



**DEPARTMENT OF COMMUNICATION SCIENCES AND  
DISORDERS**

MANUAL FOR THE M.A. PROGRAM IN SPEECH-LANGUAGE  
PATHOLOGY<sup>1</sup>

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<sup>1</sup> Approved by faculty 12/3/08

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## 1.0 INTRODUCTION

This manual is intended to inform the graduate student about the Master of Arts (M.A.) program in Speech-Language Pathology 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 Pathology 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 and pass the Comprehensive Examination.

The Master's Program in Speech-Language Pathology at Temple University has been approved by the Department of Education of the Commonwealth of Pennsylvania and by 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. A complaint about the program may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public to the CAA through the contact information listed above. For a complaint to be considered by the CAA, it must: (a) be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology, (b) relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, and (c) include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint. For more information, go to: <http://www.asha.org/about/credentialing/accreditation/svmanual/accredmanual/section8.htm>

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 "Join the List" and enter the appropriate information.

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

### 1.1 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 by the Admissions Committee. The advisor 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 upon arrival at Temple to begin 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). This amount of time is required 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 help monitor progress during the course of study. The Training Preference

Form is used by the Director of Clinical Education in scheduling the clinical component of the program. It is essential that the student's advisor, in consultation with the student, 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 student's records for a period of 7 years after graduation. After that time, the Department might not be in possession of a student's departmental record. Thus, students are encouraged to make copies of all critical documents, especially those pertaining to national certification, state licensure, and state teacher's certification.

## 1.2 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.

All graduate students are reviewed twice yearly by the 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 the student review. 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 pathology as well as doctoral students working toward clinical certification will be reviewed every Fall and Spring semester by the full faculty. 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 (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 and the Program Director and/or Clinic Director. Student grades in any course will not be changed by remediation; that is, final course grades are based solely on class performance and are independent from remediation outcome.

### *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.
- 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 then be initiated if a student does not receive a passing grade on a course in their Program of Study (B- or better).

- Remediation may 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 HIPPA protocol, chronic tardiness, and not adhering to facility procedures and deadlines.
  - Clinical work (knowledge and skills) that is not commensurate with expectations for the semester in the program or the level of the practicum.
- The recommended remediation contract will include specific goals, suggested resources, and a timeline for completion.
- A remediation contract with the student will be prepared by the Instructor or Advisor (*see Remediation Template in Appendix D*). The contract will be 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.
- Success or failure of remediation will be determined by the referring Instructor and the Program Director and/or Clinic Director.
- Student grades in any given course will not be changed by remediation. That is, final course grades will be independent from success or failure of remediation.

### 1.3 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 2 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.
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 Pathology 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 1-4 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.

### 1.4 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 Health Professions 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 CHP, 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 CHP is 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

- (a) 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).

- (b) 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 quotations 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.
- (c) 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.)
- (d) 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.

## 1.5 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.

### 1.5.1 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. We 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). All appeals of grades must begin at the department level with the faculty member to whom you are appealing the grade. If the dispute is not resolved the student may take her/his appeal to the Department Chairperson. If the Department Chairperson is not able to resolve the dispute, the Chairperson appoints a committee of faculty members to resolve the dispute. If the dispute is still not resolved, the appeal proceeds to the college level. Student appeals must commence within 30 days following the alleged dispute.

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.

### 1.5.2 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, ***The Temple Community Counseling 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.

These services are also offered for a fixed fee: five individual, career counseling sessions; vocational testing; resume writing; job hunting; and interviewing. Located on the second floor of Weiss Hall, the clinic is staffed by doctoral students in counseling psychology. All staffers have a master's degree, plus experience in the mental health field. For information or an appointment, call Denise Walton at 204-1591.

## 1.6 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](mailto: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](http://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.

## 1.7 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.

#### 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](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. 8 Financial Assistance

Chief among student concerns, of course, is the financing of graduate education. Listed below is information on some of the sources of financial aid that may be available.

The dual basis for awarding funding through the department is academic excellence and financial need. All applications must be given to the Chair of the Admissions Committee in the CSD department and they must include a statement of need. Students must reapply for awards on a yearly basis. The following awards are available:

#### University Fellowships/Presidential Scholars

These grants are awarded by a University committee on the basis of academic merit. Recipients are not required to perform any service to the University. Extensive documentation is required including GRE scores, transcripts of all post-secondary academic work, a personal statement, several detailed letters of recommendation, and a departmental statement of support. Competition is intense. All supporting materials should be provided to the Admissions Committee of the Department by mid-January.

