



TEMPLE
UNIVERSITY®

College of Public Health

**DEPARTMENT OF COMMUNICATION SCIENCES
AND DISORDERS**

**MANUAL FOR THE M.A. PROGRAM IN
SPEECH LANGUAGE-HEARING SCIENCE**

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Program description and mission

The mission of the Department of Communication Sciences and Disorders (CSD) is to provide students with an innovative, high-quality education that integrates a foundation of theoretical and empirical information with state of the art clinical services; promotes critical thinking and problem solving skills central to clinical practice and scholarly activities; engages in cross-disciplinary scholarly activity, research, and collaborations that enhance the theoretical and applied knowledge in the fields of speech, language and hearing sciences, speech-language pathology, and theoretical linguistics; and provides service to the university, the professions and the community that reflects a commitment to ethics and respect for a diverse society.

The faculty maintains a strong commitment to the education of first-rate clinical professionals able to deal creatively with the broadest possible range of populations and settings. The Department is able to provide students with a rich variety of supervised clinical experiences at its own Speech-Language-Hearing Center on the University's main campus and at any of more than eighty field settings throughout the Delaware Valley. In addition, the Department maintains strong connections with faculty members and practitioners at Temple University Hospital, Medical School, and other departments in the College of Public Health.

Basic Departmental Information

This manual is intended to inform the graduate student about the Master of Arts (M.A.) program in Speech-Language-Hearing Science in the Department of Communication Sciences and Disorders (CSD) at Temple University. The contents describe the academic program, its clinical component, and the requirements for completion of the degree. The Speech-Language-Hearing Science program provides a blend of academic and supervised clinical education. The objective of the program is to prepare the graduate to deal competently and creatively with the broadest spectrum of clinical populations and settings. The successful candidate for the M.A. degree must complete all academic and clinical requirements, attend and/or present at monthly Case Studies sessions, and pass the Comprehensive Examination or complete a Master's Thesis.

The Master's Program in Speech-Language-Hearing Science at Temple University has been approved by the Department of Education of the Commonwealth of Pennsylvania and by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (<http://www.asha.org/about/credentialing/accreditation/>), 2200 Research Boulevard, Rockville, MD 20850-3289, Members: 800-498-2071, Non-Member: 800-638-8255, Fax: 301-296-8580.

Communication about issues related to the program is critical. Thus, students are required to join the department listserv so that faculty and staff can communicate important information to all matriculated students. To join the listserv, go to: <http://listserv.temple.edu/archives/commsci-grads.html>

Click on "Subscribe" and enter the appropriate information.

NOTE: It might be necessary to cut and paste the URL into the browser.

1.1. Essential Functions

The MA-Speech-Language Pathology program prepares student for entry level positions in the field of speech-language pathology. Graduates are expected to function as autonomous practitioners providing a full range of speech-language pathology services. Individuals who complete the program are eligible to sit for the Praxis Examination in Speech-Language Pathology as a step towards achieving the Certificate of Clinical Competence (CCC) as well as the Praxis Basic Skills test required for PA Teacher Certification as an SLP.

Applicants to the MA-SLP program must be able to demonstrate the following essential functions with or without reasonable accommodations. The program expects students to maintain the essential functions throughout the program and to demonstrate the professional attributes required by the profession.

Professional

- Demonstrate the ability to act professionally in any environment including stressful situations or when faced with impending deadlines including but not limited to:
 - Practice safely, ethically, and legally.
 - Demonstrate appropriate hygiene, professional dress, and appropriate affective interpersonal skills
 - Demonstrate respect for others, adhere to the Temple University non- discrimination policy, and protect the privacy and confidentiality of others.
 - Demonstrate punctuality for attendance and for submission of documentation.
- Adhere to the ASHA Code of Ethics.
- Demonstrate the ability to function autonomously and in as independent a manner as appropriate across diverse situations.
- Provide culturally sensitive and mature client care in a flexible and safe manner.
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
 - Maturely accept appropriate suggestions and constructive feedback as demonstrated by modification and sustained maintenance of behaviors.
 - Demonstrate immunological health as demonstrated by fulfillment of immunization and health requirements as outlined in CastleBranch.

Communication

- Communicate proficiently in oral and written English.
- Effectively model exemplars for articulation, voice, fluency and expressive language.
- Possess reading comprehension and writing competency in English sufficient to meet curricular demands.
- Perceive and demonstrate appropriate non-verbal/pragmatic communication for culture and context.
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.

Motor

- Demonstrate motor ability to participate in client care activities including but not limited to manipulating hearing aids, otoscopes, AAC devices, microphones, and durable medical equipment.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of protocols.

Cognitive

- Demonstrate the cognitive abilities to comprehend, retain and integrate the expected knowledge, attitudes, and skills to function, reason, and problem solve independently within the scope of practice of an SLP.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and to develop and appropriately modify client reports, plans, and goals
- Self- evaluate, identify, and communicate limits of one's own knowledge and skill; identify and utilize resources to increase knowledge

Sensory/Observational

- Visually and auditorily identify normal and disordered communication, cognition, social interaction, and feeding/swallowing including but not limited to:
 - Auditorily detect and discriminate subtle articulation errors.
 - Visualize and identify anatomical structures.
 - Visualize, identify and discriminate imaging findings.
 - Comprehend text, numbers, and graphs.
 - Observe and respond to client changes in physical and communication status.

Requests for reasonable accommodation will be considered through DRS. Current students: If you have concerns about your abilities to meet these technical standards, please consult your adviser. Applicants should contact the Graduate Program Director with questions or concerns.

1.2. Planning the Program

There are two principal components to the M.A. program at Temple: academic coursework and clinical education. Each is considered to be of vital importance to the program. A primary goal of the educational process at the M.A. level is to integrate effectively academic theory with clinical experience. At the beginning of graduate study, each student will be assigned a faculty advisor who will assist in planning and integrating academic and clinical education and will take a special interest in each student's progress. A specific plan of study will be devised by the advisor prior to the beginning of the first semester of graduate study. The plan will specify an individualized academic and clinical training program for the M.A. Typically students who have completed all the pre-requisites to graduate study require 2 calendar years to complete the M.A. program. These 2 calendar years consist of 2 academic years and the summers that follow them (i.e., 6 semesters) to complete the academic and clinical requirements.

A checklist of requirements for the academic and clinical components of the M.A. program (Appendix A) is used to monitor progress during the course of study. The Clinical Advising Form is used by the Director of Clinical Education in scheduling the clinical component of the program. It is essential that the student in consultation with their advisor fill this form out carefully and completely so that appropriate clinical assignments can be made. Each student's academic and clinical plans are updated every semester. Students can petition to change academic advisors in a written petition to the Department Chair stating the reason for the desired change.

Be aware that the Department maintains students' records for a period of 7 years after graduation. After that time, the Department will not be in possession of a student's departmental record. Thus, students are encouraged to make copies of all critical documents, especially documentation of clinical hours pertaining to national certification, state licensure, and state teacher's certification.

1.3. Monitoring Progress: Student Review Procedure/Remediation Procedures

The status of all graduate students is monitored in formative and summative manners. Examples of formative assessment are on-going and mid-term grades in academic and clinical courses, supervisor's comments on diagnostic reports, weekly therapy plans, long-term therapy plans, and meetings with advisors to assess progress toward the degree. Examples of summative assessment are final grades in academic and clinical courses, supervisor's comments on end of the semester progress reports, and the capstone comprehensive exam or Master's Thesis.

Performance of all graduate students in academic and clinical courses is reviewed twice yearly by the MA-SLH faculty as a whole: once in the Fall and once in the Spring. The review enables the faculty, as a group, to consider the progress of individual students. In this way, it is possible to identify and to provide assistance for students who are having difficulty as well as to recognize those students who are progressing especially well. Advisors are required to give feedback to students regarding their review if concerns arise. Apart from the faculty of the Department of CSD and the student him/herself, no other individual will be allowed access to academic records. This will assure strict confidentiality with respect to each student's progress here.

Prior to student advising meetings, students in the M.A. program in speech-language-hearing as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester during MA-SLH faculty meeting. Each student's academic and clinical progress will be addressed, and remediation recommendations, if any, will be determined.

Remediation recommendations will be at the discretion of the faculty. When appropriate, a remediation contract with the student will be prepared by the Instructor or Advisor. The contract will be signed by the student, Instructor or Clinical Supervisor (if relevant), Advisor, and by the Program Director, Clinical Director, or Department Chair.

Outcome of remediation – based on the contract – will be determined by the referring Instructor/Clinical Supervisor and the Program Director and/or Clinic Director. Student grades in any course will not be changed by remediation. Only when s/he has demonstrated improvement and is able to maintain the performance after the first remediation may grades change; that is, final course grades are based solely on class performance and are independent of remediation outcome for the first remediation. However, if the student continues to show concerns and needs remediation on the same issue, s/he will receive a failing grade for that course.

Step Down Remediation Procedures:

- Student Review will be held each semester to address whether M.A.-SLH students are meeting academic and clinical standards of scholarship. The advisee list will be used to prompt specific students for review.
- **Academic and clinical issues:** The faculty, by consensus, may decide that one or more standards have not been met and require remediation. The decision can be based on a student's academic (e.g., grades on exams) and/or clinical performance (internships and externships). Instructors will inform a student's advisor if a grade lower than a B- minus is received on an examination or assignment. Remediation will be initiated if a student is at risk of earning a failing grade on a course in their Program of Study (B- or better).

- Clinical work (knowledge and skills) that is not commensurate with expectations for the semester in the program or the level of the practicum.
- **Professionalism issues:** Remediation will also be initiated by a faculty member at any time in the following (but not limited to) cases of:
 - Inappropriate professional behavior, including, but not limited to, violation of the ASHA Code of Ethics, violation of HIPAA policies, repeated tardiness, and not adhering to program or facility procedures and deadlines.
 - Violations of the Student Code of Conduct (for example, but not limited to, plagiarism or violating the rules of an assignment). Although this type of violation may not be associated with a remediation plan, it will be treated as having had a professional remediation.
- **Student responsibility:** Students are required to come up with an explicit plan including specific goals, suggested resources, and a timeline for completion, and discuss the plan with the advisor or instructor at the remediation meeting. First time remediation plans may be associated with additional support from the instructor. However, it is critical that students be able to master clinical, academic, and professional skills independently. For this reason, subsequent remediation plans should focus on additional work performed by the student rather than the instructor.
- The remediation contract (see Remediation Template in Appendix C) will be prepared and signed by the Student, Instructor (if relevant), Advisor, and by the Program Director, Clinical Director, or Department Chair. A copy of the remediation contract will be given to the student and placed in his/her file.
- **Follow-up:** By the end of the semester, the referring Instructor/Clinical Supervisor and the Program/Clinical Directors will evaluate and discuss the student's progress and whether s/he has met the benchmarks in the remediation plan. The follow-up form (Appendix C) will be placed in the student's file to determine whether the student has met the remediation plan.
 - **Recurrence of the remediation:** If the student is referred for another remediation of the same issue (clinical, academic, or professional) in any subsequent semester, s/he will need to provide a remediation plan to justify what steps s/he will take to perform differently to improve what s/he did not fulfill from the previous semester. Failure to improve and maintain the expected performance by the end of the semester will result a failing grade in that course.
 - **Student can only receive one professional remediation.** After the initial professional remediation is addressed, the student is expected to maintain standards of professional behavior. If issues recur in subsequent semesters, the student will receive written notice that they are not maintaining standards of professional behavior. However, in order to achieve our goal of producing independent clinicians, minimal support will be provided by faculty. Our goal is to avoid the situation in which standards of professional behavior are only achieved with significant faculty support. If the student is unable to meet standards for professional behavior before the end of the semester, she/he will receive a failing grade.
- **Remediation outcome:** Student grades in any given course will not be changed by remediation. That is, successful completion of the remediation does not ensure a passing final grade in the class. Furthermore, the student must maintain the improved performance after the first remediation. However, if the student continues to show concerns and needs remediation on the same issue within the same semester, s/he will receive a failing grade for that course.

