Year 2, Fall	Year 1, Summer 1	Year 2, fall
Renew Clearances	Year 2, Fall	Year 1, Summer	Year 2, fall
Obtain immunization records and any other SLP 552 site rerquirements	Year 2, Spring	Year 2, Fall	Year 2, Spring
ROSA 2	Year 2, Spring	Year 2, Spring	Year 2, Spring
Register for SLP Praxis 5331	Year 2, February	Year 1, Winter Sem.	Year 2, February
Take SLP Praxis 5331	Year 2, Spring (late)	Year 2, Spring (mid)	Year 2, Spring (late)

Note: 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*.

Graduation

Prior to graduation, students **must** log on to myWCU to complete the **Intent to Graduate** form. This form is typically due on June 1st. Students who have difficulty finding this portal should contact the Help Desk (610-436-3350).

Appendix A: KASA Form (see separate document)