### Future Faculty Fellowships

These grants are designed to attract outstanding students to Temple and to diversify the professorate. These grants are awarded by a University committee on the basis of academic merit. Recipients are not required to perform any service to the University. Extensive documentation is required including GRE scores, transcripts of all post-secondary academic work, a personal statement, several detailed letters of recommendation, and a departmental statement of support. Competition is intense. All supporting materials should be provided to the Admissions Committee of the Department by mid-January.

### Assistantship (RA/TA)

Based on academic merit and awarded by the Department. Students receive both tuition remission and a stipend. Both are determined by CHP. Students are required to spend up to 20 hours/week in service determined by the CHP Department. An assistantship that students in CSD often apply for and obtain is through the Temple University Institute on Disabilities. Check their website at <http://www.temple.edu/instituteondisabilities/> to see if an assistantship is available.

### Academic Internships

Based on academic merit and awarded by the Department. Students receive a tuition scholarship and/or a stipend. If only the former, there is no work requirement. If the latter, there is a requirement of up to 20 hours/week of service determined by the Department. The amount of the tuition scholarship is determined by the CHP.

### Graduate Externship

Support for service up to 20 hours/week determined by the Department (including non-academic departments). The amount of the stipend is determined by the CHP.

### Other Sources of Financial Aid

Students should consult the Financial Services Office of Temple University (ground floor Conwell Hall) 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 within four months from the time the loan is received. No interest will be charged to that time. After that time, interest will be assessed at a rate of 10% per annum. (In the case of a student who is being graduated, repayment is necessary prior to the end of the term in which the loan is due.) 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.

## **INTRODUCTION TO THE ACADEMIC AND CLINICAL PROGRAM**

Temple students will be required to complete a 36 academic credit/semester hour graduate program. Additionally, each student will complete approximately 15-20 clinical practica credits. 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.

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.

### **2.0 THE ACADEMIC PROGRAM**

The academic program is composed of three different areas: (1) American Speech-Language-Hearing Association Certification Requirements, (2) Prerequisites to Graduate Study, and (3) Required Graduate Courses.

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

ASHA requires that students have at least one undergraduate course in the following four areas: (1) Biological Science, (2) Physical Science, (3) Behavioral/Social Science, and (4) Mathematics (focusing on computation and not theory). These courses may be ones taken already at the undergraduate level. If not, they may be taken at Temple, another university, or at a community college. Students must provide an official transcript from the institution where these courses were taken.

#### **2.1 Prerequisites to Graduate Study**

The Temple University program in Speech-Language Pathology includes specific prerequisites to graduate study. In order to be waived from a Temple pre-requisite course, an entering student must prove that he/she has completed equivalent work. This can be accomplished by passing waiver exams in the prerequisite areas and/or by providing the Temple instructors with acceptable evidence (syllabi, papers, exams, etc.) that the courses taken elsewhere are equivalent to those at Temple. If the student has not met these requirements (equivalent course title and description at the undergraduate institution), the student is required to meet these requirements upon entering the graduate program. The student's advisor will inform the applicant of deficiencies and of the procedure for correcting these. For each prerequisite, the relevant content can be acquired by taking the appropriate undergraduate course at Temple with a grade of B or better, or by self study followed by a passing grade on a waiver exam. In some cases, students who have taken similar, but not identical, courses elsewhere will be required to establish mastery in a waiver exam. The Temple courses that fulfill the prerequisites are listed under their content areas:

Area 1: Structure of Language

CSD 2207 Phonetics

CSD 2208 Phonology

CSD 2217 Grammatical Analysis

CSD 2218 Language Processing

Area 2: Speech and Language Development

CSD 3301 Speech and Language Development

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

CSD 3233 Basic Speech Science

CSD 3234 Basic Hearing Science

CSD 3235 Human Neuroscience

Area 4: Quantitative Methods and Research

CSD 2201 Research Methods in Communication Science

Area 5: Clinical Processes

CSD 4301 Principles of Audiology

CSD 4396 Orientation to Clinical Management

2.2 Required Graduate Courses and Sequence:

What follows is the sequence of courses required by our M.A. program Speech-Language: Pathology. 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. There are slight course differences for students enrolled in the program prior to Fall 2009 and from Fall 2009 on.

Students Enrolled Prior to Fall 2009

Students enrolled ***prior to Fall 2009*** must complete at least 36 semester hours of graduate work in academic subjects plus a minimum of 375 hours of clinical practicum plus 25 hours of observation.