1.4. Standards of Scholarship

A graduate student in the MA program in CSD is expected to perform in accordance with the standards of scholarship of the Temple University Graduate School and with the Department of Communication Sciences.

1. At the time of graduation, a student must have a grade point average (GPA) of at least 3.0.
2. The student's grades shall be averaged after the student has completed 15 graduate credits. Unless his/her average is B or better, the student shall have one additional semester to achieve a total grade average of B or better. Any time from the end of that semester forward that his/her total grade average falls below a B, he/she shall be dropped from the program.
3. Students who receive either 3 grades below B- or 1 F grade will be dropped from the program for substandard performance. Grades of C+, C, and C- carry academic credit. Receipt of such grades, however, is an indication that the student is doing substandard work and in clinical courses, does not reflect the acquisition of sufficient clinical competency to satisfy the standard for acquisition of clinical skills. Thus, clinical practicum hours obtained in clinical courses earning less than a B- cannot count toward degree or certification requirements for total hours or minimum distribution across disorders.
4. A student may not graduate without completing all coursework and thus removing any outstanding grades of "I" (incomplete).
5. An M.A. student in Speech-Language- Hearing may apply no more than six (6) semester hours in graduate credits earned at another institution towards graduation.
6. Grades in prerequisite courses (see section 2.1) taken at Temple or elsewhere, while matriculating in the graduate program, will be counted in determining whether a student has satisfied standards of scholarship described in 1.3.2, 1.3.3 above, but prerequisite credits will not count towards the number of credits required for the master's degree.
7. Students dismissed from the University for substandard academic performance may appeal directly to the Graduate School for readmission. Included in this appeal are letters of support from departmental faculty.

1.5. Plagiarism/Cheating

In CSD, our standards of scholarship include strict regulations concerning certain behaviors that will not be tolerated. These behaviors, cheating and plagiarism, run counter to our goals of graduating students of integrity with solid academic and clinical records achieved through their own efforts in conjunction with the efforts of our faculty. Lack of awareness of what constitutes cheating or plagiarism will not be accepted as an excuse for such behavior since it is the responsibility of every entering student to be familiar with Temple's policy on academic honesty prior to beginning our program. It is the policy of the Department to give a student a grade of F for the course in which he/she is found to have cheated/plagiarized. Students who cheat/plagiarize may also be reported to the University Disciplinary Committee, which could lead to suspension/expulsion from the university.

Temple University Policy on Academic Honesty

The students and faculty of the College of Public Health (CPH) at Temple University are working together in a common endeavor: to seek the truth, to discover the truth, to speak and to publish the truth. It is an ancient and honorable endeavor to which teachers and students have dedicated themselves since

time immemorial. Out of this long history of dedication to the truth has grown a specific set of requirements governing the ways in which we behave toward one another in the classroom and in which we may use one another's thoughts, words, ideas, and published research. As a student in the CPH, you will want not only to dedicate yourself generally to the pursuit of truth but also you will need to learn the specific rules which govern academic behavior in this college and at Temple University.

The most important rules are self-evident and follow inevitably from a respect for the truth. We must not take credit for research, for ideas, or for words which are not our own. We must not falsify data or results of research. We must not present any work under false pretenses. In order to be sure that we do not violate these principles, we must learn some specific rules. We must understand exactly what this college means when it speaks about these three major types of academic dishonesty: plagiarism, violating the rules of an assignment, and cheating on an examination. The faculty of the CPH are confident that if we all understand these few simple rules, we will have no need to worry about academic dishonesty.

Plagiarism. Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words or assistance.

There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. All these forms of Plagiarism are prohibited both by the traditional principles of academic honesty and by the regulations of Temple University.

Our education and our research encourage us to explore and use the ideas of others, and as writers we will frequently want to use the ideas and even the words of others. It is perfectly acceptable to do so; but we must never submit someone else's work as if it were our own, without giving appropriate credit to the originator.

Some sorts of plagiarism are obvious. Students must not copy someone else's examination answer or laboratory report, submit a paper written in whole or part by someone else, or have a friend do a physiology assignment or take a nutrition test for them.

Other forms of plagiarism, however, are less obvious. We provide below some guidelines concerning the types of materials that should be acknowledged through an acceptable form of citation.

- 1) Quotations. Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks and indicate the exact source of the material. This applies also to quotations you have altered by the omission of some words (indicated by three spaced periods within the quotation) or by the addition of some words (enclosed in square brackets).
- 2) Paraphrasing another's language. Avoid closely paraphrasing another's words: substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, just changing the tenses of verbs, and so on. Either quote the material directly, using quotation marks, or put the ideas completely in your words. In either case, acknowledgment is necessary. Remember: expressing someone else's ideas in your own way does not make them yours.
- 3) Facts. In a paper, you will often use facts that you have gotten from a lecture, a written work, or some other source. If the facts are well known, it is usually not necessary to provide a source. (In a paper on nutrition, for example, it would not ordinarily be necessary to give a source for the statement that Vitamin is lipid soluble.) But if the facts are not widely known or if the facts were

developed or presented by a specific source, then you should give the source for the facts. Similarly, when you attribute a belief or claim to someone, you should support the attribution unless it is common knowledge that the thinker held the view in question. (In the above context, you should support, by reference to appropriate primary or secondary source, your claim that secondary hyperparathyroidism is caused by G.I. malabsorption of Vitamin D.)

- 4) **Ideas.** If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should identify the source. You should identify the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

In general, all sources must be identified as clearly, accurately, and thoroughly as possible. When in doubt how to do so, ask, your instructor. When in doubt about whether to identify a source, either cite the source or consult with your instructor.

When preparing a paper, you should ask your instructor whether he or she expects you to use footnotes, and whether all sources consulted should appear in a bibliography or only those from which you used material.

Violating the Rules of an Assignment:

Academic course work is intended to advance the skills, knowledge, and intellectual competence of students. It is important, therefore, that students not behave in such a way as to thwart these intentions. When students are given assignments in a class or laboratory the instructor will normally explain the rules under which the assignment is to be carried out. A student who does not understand the rules should ask the instructor for clarification. These rules are intended to make the assignment an educational experience and to make certain that the students' accomplishments on the assignment can be fairly evaluated.

Academic Cheating:

Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of individual courses. It includes falsifying data, submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another work; or actually doing the work of another person.

Examinations are intended to test your understanding and retention of the material covered in a course.

If you obtain help from other students during the examination, you have cheated. Thus, reading another student's answers while you are taking an examination is cheating.

When an examination is given in class, the instructor will usually assume (or explicitly state) that it is a "closed book" exam. If it is, students should not use notes or any other written aids in taking the exam. If you are unsure, ask.

When an examination is given out of class as a "take home exam," it is normally assumed that you may use class notes, texts, or even material from the library that is properly cited. Your teacher also assumes that you will complete the examination alone. You should not obtain help from fellow students in developing your answers and turn them in as if they were work. Again, if you are unsure ask.

1.6. Student Concerns

Graduate study is a demanding experience. Sometimes, however, difficulties arise that may seem out of the ordinary. There are several avenues for students that may need to get additional advice/ help with the variety of issues they may face at this time in their lives.

1.6.1. Program Concerns

The student may feel uncomfortable about some aspects of the program or possibly with one of the faculty members. Our best advice is that such matters should be brought to the attention of the faculty member(s) who can be most helpful. In most cases, this will be the advisor, but it might be another faculty member with whom the student is comfortable. We will make every attempt to find a constructive solution to the difficulty.

Criticisms of the program are welcome. The members of the Department of CSD are constantly studying and revising our program and student input is highly valued. Issues that remain unresolved by the advisor or another faculty member can be brought to the attention of the Chairperson of the Department or the Student-Faculty Committee (see below). Grade appeals are handled separately as described in Appendix D attached.

The Student-Faculty Committee is an ad hoc committee comprised of two students selected by their peers and two faculty members selected by the faculty at-large. The students and faculty on the committee meet if needed to discuss any concerns that students have about the program as well as any concerns the faculty have. The committee attempts to resolve any problems in a diplomatic and sensitive fashion.

Students or former students may also register a complaint with the CAA (accreditation@asha.org). The procedures for doing so are described in the CAA Accreditation Manual and include the following information:

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

Criteria for Complaints

Complaints about programs must meet all of the following criteria:

- a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
- b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology in effect at the time that the conduct for the complaint occurred, including the relationship of the complaint to the accreditation standards;
- c. be clearly described, including the specific nature of the charge and the data to support the charge;
- d. be within the timelines specified below:
 - if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
 - if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;

- if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

1.6.2. Personal Concerns

It is not at all uncommon for students in college or graduate school to find that life stresses can get in the way of their studies and/or their enjoyment of life. We have seen students go through a variety of very difficult issues while in our program including the death of a loved one, the break-up of a relationship, serious illness, etc. We do our best to provide a sympathetic ear and whatever practical help we have at our disposal. But we are not experts in these kinds of issues. Fortunately, ***Tuttleman Counseling Services Center*** is available to our students and offers individual and family therapy and several career-related services to all members of the Temple community and their families. The clinic provides individual, couple and marriage counseling, and family therapy on a sliding fee schedule.

Tuttleman Counseling Services offers you support for your emotional, educational or vocational concerns. Assistance is confidential and free of charge. A wide range of assistance is available including counseling, support groups, literature, and educational programs and outreach events. Services include Psychology and Psychiatric Services, Campus Alcohol and Substance Awareness (CASA), Conflict Education Resource Team (CERT), Sexual Assault Counseling and Education (SACE). Call 215-204-7276 or stop by on the 5th floor of 1810 Liacouris Walk. Appointments are available from 8:30-5:00 on Mondays through Fridays with a Walk-in Clinic from 10:00-2:00 on the same days.

1.7. Disability Resources and Services

Temple's DRS is the primary department authorized as a support service for students with disabilities at Temple University. DRS is located on the first floor of the Ritter Annex in Room 100 and can be reached by phone at 215-204-1280 (drs@temple.edu). To encourage participation in college life by students with disabilities, DRS offers information and services so each can reach potential through achieving educational goals. DRS arranges academic adjustments and accommodations for students at the University as mandated under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Additional information is available from the website www.temple.edu/disability.

Frequently requested services include:

- Academic adjustment consultation
- Test proctoring and note taker services
- Adaptive computer accommodations and training
- Sign language interpreting and captioning assistance
- Reader service and attendant referral suggestions
- Scholarship, internship and career information
- Courtesy services available for students with temporary disabling conditions.

1.8. Temple Policy on Sexual Harassment

Temple University is committed to providing a learning and teaching environment which supports and rewards academic growth based on merit and which is free from discriminatory, inappropriate, or disrespectful conduct or communication. Sexual harassment of students, by inhibiting an individual's ability to function effectively as a student or faculty member, threatens this environment and corrupts traditional academic values. A policy forbidding sexual harassment of students by instructors is, therefore, a policy to protect the relationship of trust that should exist between students and faculty.

Temple's policies prohibiting sexual harassment of students are consistent with federal statutes that prohibit sex discrimination (Title VII) and that require the fair and equal treatment of students (Title IX). This policy applies to all persons engaged in teaching, including full-time and part-time faculty as well as teaching assistants.

Policy Statement:

1. With reference to behavior between an instructor and students of the instructor, no instructor shall make a sexually suggestive or intimidating remark, ask a student for a date or sexual favor, or in other ways make a sexual advance to the student.

A. The principle of professional ethics embodied here is that, while a student is a student of a particular instructor, the student is not available for any sort of sexual or romantic advances or relationships.

B. A student is considered a student of a particular instructor:

(1) when a student is registered in a course taught by the instructor and has not yet received a final grade; or

(2) when a student is assigned to be advised by a particular instructor, whether the instructor is serving as an undergraduate advisor, graduate advisor, or member of a thesis or dissertation committee; or

(3) at other times when an instructor has a relationship with a student such that a student's activities at the University are being supervised or evaluated by the instructor.

2. There are, in addition, faculty/student relationships that are less clear because, although the faculty member does not have direct responsibility for the student, the faculty member may indirectly affect the student's academic evaluation or career opportunities. Such situations exist, for instance, when a faculty member serves on the fellowship committee in a graduate student's department. In such cases, careful adherence to the following ethical principles is required:

(1) An instructor must desist from expressions of sexual or romantic interest if there is any indication that such interest is unwelcome by the student.

(2) No instructor may indicate, explicitly or implicitly, that academic reward or punishment could result from the student's reaction to an instructor's sexual or romantic advances.

(3) If a consensual sexual and/or romantic relationship develops between a student and instructor, the instructor should not without prior permission in writing from the instructor's dean on good cause, thereafter take part in any activity that involves evaluation of the student's academic work or progress.

1.9. Grievance Procedure

Temple University, its officers, deans and faculties are responsible for maintaining a learning and teaching environment which is free from sexual harassment. Violations of this policy may result in various forms of disciplinary action, consistent with the rules, regulations, and procedures of the Faculty Senate and, where appropriate, with provisions of the TAUP (faculty union) Agreement. Sexual harassment constitutes grave misconduct that may be an adequate cause for dismissal. Student grievances should be first discussed with the student's advisor. If a solution is not reached, grievance should be taken to the department chair, dean, and college grievance committee, in that order.

Academic Rights and Responsibilities

Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter can file a complaint under the University's policy on academic rights and responsibilities. The full policy can be found at:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint can be made to the Student Ombudsperson for the student's school or college. Unresolved complaints may be referred to the dean for handling in accordance with the school or college's established grievance procedure. Final appeals will be determined by the Provost.

1.10. Non-discrimination Policy

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation, veteran status and genetic information.

As the MA-SLH program has earned accreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA), it also adheres to the non-discrimination policy of that organization:

*Students, faculty, staff, and persons served in the program's clinics are treated in a nondiscriminatory manner—that is, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders pertaining thereto. The signature of the institution's president or designee on the application for accreditation affirms the institution's compliance with all applicable federal, state, and local laws prohibiting discrimination, including harassment, on the basis of race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, and status as a covered veteran (e.g., the Americans with Disabilities Act of 1990, the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972 [to the Higher Education Act of 1965], the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Assistance Act of 1974, the Uniformed Services Employment and Reemployment Rights Act [USERRA], the Genetic Information Nondiscrimination Act [GINA], the Immigration Reform and Control Act [IRCA], and the Equal Employment Opportunity Commission's Civil Service Reform Act of 1978 [CSRA], and all amendments to the foregoing). The program demonstrates compliance through its policies and procedures. The program must adhere to its institutional policies and procedures to ensure compliance with all nondiscrimination statutes, including non-harassment policies, internal complaint procedures, and appropriate training programs to ensure that all staff and faculty are made aware of the policies and the conduct they prohibit. The program must maintain, as relevant, a record of internal and external complaints, charges, and litigation alleging violations of such policies and ensure that appropriate corrective action has been taken.

*Citation: Council on Academic Accreditation in Audiology and Speech-Language Pathology. (2014). Standards for accreditation of graduate education programs in audiology and speech-language pathology (2008, revised 2014). Retrieved [date] from <http://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf>

1.11. Financial Assistance

Students should consult the Financial Services Office of Temple University for information on student loans, work study programs, and scholarships. This office can provide specific information regarding state and federal loan programs. Some of these loans need to be applied for through the student's state of residence, but the financial services office will advise students in this area. An additional source of financial aid comes from the university in the form of College Work Study. For this award, the student will be required to work for the university part-time as courses are taken. Other awards granted through the university include the highly competitive Presidential and University Fellowships. Students with particularly strong academic record and high GRE scores should consider applying for one of these awards through the Department of Communication Sciences and Disorders. Students should consult with their academic advisor about these Fellowships.

The Rosenberg-Halfond Student Loan Fund

This fund is a modest, private account established by friends and colleagues of the late Dr. Philip E. Rosenberg and of Dr. Murray Halfond who retired from our faculty in 1990. The Rosenberg-Halfond Fund provides short-term non-interest bearing loans to graduate students in Speech-Language Pathology. Any full time, matriculated graduate student in Communication Sciences and Disorders who is in good academic standing may request a loan of up to \$750 to be repaid in full as soon as the student is able but at least prior to graduation from the program. Application is to be made in writing to the administrators of the Rosenberg-Halfond Student Loan Fund stating the purpose of the loan, the amount requested, and the repayment plan.

Curriculum Requirement

The M.A. in Speech Language Hearing requires successful completion of 54-59 semester hours at the graduate level with 39 semester hours (s.h.) of academic courses (36 required; 3 elective) and 15-20 s.h. of clinical coursework to complete a minimum of 375 hours of supervised clinical practicum. The program is designed to provide graduate students with academic coursework and clinical practica that lead to the ability to assess and treat effectively persons with disorders of speech, language and hearing of all ages, of all social and cultural backgrounds and with all varieties and degrees of speech, language and hearing disorders. Thus, the master's degree program has the purpose of increasing the quantity, and improving the quality, of personnel available to identify, assess and provide treatment for persons with communication disorders.

In addition to their academic coursework, all students are required to enroll in clinical training courses. Clinical training is viewed to be of equal importance to academic coursework in the M.A. program and is viewed as "clinical teaching". Coordinated with each student's academic program is an individualized program of practicum experiences which seek to provide the student with the skills necessary to assume professional work with individuals with speech, language and hearing disabilities. Each student must participate in practicum assignments that involve clients of ALL ages, of ALL social backgrounds, and having ALL varieties and severities of speech, language and hearing disorders. Furthermore, professional skills include the ability to work effectively in the different professional settings typically associated with our profession.

Over the course of the program, students must attend and participate in Proseminar/ Case Studies which are held monthly during the academic semesters. Proseminar features faculty members, doctoral students and speakers from other institutions presenting their current research. Case Studies are presentations by students in the MA SLH program on clinical cases from the TUSLHC or field placements. Students must attend three presentations each academic year or present at one Case Study session and attend one additional presentation.

Temple University and the Department of CSD are committed to diversity. Thus, students from culturally and linguistically diverse backgrounds are an important part of the student body. All students are expected to meet all the clinical and academic requirements of the program. Students from diverse backgrounds can expect to participate fully in the clinical component of the program as long as they can communicate effectively with clients and their families and can model the clients' target behaviors.

Program requirements can also be accessed through the [Graduate Bulletin](#).

2.0. THE ACADEMIC PROGRAM

The academic program is composed of three different areas: (1) Courses in the basic sciences as required by the standards for certification by the American Speech-Language-Hearing Association (ASHA) (2) Prerequisite coursework to Graduate Study, and (3) Required Graduate Courses and Electives.

American Speech-Language-Hearing Association (ASHA) Certification Requirements

ASHA requires that students have at least one undergraduate course in each of the following four areas: (1) Biological Science, (2) Physical Science, (3) Behavioral/Social Science, and (4) Statistics. These courses are customarily taken at the undergraduate level. If not, they may be taken at Temple University, another university, or at a community college. They are independent of the master's degree. Students must provide a copy of a transcript with a passing grade from the institution where these courses

were taken. See ASHA website for the possible content areas and requirement at <http://www.asha.org/Certification/Course-Content-Areas-for-SLP-Standards/>.

2.1. Prerequisites to Graduate Study

The Temple University program in Speech-Language-Hearing includes specific prerequisites to graduate study. In order to be waived from a Temple pre-requisite course, an entering student must demonstrate that he/she has completed equivalent coursework. This can be accomplished by providing the program, at the initial advising appointment prior to matriculation, with acceptable evidence (syllabi, papers, exams, etc.) that the courses taken elsewhere are equivalent to those at Temple. The student should submit a letter with the evidence to the adviser and the program director requesting consideration. The program director, the student's adviser, and the instructor who teaches the course will meet and discuss the equivalency of the course. A final decision will be documented in the student's academic file.

If the student has not met these requirements (equivalent course title, description, and content at the undergraduate institution), the student is required to meet these requirements upon entering the graduate program. The student's adviser will inform the applicant of deficiencies and of the procedure for meeting these. For each prerequisite, the relevant content can be acquired by taking the appropriate approved undergraduate course at Temple University or another institution with a grade of B or better.

The Temple courses that fulfill the prerequisites are listed under their content areas. Most of the prerequisites are required to take graduate-level courses.

Area 1: Structure of Language

CSCD 2209 Phonetics & Phonology
CSCD 2217 Psycholinguistics

Area 2: Speech and Language Development

CSCD 3301 Speech and Language Development

Area 3: Anatomy, Physiology, Neurology, and Physical Aspects

CSCD 3233 Basic Speech Science
CSCD 3234 Basic Hearing Science
CSCD 3235 Human Neuroscience

Area 4: Quantitative Methods and Research

CSCD 2201 Research Methods in Communication Science

Area 5: Clinical Processes

CSCD 4301 Principles of Audiology
CSCD 4396 Orientation to Clinical Management

Note: the MA-SLH program reserves the right to determine the equivalency of the knowledge outcomes for each content area.

2.2. Required Graduate Courses and Typical Course Sequence:

Although the sequence of courses in the M.A. program in Speech Language Hearing Science varies according to the individual's academic background, needs, and interest, the following is a suggested

sequence of required academic and clinical courses. All graduate coursework and clinical practica required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program is accredited by the CAA in the area for which the Certificate is sought.

Tentative First Year

Fall:

CSCD 5521 Foundations in Child Language Disorders (3)
CSCD 5522 Foundations and Management in Phonological Disorders (3)
CSCD 5527 Foundations and Rehabilitation of Language and Cognitive Disorders in Aphasia (3)
CSCD 5531 Applications in Audiology (1)
CSCD 8187 Basic Practicum in Diagnostics (1 sh) or
CSCD 8287 Basic Practicum in Therapy (2 sh)

Spring:

CSCD 8726: Management of Child Language Disorders (3)
CSCD 5528: Foundations and Management in Voice (3)
CSCD 8729: Neurocognitive Language Disorders (3)
CSCD 8187 Basic Practicum in Diagnostics (1) and/or
CSCD 8287 Basic Practicum in Therapy (2)

Summer:

CSCD 8722: Foundations and Management in Dysphagia (3)
CSCD 5532: Foundations and Management in Hearing Disorders (3)
CSCD 5525: Foundations and Management in Fluency (3)
CSCD 8187 Basic Practicum in Diagnostics (1) and/or
CSCD 8287 Basic Practicum in Therapy (2)

Tentative Second Year

Fall:

CSCD 8830: Seminar in CSCD (1)
CSCD 8727: Written Language Development & Disorders (2)
CSCD 5524: Foundations & Management in Motor Speech Disorders (3)
CSCD 9387/9487: Adv Field Practicum in Sp Lang Path (3)
CSCD 9187: Practicum in Voice (1)

Spring:

CSCD 8824: Assessment & Treatment of Diverse Populations (2)
Electives
CSCD 9387/9487 Adv Field Practicum in Sp Lang Path (3)
CSCD 9287: Practicum in Fluency (1)

Summer:

CSCD 9387/9487 Adv Field Practicum in Sp Lang Path (3)
CSCD 8187: Practicum in Hearing (1)

2.3. Additional Information

1. Clinical Education is conducted at our own Speech-Language-Hearing Center (TUSLHC) and at

affiliated agencies.

2. Proseminar/Case Studies are monthly seminars held to integrate academic coursework, clinical experience and research. In Case Studies, graduate students in their second year of clinical training lead discussions about current or recent clients from their TUSLHC or field placements. All students in the MA SLH program are required to attend 3 sessions each academic year or present at one session and attend one additional session.

3. All students in the MA SLH program are required to attend Communiversity event in June.

4. Students may elect to write a thesis (maximum of 3 elective credits) during their second year of study.

5. Students may elect to participate in our Bilingual Emphasis Path. These students must engage in practicum experiences which include clients who speak a language in which the students are proficient. Students must demonstrate competency in the second language in order to participate in this emphasis area.

6. Courses outside of the department that contribute to the students' educational goals may be taken for elective credit with the approval of the academic advisor. These courses must be at graduate level (course number at or above 5000).

7. HRPR 5001 – Current and Emerging Issues in Public Health and Health Professions: This common College Core course is required of all incoming graduate students in the College of Public Health. It is available completely online and designed such that students can complete the modules at their own pace over the course of their degree program. To count toward graduation, the students must also register for the actual course through Self-Service Banner (SSB) so that it appears on the transcript. They should do this in the semester in which they anticipate completing and passing the 12 modules but no later than the semester in which they anticipate graduating. The course can be found on SSB under the Subject: Health Related Professions. Students have to register for the graduate level course (5001) before the Drop/Add period of the semester the student wants to register.

2.4. Period of Study

1. The student shall complete all course requirements at Temple University. These requirements are usually completed within a two-year (calendar years) program. The two-year period presumes that no prerequisite content areas need to be completed through coursework. If this latter situation is applicable, the program may be extended up to two additional semesters.
2. Any exception to the requirement of obtaining all coursework at Temple is limited to 6 graduate credits from another university. The student who wishes consideration of transfer credits may make written application to the Graduate School during the semester she/he will have completed 27 credits at this university. An official transcript must accompany the petition. If approved, the student must submit a transcript to the Department for the course(s) taken at another university.
3. Students must be continuously enrolled during the period of graduate study. A leave of up to one year may be requested in writing by completing a Leave of Absence Request Form. That request must be made each semester that the leave is requested. An extension of the normal time allotted for completion of the degree may also be requested. The Department, the College of Public Health, and the Graduate School must formally approve these requests. Students on leave must pay a maintenance fee each semester. It is expected that most students will complete the Master's degree within 2-3 years from the beginning date of matriculation.

2.4.1. Graduation Application Procedures

Students must complete a graduation application on Self-Service Banner by the deadline for their Expected Graduation Term. The deadline for May (Spring Semester) Graduation is February 15th, for August (Summer Semester) is June 1st, and for January (Fall Semester) October 15th.

2.5. Comprehensive Examination

The philosophy underlying the master's comprehensive examination is that individuals receiving a Master of Arts degree, who are entering the profession of Speech-Language Pathology, should be able to demonstrate mastery of a body of knowledge in the discipline. Thus, all students must pass a written comprehensive examination before the M.A. degree can be conferred if the MA thesis option is not taken. The M.A. represents both academic accomplishment and preparation for clinical work. Thus, the emphasis of the comprehensive examination is the scientific bases of the profession and their clinical application. This examination assesses the essential theory and knowledge of academic and clinical preparation deemed essential for entry level into the profession. Sample questions can be found in Appendix B.

Purpose of Exam

The purpose of the exam is to evaluate clinical decision-making and problem-solving abilities. Clinical skills require solid knowledge of the normal speech-language-hearing system as well as how it breaks down in different disorder types. These clinical skills also require solid knowledge of methods to evaluate and treat communication disorders. Students should demonstrate the ability to make a decision and support it with a sound rationale and evidence (based on theoretical or treatment research). For evaluation, students should be able to explain how to differentially diagnose different disorders given the information provided and their knowledge of the disorders. For treatment, students should be able to explain what approach they would take and why given the information provided and what they know about the disorders. Students should demonstrate an ability to select and prioritize goals appropriately and to provide clear rationales for their decisions.

Exam Format

Students will be given 4 questions drawn from the following categories:

Adult language/literacy

Child language/literacy

Motor speech

Articulation

Fluency

Voice

Dysphagia

Hearing/Aural Rehabilitation

In addition, the following topics may be incorporated into questions pertaining to any of the above: AAC, diversity, ethics, or basic processes. For example, there may be a question about a child with a language disorder who needs an evaluation for an AAC device, a question about differential diagnosis of a speech disorder or difference for a bilingual child, or a question that requires the student to describe how lexical access occurs in non-brain-damaged populations.

The exam will be 3 hours long. Questions will be written with the expectation that students have 45 minutes to read and answer the question. The room will be reserved for 30 minutes before the exam to allow time to settle in and one hour after the exam to allow time for printing the completed essay exams.

Students will be required to respond to 3 of the 4 questions. They will receive all questions at the beginning of the exam period and will have three hours to complete the exam. There will be no formal break but students can go to the bathroom one at a time and eat a (quiet) snack while they work.

Timing of Exam

For students entering the program on or after Fall 2017, the exam will be offered twice a year: in the spring (approximately March) and summer (approximately June). Students graduating in the spring will take their exam in the spring semester in which they are graduating. Students graduating in the summer may take their exam in the spring if they will be completing all of their academic coursework in the spring semester. Otherwise, they will take the exam in the summer. Students who are graduating in the fall for any reason take their exam in the summer; fall graduates may have fewer question choices if they are not completing coursework in the summer. Students who need to postpone coursework for any reason should be aware that the exam is only offered twice year, and that failing the exam in the summer will mean that they need to wait until Spring to retake it. Students who enrolled prior to Fall 2017 will have the option of taking the comprehensive exam in the fall semester, following the guidelines set in place by the MA manual from the year they entered the graduate program.

Grading

Exam questions will be graded as high pass, pass, low pass, or fail. Questions will be graded based on (1) accuracy and completeness of response and (2) organization and clarity of writing.

High Pass: Response is outstanding in all regards and includes references when appropriate.

Pass: Response demonstrates understanding of major concepts with no major concerns.

Low Pass: Response demonstrates understanding of material with no more than one major concern. Response raises some concerns with respect to factors such as writing, organization, insufficient evidence, etc.

Fail: Response demonstrates inadequate understanding of material or poor clinical decision making skills.

Students who fail all three questions must retake the exam the next time it is offered, meaning that they will need to wait until the next semester. The procedures for their second comprehensive exam are identical to those for their first comprehensive exam, except that the results of the second exam are final.

Students who fail one or two questions will be allowed to rewrite answers to question(s) in the same topic area(s) as the failed question(s) in the same semester. Students must earn at least a low pass on all rewritten questions to pass the exam. Students who fail any of the rewritten questions must retake the comprehensive exam the next semester it is offered. The procedures for their second comprehensive exam are identical to those for their first comprehensive exam, except that the results of the second exam are final.

Students who receive a low pass on any question must meet with the instructor who graded the question to discuss their response.

Accommodations

Any student who has a need for accommodation based on the impact of a documented disability should contact Disability Resources and Services (DRS), Ritter Annex 100, (215) 204-1280 or 215-204-1786
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(TTY) or drs@temple.edu, to make arrangements. Students requesting accommodations should provide a letter to the Graduate Program Director. Accommodations are not retroactive.

2.6. Research in CSD

One of the missions of the Department of CSD is to engage in scholarly activity to advance the knowledge base in communication sciences and disorders. To that end, students have the opportunity to participate in research projects with faculty mentors (a list of faculty and their area(s) of research can be found in Appendix C). Mentored research might consist of volunteering in a research lab, completing an independent study focusing on research, and/or completing a master's thesis (described in the next section). Students are encouraged to participate in the on-going research projects taking place in the Department by contacting faculty members whose research interests them. Even if students are not interested in completing research themselves, they should be knowledgeable consumers of research. This knowledge is imparted in academic and clinical courses. Students are also required to attend three (held once a month 4-5 times a year) Pro-Seminar Presentations (followed by Case Studies Presentation) or present at one case study and attend one additional Pro-Seminar. The date and time of these seminars are distributed through the department listserv each academic semester.

2.6.1. M.A. Thesis Option

Students in the CSD Department may elect to write a Master's Thesis on a topic within the field. Any student considering this option is urged to consult her/his advisor as soon as possible since the research and writing of a thesis can take a considerable amount of time and planning. The thesis option is intended to provide an opportunity for students interested in research to conduct a study of greater scope and rigor than is generally possible in the context of a one semester seminar or independent study. The thesis option will be of value to students who wish to gain a more thorough grasp of current research issues and the ways in which these might be applied in a clinical setting. The thesis option is especially valuable for students who are considering graduate study beyond the M.A.

The thesis will involve descriptive and/or experimental research and will be supervised by a faculty member of the student's choosing. The prospectus and a final report will be presented orally to a symposium of faculty and students. The thesis research is generally carried out in the student's second year of graduate study. One to three semester hours of academic credit are awarded for the research and writing of the thesis.

The M.A. thesis in CSD should be a major, scholarly paper incorporating research that is responsive to a question relevant to the progress of knowledge in the field. Among the purposes which a particular thesis may have are the:

1. pursuit of a special interest in some aspect of normal or disordered function beyond the level possible in classroom work and/or practicum;
2. development or testing of clinical or research methodology;
3. development of the ability to apply basic research to clinical problems;
4. preparation for further graduate study leading to a future in research.

2.6.2. MA Thesis Procedures

1. The student will consult her/his graduate advisor to initiate the process. The student should approach faculty with a shared area of interest to discuss the possibility of completing a thesis. Students with academic remediation concerns are not recommended to do a MA thesis.

2. If the student identifies a faculty member who is able to assume primary responsibility for advising the research and writing portions of the thesis, then that faculty member will serve as the chair of the thesis committee. In the case that the supervising faculty member is not eligible to chair the thesis, another faculty member can serve as chair. In consultation with the thesis advisor, the student will ask two other faculty members to serve on the thesis committee (thus, three committee members in total including the chair of the committee). The chair of the thesis committee may be any graduate faculty of the CSD Department faculty. The thesis advisor must be approved by the Department Chairperson, who will be consulted by the student's academic advisor.
3. All university regulations regarding Human Subjects must be strictly adhered to, including approval of the study by the University's Internal Review Board. If the proposed study is not covered by the thesis advisor's active protocol(s), the student is expected to develop a draft of a protocol with associated documents (e.g., informed consent forms).
4. The student and the thesis advisor will fill out a thesis project contract (see Appendix E) and include a work plan (e.g., timeline for defense) based on university deadline (see Temple University Dissertation and Thesis Handbook) for the student's expected graduation semester. The student and the thesis advisor also need to include the consequences if the student fails to follow the work plan.
5. A prospectus will be submitted for the written approval of the thesis advisor and the thesis committee. It should consist of a draft section on the introduction section, the rationale for the thesis, a draft of the methods by which the study will be carried out, and an analysis plan. Predictions should be stated, and should match the analytic methods. The document should be sent to the committee a minimum of 1 week before the prospectus meeting.
6. Prospectus Meeting: The student will meet with the thesis committee to discuss the prospectus and receive approval. At the prospectus meeting, the student should present the proposed experiment to the committee. The committee may provide feedback regarding the design of the study based on the presentation, as well as written feedback on the prospectus document. If required (see 3 above), the student is expected to have a draft of the IRB protocol and associated documents ready, and ideally submitted, at the time of the prospectus meeting.
7. The chair of the thesis committee will meet regularly with the student to review progress on the thesis.
8. A thesis student will enroll in the thesis seminar (CommSci9996) in the semester that they are scheduled to graduate. The final thesis will be presented orally at a publicly scheduled symposium. Following the public presentation, the thesis committee will meet with the student to ask additional questions about the thesis topic (i.e., an oral defense).
9. The thesis document should follow the format of a peer reviewed research paper, with introduction, methods, results, and discussion sections in addition to references and other supplemental material. The chair of the thesis committee will provide feedback on initial versions of the document. The chair must approve of the version sent to the committee members. The committee members must receive the completed document at least 2 weeks before the scheduled oral defense, unless the student is granted an exception by all members of the committee.
9. The final document must be approved and signed by the chair of the thesis committee and both members of the committee. The committee members (including the chair of the thesis committee) may require additional edits to the thesis document before approving it.
10. Four copies of the thesis will be required, one for each member of the thesis committee and one for Paley Library. The student might also want a copy for him/herself.
11. Before assembling the thesis, students should obtain the Graduate School Manual for Dissertation and Thesis Preparation from Room 501 Carnell Hall. All Graduate School thesis regulations must be followed except for the microfilming requirement.

2.6.3. MA Thesis Credit, Grading, Etc.

One to three graduate credits will be awarded for the thesis. A project should demand time and effort

comparable to that involved in completion of the appropriate hours of graduate credit. The credits for the thesis option should be registered for the semester in which the student plans to complete and defend. The final grade will be awarded by the thesis committee members with the approval of the Department Chair. Any other arrangements will be subject to appeal to the Department Chair. The student's progress with the thesis will be reviewed by the department as part of the semi-annual student review.

2.7. Bilingual Emphasis Path

Students may elect to undertake the Bilingual Emphasis Path (BEP) which is devoted to training students to provide clinical services to culturally and linguistically diverse (CLD) populations, including multilingual and multidialectal children and adults. CLD children have a higher rate of misdiagnosis than monolingual Mainstream American English (MAE) children of the same age due to the reduced number unbiased standardized assessments and the need for more culturally competent clinicians to evaluate and treat this population (Bedore & Peña, 2008; Peña et al., 2006; Scheffner-Hammer et al., 2002). In the United States, 18.6% of children in the U.S. between 5- and 9-years-old speak a language other than MAE; of these children, 71% speak Spanish (U.S. Census Bureau, 2000). CLD clients and their families require clinicians with the skills to differentially diagnose typical bilingual development from delay and disorder in speech and language. The objective of the BEP is to provide M.A. level graduate students with the competencies they will need to offer appropriate services to CLD clients and their families.

Entry into the BEP

All students interested in participating in this program will be asked to complete a BEP form in the first semester of the program. Each application will be reviewed independently by a selection committee composed of the Program Director and a faculty member in the Department of Communication Sciences and Disorders.

Requirements for the Letter of Completion

Students are expected to complete the following:

- Students must be present at any departmental seminar focusing on speech-language-hearing issues related to CLD groups.
- An independent study or master's thesis on a CLD topic or project is encouraged.
- Must present at least 1 case study of a CLD client at the monthly departmental research pro-seminars in the first or second year.
- Membership and participation in the Bilingual Multicultural SLP Club.
- At least 2 practica that largely serve CLD clients (for example but not limited to: Temple University Speech-Language-Hearing Center, School District of Philadelphia, CORA Services, Norristown Area School District, Cooper Hospital). Students in the BEP will be assigned to a clinic practicum at our Center designed to provide the student with experience in the assessment and treatment of CLD clients during their first year. Students in the BEP are assigned to one of several field affiliates, which serve CLD populations in the Greater Delaware Valley. In these field practica, students receive additional experience in the assessment and treatment of CLD clients with communication problems and their families.

These requirements must be verified by the student's advisor and the Director(s) of the BEP prior to

graduation. For information contact, Felicidad Garcia, Ph.D. (felicidad.garcia@temple.edu; 215-204-7180).

3.0. THE CLINICAL PROGRAM

Clinical education at Temple is viewed, along with academic coursework, as an integral and parallel part of the M.A. degree. The primary objective of clinical education is to provide varied supervised clinical education experiences in both speech-language pathology and audiology. These experiences will allow students to gain experiences with a variety of communication disorders with clients across the life span and from culturally and linguistically diverse populations in a variety of settings. Clinical education assignments will be determined by a number of factors including:

- recommendations of the academic advisor
- background and readiness
- emphasis area
- recommendations of supervisors in previous semesters
- specific prerequisites (e.g. specific coursework, practicum)
- availability of assignments
- scheduling

At the beginning of clinical education, it is important to understand the distinction between the terms clinical practicum and clinical education. Clinical practicum, which is only one facet of clinical education, refers to direct contact with clients/patients and other activities that are an essential part of clinical management. These latter activities include team conferences in which the student is a participant, e.g. educational rehabilitation, clinical conferences, and phone calls to other professionals to share information regarding the client in question, and family counseling/education. Clinical Education includes both practicum and training. The latter includes activities such as supervisory conferences and report writing. Although clinical education assignments will be designed individually, all students must spend at least two (2) semesters in Temple's Speech-Language-Hearing Center (TUSLHC) honing their clinical skills before doing practicum in the field. Before describing the details of the clinical program, it is critical to review the federal requirements under the Health Information Portability and Accountability Act (HIPAA). All students need to make sure that they are knowledgeable about these requirements and the penalties for failure to comply with them.

3.0.1. Required Clearances

Students will not be permitted to engage in practicum until they have medical clearance from TU Student Health Services and show current Child Abuse and Criminal Check clearances to their advisors. Note: these checks must be updated annually and copies maintained in their student files.

Upon entry to the program, students are also required to obtain an FBI Clearance (fingerprinting) to participate in a school practicum in the state of Pennsylvania. Failure to complete the fingerprinting prior to start of a school field placement may preclude the student from participating in practicum that semester.

The following website provides links to the PA Child Abuse Clearance, Criminal Record Checks, and FBI Clearances: <http://webgui.phila.k12.pa.us/offices/e/ee/resources/information-center>

3.1. HIPAA: Health Information Portability and Accountability Act

All members of the Department of Communication Sciences and Disorders including students, staff, clinical and academic faculty are required to comply with the Federal Mandate of HIPAA as of April 2003. This mandate protects the privacy of clients (and their information) at our Center and at any other site at which students may work/observe/visit. Failure to comply with the confidentiality requirements of HIPAA may result in legal action.

The HIPAA Privacy Rule requires the following actions by the Department:

1. Adopting and implementing privacy procedures for the Department and Center.
2. Designating an individual to be responsible for seeing that the privacy procedures are adopted and followed.
3. Securing client records containing individually identifiable health information so that they are not readily available to those who do not need them.
4. Providing students / clinicians and employees with copies of the privacy policies.
5. Obtaining student / clinician / employee signatures on forms stating that they have received and understand our privacy policies and will comply with them without exception.
6. Notifying clients about their privacy rights and how their information can be used.
7. Obtaining client signatures on forms stating that they have received and understood our privacy policies.
8. Reviewing with all involved the penalties for failure to comply with HIPAA privacy requirements, including personal liability that extends to students.

A HIPAA Violation, including but not limited to photocopying client records without permission from a clinical supervisor, removing client data including completed test protocols from the TUSLHC, storing PHI (Protected Health Information) on unencrypted flash drives, or leaving client records unattended outside of the student workroom, will result in a maximum of “C” for the course. Situations in which the Compliance Office deems the breach to be “major” (including but not limited to photographing client records on personal digital devices, intentional violations of confidentiality) will result in a “F” grade for the course. According to the graduate school and program policy, an “F” results in dismissal from the program.

Any student who required a remediation for a non-HIPAA professional issue (see the Student Competency Checklist of the Training Experience Evaluation Form) for which he/she completed remediation successfully, and is referred again for the same issue, will receive a maximum of “C” grade for that practicum; if this occurs in a field practicum, the student will be removed from the practicum. Clinical courses for which a student receives C+ or lower do not accrue ASHA clinical contact hours.

3.2. Practicum Hours

Before beginning direct clinical work, students must accrue 25 observation hours. Observation must take place with an ASHA-certified SLP. Evidence of these observations needs to be maintained in the student’s file in the Department. A student receives credit for practicum only for direct provision of services to the client or significant other. Provision of services in the form of counseling/education to clients’ significant others also counts as direct client contact. Practicum hours are also accrued for case management conferences (“staffing”) with other professionals up to a maximum of 20 hours.

Per Department policy, students may not receive direct reimbursement for the provision of clinical practicum services.

3.3. Required Clinical Hours

The M.A. requires that a student complete at least 375 hours of supervised clinical practicum. All of the hours must be at the graduate level and a minimum of 350 hours must be in speech/language pathology. Minimum practicum requirements are as follows:

Evaluation

At least 20 hours must be earned in each of these 4 categories:

Evaluation: speech disorders in children*

Evaluation: speech disorders in adults*

Evaluation: language disorders in children

Evaluation: language disorders in adults

Treatment

At least 20 hours must be earned in each of these 4 categories:

Treatment: speech disorders in children*

Treatment: speech disorders in adults*

Treatment: language disorders in children

Treatment: language disorders in adults

Audiology/Aural Rehabilitation (at least 20 hours)

a. at least 10 hours in Audiology Screening

b. at least 5 hours in Treatment in Communication disorders of the Hearing Impaired

OR

c. passing grade in Basic Practicum in Audiology (Hearing Screenings and Aural Rehabilitation)

In fulfilling the categories shown with an asterisk, all students must show evidence of at least 20 hours with voice disorders, 20 hours with articulation disorders, 20 hours with fluency disorders and 20 hours with dysphagia. Note that the 20 hours in each of these disorders may be accrued by a combination of evaluation and treatment with both children and adults.

Each student must show at least 50 practicum hours earned in each of three different types of clinical sites. One of the sites is the Temple University Speech-Language-Hearing Center. In addition, sites will usually include an educational setting and a medical setting. These latter clinical education experiences are scheduled for a minimum of 3 days/week. Sometimes this schedule is realized as 4 half days/week plus one full day. Some of our affiliated sites require close to full time (35-40 hours) on-site. Each of these experiences will emphasize work with either a pediatric or adult population.

3.4. Academic Credit for Clinical Coursework

Students must register for Clinical Coursework (training and practicum) as listed in the University schedule of courses and determined by the Director of Clinical Education. During the course of the program, students can expect to take approximately 15-20 credits for clinical coursework in order to accrue the necessary hours of supervised clinical experience to fulfill the requirements of the M.A. Degree, as well as, requirements for the CCC-SLP. These 15-20 credits are **in addition to** the 39 credits of academic coursework needed to graduate from the program.

Credit for clinical coursework at the Temple University Speech-Language-Hearing Center (TUSLHC) carries 1.0 – 2.0 credit hours for three hours of contact with clinical faculty. This includes practicum in the minor area, Basic Practicum in Audiology. Credit for clinical coursework for field practicum assignments carry 3.0 credit hours and require a commitment of at least three working days at the field

affiliation site. Clinical courses are designated as either Basic or Advanced Practica. The designations refer to the graduate student's level of experience, not to the level of difficulty of the practicum.

3.5 Keeping Records

It is imperative that students keep a personal record of their training and practicum hours in addition to the official record provided by the TEEFs (Training Experience Evaluation Form) and calculated by the academic advisor in consultation with the student. These records should include the type of case, age group, and hours accumulated for each disorder area. Without an accurate record, the Program Director will be unable to process the application for CCC at the appropriate time. Records are maintained in the student's active Student File until conferral of the MA degree in Speech Language Hearing Science. After graduation, Student Files are archived in the Department for seven years after the student leaves the department at which time the records will be shredded before they are discarded. In the event alumni need to have any forms completed by the Program Director after this seven-year period, the alumni will need to provide copies from their personal records.

3.6 Levels of Clinical Education

Each student's level of clinical education is initially determined by the academic advisor and subsequently is based on his/her analysis of the Training Experience Evaluation Forms (TEEFs) submitted by each supervisor, both at the University and in the Field, at the end of a given semester. The latter is a clinician who supervises the student at one of Temple's affiliated off-campus sites.

The TEEF provides a means to specify and evaluate objectively those areas that are essential for independent clinical functioning. The number system reflects a student's growth in a particular experience with consideration given to the student's previous experience (through the student summary). Ratings of 1 and 2 indicate that a student is still operating at a dependent level. Ratings of 3 and 4 indicate adequate performance with a decreasing amount of supervision. A rating of 5 indicates that a student has achieved a level of independent functioning with only minimal supervision. Some of the behaviors cited may not be applicable to a particular clinical experience and should be noted as such. A TEEF is submitted to each supervisor, with the first page completed by the student prior to submission. All TEEFs are collected and reviewed by the student's academic advisor and are used as a primary basis for changing a student's clinical education level and for planning subsequent clinical education assignments. The TEEF also serves as a basis for the grade in a clinical practicum at the end of each semester. This grade is calculated by the primary supervisor designated by the Clinical Director and is based on cumulative ratings by all supervisors with whom the student works within a specific clinical course.

3.7. Coordination and Supervision of Clinical Assignments

All clinical education is supervised and all of the practica in which students participate, as specified in section 3.1, may be counted as accumulated practicum hours for the ASHA Certificate of Clinical Competence (CCC) or the Pennsylvania State Dept. of Education Certificate. At TUSLHC, students will be directly supervised by Temple faculty. For assignments at other affiliations, students will have two supervisors, a member of the Temple faculty (TU supervisor) and a staff member of the training affiliation (Field supervisor). In these instances, it is generally the Field supervisor who directly supervises each student's activities at the affiliate's site. The TU supervisor supervises indirectly and helps students evaluate their experiences, relate them to other experiences, and to Temple's total clinical education program.

When the clinical education assignments are published for a given semester, an orientation schedule to

discuss each assignment also will be posted. Attendance at these orientations is mandatory, whether or not the student attended an orientation in previous semesters. These meetings will orient students to general policies and procedures, ethical behavior, privacy and confidentiality issues, record keeping, expectations for supervision (role of the students, role of the supervisor), grading, and professional behavior. Temple has over 80 affiliations including our own Speech-Language-Hearing Center. Students will not be able to have a clinical education experience in all of them, but students will gain experiences with a variety of communication disorders with clients across the life span and from culturally and linguistically diverse populations in a variety of settings. Any problems concerning clinical education that cannot be answered by the advisor should be referred to the Director of Clinical Education.

3.8. Contracts

In order to improve clinical education experiences in the Field, a contract system has been devised. The philosophy underlying the system is that each field experience should be arranged to provide the best possible compromise of the individual needs of the student, the field supervisor, and the TU supervisor. The terms of the specific contract adopted in this way will be discussed within the first two weeks of a student's assignment. Through this discussion, each participant will become fully aware of her/his role and those of the other members. Save copies of these contracts as they will provide a valuable source of information for writing a resume upon graduation.

3.9. Travel to Affiliate Clinical Education Sites

The Temple student and her/his advisor carefully determine in what type of clinical education experiences the student is able to participate based on the students' performance in previous academic and clinical experiences and the recommendations of instructors in those courses. While Temple maintains its own comprehensive speech-language and hearing center and is fortunate in having over 80 agencies as clinical education affiliates, it is not always possible to place a student in an agency that is in immediate proximity to her/his residence. Students should be prepared to expect expenses for traveling to clinical education sites either by private or public transportation. While a car is not mandatory, a student's clinical education options are narrowed when she/he must use public transportation since many clinical education sites are not accessible by public transport.

3.10. Grading of Clinical Courses

The guidelines below are meant to provide consistency in grading clinical performance. In deciding which descriptors are most appropriate, careful consideration should be given to the student's academic coursework, clinical training, and prior experience with the population at hand. A particular grade is earned when the performance descriptors in a grade category apply.

A and A minus indicate work of superior quality

A: exceeds all mandated requirements; majority of clinical competencies exceed the quality and expectations for students at this level of training; shows minimal need for direct or prescriptive instruction; shows excellent ability applying previous or ongoing coursework and experiences, and/or is able to hypothesize and appropriately apply conceptual and/or theoretical constructs to treatment or diagnostics, even when specific content has not been taught; shows the ability to recognize, analyze, and revise relevant aspects of treatment/diagnostics; shows insightful observational and interpretive skills; shows excellent awareness of client's perspective and needs.

A- : exceeds most and satisfies all mandated requirements; majority of clinical competencies surpass the quality and expectations for students at this level of training; requires occasional direct or perspective

instruction but generally extrapolates and applies generatively very quickly; shows ability to create own procedures; shows very good ability applying previous or ongoing coursework and experiences, conceptual or theoretical constructs to treatment and/or diagnostics given general, non-prescriptive information; shows good ability to recognize, analyze, and revise relevant aspects of treatment/diagnostics given occasional feedback; shows good observational and interpretive skills; shows good awareness of client's perspective and needs.

B+, B and B minus indicate work of satisfactory quality

B+: Exceeds some and satisfies all mandated requirements; clinical competencies show steady growth; shows ability to abstract and generatively apply outlined principles of treatment/diagnostics given examples; integrates and utilizes the information provided; learns quickly from past mistakes in attempting to explain behavior conceptually/theoretically; showing steady growth in observational and interpretive skills; is developing good ability to recognize and revise relevant aspects of treatment/diagnostics given feedback.

B: has satisfied all mandated requirements; shows steady growth in a specified set of clinical competencies; requires frequent direct or respective information, but can integrate and utilize information provided given intermittent review; understands and attempts to apply information given regarding: conceptual, theoretical constructs; is beginning to show growth in observational and interpretive skills; now recognizes some aspects of treatment/diagnostics which need revision given feedback; shows emerging awareness of client's perspective and needs.

B-: has satisfied most, but not all, mandated requirements; is beginning to show growth in a specified set of clinical competencies; requires direct or prescriptive information; requires assistance integrating and utilizing the information provided; requires direct assistance applying information conceptually/theoretically; requires assistance in observational and interpretive skills, and in assessing client's perspective and needs; incorporates suggested revisions; continues to need help recognizing the necessity and rationale for revisions.

C+, C and C- indicate work of marginal quality

C+: has satisfied only a few of the mandated requirements; is showing minimum growth only in very few clinical competencies; requires a great deal of direct and prescriptive information; needs much assistance integrating and utilizing the information provided; requires much time and attention in applying information conceptually/theoretically; requires a great deal of assistance in observational and interpretive skills in assessing client's perspective and needs; appears to benefit only from such assistance; in the main, does not appropriately incorporate suggested revisions; interprets suggestions with only a minimal understanding of why revisions are necessary relative to this client; shows only occasional instances of ability to independently recognize need or rationale for revisions.

C: has inadequately attempted to meet most mandated requirements; is not yet showing growth in a specified set of clinical competencies; requires repeated direct or prescriptive information; needs repeated assistance integrating and utilizing information provided; shows little evidence of abstracting underlying principles of treatment or diagnostics; requires repeated direct assistance applying information conceptually/theoretically; requires repeated assistance in observational and interpretive skills, and in assessing client's perspective and needs; does not appear to benefit from such assistance.

C-: has not met most mandated requirements; shows little growth in any area of case management; despite repeated prescriptive information, shows complete dependence on supervisor to determine goals, rationales, procedures and techniques appropriate for this client's treatment or evaluation; relies totally on supervisor to collect and analyze data; shows no independent ability to recognize or understand need or rationale for revisions.

F indicates Failure

F: requirements have not been met despite intensive corrective feedback and supervisor support; records

and reports are incomplete; shows minimal ability to change irresponsible behavior or to grow clinically; should be discouraged from continuing in a clinical discipline.

3.10.1. Clinical Registration Protocol

In order to expedite the pre-registration process for clinical education and the practicum courses, the following procedures are followed:

Procedure

1. Students should meet with their graduate advisors to update the MA Grad Checklist each semester.
2. The Clinical Advising Form is completed by the advisor and student and then submitted to the Director of Clinical Education. A copy should be given to the student as a guide for registration of academic courses and a record of the meeting. A copy is also kept in the student's file.
3. The Director of Clinical Education will notify the student of her/his clinical education assignments and will provide corresponding registration information.
4. The student will register for the clinical course after receiving the registration information. Any registration adjustments will be made online by the Student Services Coordinator (SSC) during the registration or drop/add period.
5. When completing a Clinical Advising Form, please be as specific as possible. We must have all course information and schedule details, i.e., working hours, etc. where appropriate. If the student is new to Temple, we need a description of the student's previous practicum experiences, if applicable, as part of her/his Clinical Advising Form. Students, please help advisors by coming prepared to advising appointments. Consult this Manual first.

3.11. MA-SLH Clinical Awards

1. Adele Gerber Award:

Presented to the graduate student in the MA program in speech-language pathology who embodies the academic rigor, clinical prowess, and generous spirit of Adele Gerber, Professor emeritus in the Department of Communication Sciences and Disorders.

2. Adella DiLeonardo Memorial Scholarship Award:

Given by the family in memory of their mother to an MA student who has demonstrated excellent academic performance and exemplary qualities of leadership. The family chose to honor their mother in this manner because they were impressed with the services she received from a Speech Language Pathologist at Temple University following a stroke.

3. Lorraine H. Russell Clinical Scholar Award:

This award is presented to a MA SLH student in their first year of clinical courses who demonstrates outstanding clinical potential.

Professional Organizations and Certifications

4.1. Organizations

4.1.1. American Speech-Language-Hearing Association (ASHA)

ASHA (www.asha.org) is the professional, scientific, and credentialing association for audiologists, speech-language pathologists, and speech, language, and hearing scientists. Members must hold (1) the master's degree or equivalent with major emphasis in speech-language-hearing, audiology, or speech and hearing science; or (2) the master's degree or its equivalent and present evidence of active research, interest, and performance in the field of human communication. Members must agree to abide by the Code of Ethics of ASHA. All students will receive a copy of the Code of Ethics prior to the first orientation. ASHA publishes several journals. These journals are the major references for the field and may be found at Temple University, Main Campus, in Paley Library, and in the Medical School Library.

4.1.2. National Student Speech-Language-Hearing Association (NSSLHA)

Students are urged to establish an affiliation with the professional organization through membership with NSSLHA (<http://www.nsslha.org/nsslha/>). The NSSLHA group on Temple's campus (for which there is a small additional annual fee) is quite active. National NSSLHA members receive several ASHA publications. The ASHA Credit Plan provides financial savings to NSSLHA members when they apply for ASHA membership.

4.1.3. The Pennsylvania Speech Language and Hearing Association (PSHA)

This is a professional society of scientists, clinicians, teachers and others who have common concerns and interests in the field of human communication disorders. The association is the official organization representing speech-language pathologists, audiologists and educators of the hearing impaired in the Commonwealth of Pennsylvania. PSHA has three categories of members:

1. Professional Members: Professional members must hold a Master's degree or equivalent in Speech-Language-Hearing or Deaf Education, with advanced training and experience equivalent to that required for Instructional Level II certification by the Pennsylvania Department of Education or a state license to provide speech, hearing, and language services. All professional members shall have the right to vote and hold office.
2. Provisional Professional Members: A provisional professional member must hold a baccalaureate degree in Speech-Language Pathology, Audiology or Deaf Education. Provisional professional membership may be held by an individual for three consecutive years. Provisional professional members shall have the right to vote in all elections except those concerned with constitutional revision and may serve as members and/or chairs of committees, but may not hold elective office.
3. Associate Members: All persons having an interest in the objective of this organization may elect to become Associate members of this Association. Associate membership shall not be available to individuals who qualify for Professional membership. Associate members may not vote or hold elected office. Associate members may serve as voting members and/or chairs of committees. Students are eligible for either Provisional Professional or Associate Membership. Student members are eligible to participate in PSHA annual conventions and to receive the PSHA Journal. For information about PSHA write to PSHA Business Office 800 Perry Highway, Suite 3, Pittsburgh, Pa. 15229.

4.2. Information on Certification and Licensure

4.2.1. The Certificate of Clinical Competence (CCC-SLP)

Eligibility for the Certificate of Clinical Competence includes successful completion of a master's degree in Speech-Language Pathology, passing a national examination (known as the Praxis Exam in Speech-Language Pathology), completion of the clinical fellowship (CF), and submission of the necessary forms

and payment of fees. The CCC is ASHA's way of informing the public that an individual has met minimum standards for clinical competence. Temple's master's degree program in Speech-Language Pathology is approved by ASHA's Council on Academic Accreditation. As of January, 1993 all graduate coursework and clinical practicum required in the professional area for which the Certificate is sought must have been initiated and completed at an institution whose program is accredited by the CAA in the area for which the Certificate is sought.

It is each student's responsibility to process the ASHA membership and certification forms upon graduation. It is imperative that the current CCC requirements are read, including the procedure for applying for CCC, and the procedure for completing the Clinical Fellowship (CF). The ASHA membership application may be found on ASHA's website (<http://www.asha.org>). The Program Director for MA in Speech Language Hearing Science is the Department's ASHA certification officer.

Students must obtain a passing score on the Praxis exam in Speech Language Pathology (#5331) administered by the Educational Testing Service (ETS). It is suggested that students take the Praxis exam close to the time of the comprehensive exam for the MA degree since they are already studying. Scores **MUST** be sent directly (by ETS) to 1) the Communication Sciences & Disorders department at Temple University (recipient score code- R0264), 2) ASHA (code R5031), and 3) State Board of Examiners for SLP/A in the state in which you are/will be applying for licensure (check for the state's code in the Praxis booklet). If you are applying for school certification in [Pennsylvania](#) or New Jersey, the scores will be automatically sent to the state's Department of Education. If you are applying in Pennsylvania, you must also have the scores (Speech Language Pathology and other required Praxis test scores) sent directly to Temple University (code R 2906).

Students will need to submit a completed application for the CCC to the Program Director for verification. A copy of the signed application will be kept as part of the official student record and the original will be returned to the student for submission to ASHA.

4.2.2. Pennsylvania Department of Education Certificate

Graduates of the M.A. program in Speech-Language Pathology may be eligible for Instructional I State Certification for the Speech-Language Impaired since the M.A. program has been approved by the Pennsylvania Department of Education. Eligibility requirements include successful completion of a school based practicum. The Pennsylvania Department of Education (PDE) is transitioning from the paper application process to an online application process for educator certifications. This Teachers Information Management System (TIMS) can be found online at www.pa-tims.com

- Log In or Register (upper left-hand corner) It takes 24 hours for your log in information to be active
- Click on Certifications on the left
- Click on the TIMS picture
- Go to "Access TIMS" in the right-hand corner

Since this is a transitional process, the most current instructions, links, and forms will be provided in the Seminars in CSD course in the second year of graduate study. At this time, Students and their field supervisors must complete the PDE 430 Statewide PA Evaluation form at mid-term and at the end of their school based practicum with a passing grade. A copy of this form needs to be in the students' file. Clinicians applying for this Certificate must also successfully pass Praxis II Fundamental Subjects: Content Knowledge (#5511/0511) exam, as well as the exam in the specialty area: Speech Language Pathology (same as for CCC-SLP).

At this time, hard copies of the Program Clearance Sheet for Certification and the Praxis Information
5/2018

Sheet for Certification (accompanied by a copy of the Praxis Score Report) must be completed and submitted to the Program Director for signature. The Program Director will approve and send to the Education Department at Temple University who will forward the verification of degree to PDE in Harrisburg. Other documents and fees are sent by the student directly to Harrisburg according to instructions on TIMS.

4.2.3. Licensure

To practice as a Speech-Language Pathologist in the Commonwealth of Pennsylvania (and in most other states), a clinician must be licensed. The master's degree is the requisite academic level for eligibility. Students are not eligible for licensure in most states until the completion of some period of supervised clinical practice as during the Clinical Fellowship. Requirements and procedures vary by state. ASHA does have information and links on their websites for each state. The following links are provided for the surrounding states:

PA: State Board of Speech-Language and Hearing Examiners

<http://www.dos.state.pa.us/bpoa/cwp/view.asp?a=1104&q=433205>

NJ: Division of Consumer Affairs

<http://www.state.nj.us/lps/ca/medical/audiology.htm>

DE: Board of Licensure for Speech Pathologists, audiologists and Hearing Aid Dispensers

<http://dpr.delaware.gov/boards/speechaudio/index.shtml>

NY: State board for Speech-Language Pathology and Audiology

<http://www.op.nysed.gov/speech.htm>

APPENDIX A – MA-SLH Course Requirements

Graduate Curriculum (54-59 sh credits)

A. Academic Coursework (39 sh Credits)	Semester Offered	Semester Taken	Grade
REQUIRED (36 G cr.)			
CSCD 5521 Foundations in Child Language Disorders (3 G cr.) (pre-req 2209,2219,3301)	Fall		
CSCD 5522 Foundations and Management in Phonological Disorders (3 Gcr) (pre-req 2209,3233,3301)	Fall		
CSCD 5527 Foundations and Rehabilitation of Language and Cognitive Disorders in Aphasia (3 Gcr) (pre-req 2219,3235)	Fall		
CSCD 5531 Applications in Audiology (1 G cr) (pre-req 4301)	Fall/Spring		
CSCD 8726 Management of Child Language Disorders (3 Gcr) (pre-req 5521)	Spring		
CSCD 5528 Foundations and Management in Voice Disorders (3 Gcr) (pre-req 3233,3235)	Spring		
CSCD 8729 Neurocognitive Language Disorders (3 Gcr) (pre-req 5527)	Spring		
CSCD 8722 Foundations and Management in Dysphagia (3 Gcr) (pre-req 3233)	Summer		
CSCD 5532 Foundations and Management in Hearing Disorders (3Gcr) (pre-req 4301)	Summer		
CSCD 5525 Foundations and Management in Fluency (3 Gcr.) (pre-req 3233)	Summer		
CSCD 8830 Seminar in CSD (1 G cr.)	Fall		
CSCD 8727 Written Language Development & Disorders (2 G cr) (pre-req 5522,8726)	Fall		
CSCD 5524 Foundations & Management in Motor Speech Disorders (3 G cr) (pre-req 5522)	Fall		
CSCD 8824 Assessment & Treatment of Diverse Populations (2 G cr)	Spring		
ELECTIVES (3 Gcr.)			

B. Clinical Coursework (min.15-19 sh credits to meet clinical hrs. (total & distribution) & skills std.)			
Required			
CSCD 8187 Basic Practicum in DX Processes (1 Gcr) (pre-req 4396, co-req 5521,5522)	All		
CSCD 8287 Basic Practicum in TX Processes (2Gcr) (pre-req 4396, co-req 5521,5522)	All		
CSCD 8287 Basic Practicum in TX Processes(2Gcr) (pre-req 4396, co-req 5521,5522)	All		
CSCD 8147 Basic Practicum in Audiology (1Gcr) (pre-req 5531,5532)	All		
CSCD 9387 Advanced Field Practicum in SLP-Child(3Gcr) (Approval of Clin Dir & site)	All		
CSCD 9487 Advanced Field Practicum in SLP- Adult(3Gcr) (Approval of Clin Dir & site)	All		
Electives (as needed, to meet total & min distribution requirements)			
CSCD 8187 Basic Practicum in DX Processes (1Gcr) (pre-req 4396, co-req 5521,5522)	All		
CSCD 9187 Advanced Practicum in Voice (1Gcr) (pre-req 5528)	All		
CSCD 9287 Advanced Practicum in Fluency(1Gcr) (pre-req 5525)	All		
CSCD 9387 Advanced Field Practicum in SLP-Child (3Gcr) (Approval of Clin Dir & site)	All		
CSCD 9387 Advanced Field Practicum in SLP-Adult (3Gcr) (Approval of Clin Dir & site)	All		
CSCD 9587 Advanced Practicum in Aphasia(2Gcr) (pre-req 4396, co-req 5526)	All		

Credits to Date: _____

Summary of Clinical Practicum

	Evaluation	Treatment
Child		
Language	(20)	(20)
Speech	(20)	(20)
Adult		
Language	(20)	(20)
Speech	(20)	(20)

Speech Distribution

Dysphagia (20)	Articulation (20)	Voice (20)	Fluency (20)

Audiology (20)

Aural Rehabilitation (5)	Screening (10)

Practicum Site	Age (C/A)	Types of Disorders										Total Hours	
		Evaluation					Treatment						
		Language	Artic	Voice	Fluency	Dysphagia	Hearing	Language	Artic	Voice	Fluency	Dysphagia	Hearing
TUSLHC													

Observation Hours Completed (25 HOURS) _____ (Log Sheet Attached)

Total Clinical Hours (375 minimum): _____ Total Speech-Language: _____ Total Audiology: _____

Pro-Seminar/Case Studies Presentations:

Dates of Attendance/Learning Outcomes (x)						
Date/Type of Case Presentation						

APPENDIX B – Sample Comprehensive Questions

Sample Question and Annotated Response

A 20-year old male was diagnosed with stuttering. He had a mild severity rating score on the Stuttering Severity Instrument-4 (SSI-4) and a moderate-severe rating on the Overall Assessment of a Speakers Experience with Stuttering (OASES). His pattern of stuttering was described as a frequent occurrence of filler sounds/words with fleeting blocks that were barely noticeable to the untrained listener. During moments of disfluency you observed that he would shift in his seat and look away from the speaker. He reported to you that he avoids speaking on the telephone, will not use a drive-through window to order food, and that the reason he wants to seek therapy at this time is that he is required to take a public speaking course and he has been putting off registering for the course because he "dreads the thought of having to speak in front of the class".

What is an appropriate treatment approach for this case? Present three goals with appropriate activities and be sure to provide an evidence-based rationale to support your decision.

ANSWER:

As evidenced by his scores on the OASES as well as behavioral observations, this client is very likely showing covert type stuttering where the "issue" of stuttering causes more emotion tension and dread more than the actual stutter itself, which is practically imperceptible by untrained listeners. Because the stuttering itself is very mild, I would not choose a fluency shaping approach because the primary goal of fluency shaping is to remove disfluencies from his speech, which is not a major problem in this case. Fluency shaping is better utilized in cases involving stroke, cognitive deficits, voice, or if the client himself prefers it. For this case, I would choose a stuttering modification approach, where the primary goal is to modify moments of stuttering as needed, if needed. I would integrate into this approach, some work on avoidance reduction to help the client learn to shed the behaviors that are interfering with a more spontaneous level of interaction such as filler sounds/words and body movement, which will allow him to modify stuttering more easily.

Goal # 1:

Rationale: I believe this client would be better served to have a stuttering modification goal to create an "easy stutter" (Gregory, 1979) using some of Van Riper's (1973) modification techniques to reduce struggle and be more comfortable when speaking and stuttering. Using this as a rationale, the first goal for this client could be:

Goal: Client will use cancellations to modify instances of stuttering in 3 out of 4 opportunities during a language task.

Activity: An activity to implement this goal could be to simply engage the client in a simple, informal conversation for a given number of minutes. When he begins to stutter, he should utilize a cancellation strategy, whereby he remains in the stutter, then pauses for a moment, to focus on where the tension is and try to relax it, then repeat the word using a slide or light articulatory contacts. This will help to reduce his use of fillers (being stuck/no movement) and instead use more forward motion when stuttering.

Goal # 2

Rationale: The client is exhibiting avoidance behaviors, such as an aversion to using the phone and "putting off" registering for his class because he fears having to do an oral presentation. According to

Sheehan and his approach-avoidance theory (1953), stuttering is a motor disfluency resulting from this very desire to avoid speaking. The client wants to avoid stuttering which leads to avoidance of speaking situations, which can lead to a very curtailed version of living life in an enjoyable manner. By utilizing strategies to implement avoidance reduction theory, the client can experience these fearful situations head-on and see that nothing tragic or painful will occur. A second goal for this client could be:

Goal: Client will decrease avoidance behaviors by participating in an activity or task he has previously identified as a situation he preferred to avoid once per session.

Activity: This can be accomplished with an activity as simple as practicing talking on the phone with the clinician present in the room, then outside of the room, then phoning a friend, then phoning a stranger, etc.

Goal # 3:

Rationale: Using a voluntary stutter would be useful as a 3rd goal to help desensitize the client to his negative perceptions of his own speech and stuttering in general. Menzies et al (2009) noted that cognitive behavioral therapy can be a successful method of dealing with the cognitive and emotional problems associated with stuttering, and specifically mentioned behavioral experiments as a component of CBT that could be successfully applied to stuttering. These behavioral experiments are based on the theory that the client fears he will stutter, which leads to a negative evaluation by listeners. The SLP can create a “fear-hierarchy” where the client can purposefully produce or extend a real stutter in a “safe” situation, with a speaker partner that he feels comfortable with, and gradually increasing the discomfort level of speaking situations as perceived by the client.

A 3rd goal could then be:

Goal: Client will develop a speaking situation hierarchy by categorizing each speaking situation posed by the clinician as either “high”, “mid”, or “low” level fear.

Activity: Once the speaking hierarchy is developed, the client will be asked to try voluntary stuttering, while gradually working up the speaking hierarchy. As they progress through the sessions, the client could then work on producing and using his voluntary stutter in increasingly difficult (as he perceives them) situations.

APPENDIX C – Remediation form

REMEDIATION CONTRACT FOR STUDENT ACADEMIC AND CLINICAL ISSUES

Student: _____ Semester: _____ Date of Referral _____

Instructor: _____ Advisor: _____

Committee: Full Faculty or Subcommittee:

Indicate course, progress, concerns, reason for remediation:

Academic or Clinical issue(s):

Plan of Action (include measurable performance and specific recommendations)

Evaluation Procedures (include interval for evaluation, follow-up procedures, and responsible faculty members):

Other Comments:

Were there previous referrals? ___No ___Yes; When?

Summarize :

Signatures

Student

Date Signed

Referral Faculty Member

Date Signed

Faculty Witness

Date Signed

cc: Program Director, Chair, Director Clinical Education, Advisor (if not referring)

FOLLOW-UP FOR STUDENT ACADEMIC AND CLINICAL REMEDIATION

Date: _____

Evaluator: _____

Observation (Include date and initials of the observer):

Behavior Exceeds	Needs Improvement	Improvement Noted	Satisfactory
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Comments:

Include additional recommendations if needed:

Signatures

Student

Date Signed

Referring Faculty Member

Date Signed

Faculty Witness

Date Signed

cc: Program Director, Chair, Director Clinical Education, Advisor (if not referring)

APPENDIX D – CPH Policy on Grade Appeals

Grade appeals are a student-initiated process. The responsibility to keep the appeal process moving forward is primarily the student's responsibility. Only a final course grade may be appealed and the appeal of a final grade must be of a substantive nature. Concerns regarding individual assignments such as examinations, term projects/papers, lab grades, etc., are to be handled between the course instructor (or course coordinator) and the student.

Introduction

To initiate the grade appeal process, the student must create a written statement which must contain material to support the student's contention of inappropriate grade assignment. This statement must identify the specific outcome the appellant wishes to effect, with evidence to support the desired outcome.

Following review of an appeal, any of the following actions may be recommended:

- the grade may be supported;
- the faculty member review and/or re-calculate the grade in question; and/or - the student's standing in the department may be reconsidered by the department.

Procedures

Grade appeals are a student-initiated process. The responsibility to keep the appeal process moving forward is primarily the student's responsibility. It is understood that the time frame stated within these procedures must be adhered to and that in case of pending graduation this procedure would be made more expedient through mutual cooperation of all parties involved.

The following interpretations are used:

- "Working days" refers to the regular work week; it does not include weekends or any holidays recognized by Temple University.
- "Interested parties" refers to the faculty member assigning the grade and the student appealing the grade.

In the event that the interested faculty member in an appeal is administratively involved (a department chair or Dean) in any of the following steps, the next highest University authority shall designate an appropriate faculty member to carry out the responsibilities of that step.

Step 1

To appeal a final grade, the student must make an appointment and meet with the faculty member(s) assigning the grade within the first five class days of the next regular semester (fall or spring) unless arrangements can be made to initiate the meeting prior to that time. During this meeting, the student should state the evidence and reasons for student's perception of an unfair grade assignment. The instructor will review the matter, explain the grading procedure used and show how the grade in question was determined.

The faculty member is to tell the student of his/her decision, either in oral or written form, in three working days.

If a student fails to meet at the arranged time, without good cause, the appeal will be determined against the student. Failure of the faculty member to meet at the appointed time will automatically take the procedure to Step 2.

Step 2

If the grading dispute is not resolved, or the faculty member fails to comply with the responsibilities of Step 1, the student may appeal to the departmental chair. This appeal must be in writing and contain the information described in the Introduction. The appeal must be made within three working days of receipt of faculty member's decision or faculty member's failure to comply with Step 1.

A meeting with the Chair must then be set up. The Chair may request that the faculty member assigning the grade be present. Failure of the student to appear at this meeting without good cause will terminate the appeal in favor of the existing grade.

The Chair will attempt to mediate a resolution to the dispute at this level, through either separate or joint meetings with the student and faculty involved. The Chair may or may not make a recommendation; however, it is not within the purview of the Chair to change a grade assigned by a faculty member. The process is to be completed within five working days of receipt of the Step 2 written appeal.

Step 3

If the dispute is not resolved in Step 2, the student may appeal in writing to the appropriate departmental appeals committee within 3 working days. If the department does not have such a committee, the appeal goes directly to Step 4.

Step 4

If the matter is still unresolved, the student may appeal in writing within three working days of the conclusion of the previous step to the dean, who will review the case. In most instances, the appeal procedure will not go beyond this level. Failure of the student to appear without good cause at such meeting will terminate the appeal in favor of the existing grade.

The Dean will attempt to mediate a resolution to the grading dispute. It is not within the purview of the Dean to change a grade assigned by a faculty member. The Dean may or may not make a recommendation at this level. If a recommendation is made, it is to be conveyed to all interested parties within two working days of the meeting between Dean and student. It may be in either written or oral form.

The Dean may refer the case to the CPH Student Appeals and Grievance Committee for a formal review of the case. Such a referral is considered as Step 5.

Step 5

The CPH Student Appeals and Grievance Committee will meet within five working days of the referral from the Dean. If greater flexibility in time is required, interested parties must be notified in advance by the Chair of the CPH Student Appeals and Grievance Committee.

The CPH Student Appeals and Grievance Committee may conduct a hearing as deemed necessary. In this event, the A.R.B. will ordinarily meet separately with the student and with the instructor(s) in an attempt to resolve the differences. The CPH Student Appeals and Grievance Committee may tape the hearing with the consent of the parties involved. The student and the instructor should retain copies of any material which (s)he has submitted to the CPH Student Appeals and Grievance Committee. The student and faculty member may have assistance (excluding attorneys) present at the hearing. Each of the parties should be prepared to present clear, concise, complete information to the CPH Student Appeals and Grievance Committee and be prepared to answer questions from the CPH Student Appeals and Grievance Committee members.

Neither the student nor the faculty will be present during the deliberations of the Board. All deliberations of the CPH Student Appeals and Grievance Committee will be strictly confidential.

At the conclusion of the hearing, the CPH Student Appeals and Grievance Committee shall within five working days, send to the Dean a written report containing a summary of the issues, key deliberations, recommendations and vote count.

Step 6

The Dean shall review the recommendations and forward copies of the final decision to the student, instructor, Department Chair, the CPH Student Appeals and Grievance Committee. Final action in the case shall be taken by the Dean after full consideration of the CPH Student Appeals and Grievance Committee recommendation. The final determination shall be issued within five working days whenever possible. The Dean shall have the authority to take action as is deemed necessary in the case and shall inform the student, instructor and departmental chair of the action taken and the rationale.

Step 7

Any appeal beyond Step 6 must be to the Provost, must be in writing, and must be submitted to the Provost within five working days of notification of the Dean's action.

APPENDIX E – MA Speech Language Hearing Thesis Contract

Thesis Contract

Student Name: _____ **Email:** _____
Expected graduation semester/year (academic advisor approval needed): _____

Thesis Advisor: _____ **Email:** _____

Thesis committee 1: _____ **Email:** _____

Thesis committee 2: _____ **Email:** _____

***thesis committee must be identified at least one semester before the semester of your oral defense.**

Work plan:

Check the Temple University Dissertation and Thesis Handbook and discuss the following information with your thesis advisor:

- Deadline for submission of the thesis to the University: _____
- Deadline for submission of the thesis to your committee members: _____
- Expected oral defense date: _____
***the student must submit the thesis to the committee members at least 2-3 weeks before the oral defense.**

Working title of the thesis:

Thesis outline:

--

Outcome when the student fails to adhere to the submission (including drafts) or meeting deadline:

Signature:

Student: _____ **Thesis Advisor:** _____

Academic Advisor: _____ **Dept. Chair:** _____

****Return the form to the Department Chair**