Tentative First Year

Fall:

CSD 5521 Language Disorders: Preschool Years (3 sh)

CSD 5522 Disorders of Articulation and Phonology: Management (2 sh)

CSD 5531 Applications in Audiology (1 sh)

CSD 8187 Basic Practicum in Diagnostics (1 sh)

CSD 8287 Basic Practicum in Therapy (1sh)

Spring:

CSD 5526 Adult Language Disorders: Foundations (2 sh)

CSD 5528 Voice Disorders: Management (3 sh)

CSD 5532 Rehabilitative Audiology (3 sh)

CSD 8726 Child Language Disorders: School Age (2 sh)

CSD 8187 Basic Practicum in Diagnostics (1 sh)

CSD 8287 Basic Practicum in Therapy (1sh)

Summer:

CSD 8724 Adult Language Disorders: Management (3 sh)

CSD 5525 Fluency Disorders: Management (3 sh)  
CSD 8725 Disorders of Articulation/Phonology: Special Populations (2 sh)  
CSD 9387 Advanced Clinical Practicum (3 sh)

#### Tentative Second Year

Fall:

CSD 8722 Dysphagia: Pediatric and Adult Populations (2 sh)  
CSD 8727 Language and Literacy Development and Disorders (2 sh)  
CSD 8721: AAC Dx and Tx (2 sh)  
CSD 9387 (3 s.h.): Advanced Clinical Practicum  
CSD 9187 (1 s.h.): Practicum in Voice  
CSD 9287 (1 s.h.) Practicum in Fluency  
CSD 8187 (1 s.h.): Practicum in Hearing  
CSD Electives

Spring:

CSD Electives  
CSD 9387 Clinical Practicum and any other practica not yet taken

#### Students Enrolled Fall 2009 or Later

Students ***enrolling in Fall 2009 or later*** must complete at least 39 semester hours of graduate work in academic subjects plus a minimum of 375 hours of clinical practicum plus 25 hours of observation.

#### Tentative First Year

Fall:

CSD 5521 Foundations in Child Language Disorders (3 sh)  
CSD 5522 Foundations and Management in Phonological Disorders (3 sh)  
CSD 5526 Foundations in Adult Language Disorders (3 sh)  
CSD 5531 Applications in Audiology (1 sh)  
CSD 8187 Basic Practicum in Diagnostics (1 sh)  
CSD 8287 Basic Practicum in Therapy (1sh)

Spring:

CSD 8726: Management of Child Language Disorders (3)  
CSD 5528: Foundations and Management in Voice (3)  
CSD 8724: Management of Adult Language Disorders (3)  
CSD 8187 Basic Practicum in Diagnostics (1)  
CSD 8287 Basic Practicum in Therapy (1)

Summer:

CSD 8722: Foundations and Management in Dysphagia (2)  
CSD 5532: Foundations and Management in Hearing Disorders (3)  
CSD 5525: Foundations and Management in Fluency (3)  
CSD 8721: Foundations & Management in Augmentative & Alternative Communication (AAC) (2)  
CSD 9387 Advanced Clinical Practicum (3)

## Tentative Second Year

### Fall:

CSD 8830: Seminar in CSD (1) (taken once in 2nd year)  
CSD 8727: Written Language Development & Disorders (2)  
CSD 5524: Foundations & Management in Motor Speech Disorders (2)  
CSD 9387: Advanced Clinical Practicum (3)  
CSD 9187: Practicum in Voice (1)  
CSD 9287: Practicum in Fluency (1)  
CSD 8187: Practicum in Hearing (1)  
CSD Electives

### Spring:

CSD 8824: Assessment & Treatment of Diverse Populations (2)  
CSD Electives  
CSD 9387 Clinical Practicum and any other practica not yet taken

### Summer:

CSD 9387 Clinical Practicum and any other practica not yet taken

## 2.3 Additional Information

1. Clinical Education is conducted at our own Speech-Language-Hearing Center (TUSLHC) and at several of our affiliated sites.
2. Students may elect to write a thesis (maximum of 6 elective credits) during their second year of study.
3. Students may elect to participate in our Bilingual Emphasis Program. These students must engage in practicum to include Latino clients (English and Spanish speaking) in their caseloads. Students must pass a proficiency test in Spanish in order to participate in this emphasis area.
4. 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.

## 2.4 Period of Study

- 1 The student shall complete all course requirements at Temple University. These requirements are usually completed within the 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.
- 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. 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 Health Professions, 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 apply for graduation, in writing, in February for May graduation, June for August graduation, or October for December graduation.

### 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. 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.

### Policy & Procedures for the Comprehensive Examination

- The M.A. comprehensive exam will be administered in the Fall, Spring, and Summer semesters. The exam is administered on the second Monday of October (Fall), the Monday after Spring Break (Spring), and the second Monday of June (Summer). If a religious holiday falls on any of those dates, comps will be moved to the following Monday. The administration of this exam will be coordinated by the Program Director.
  - This exam is taken by the student in her/his final semester of graduate study. In some exceptional cases, the exam may be taken in the penultimate semester with approval of the student's graduate advisor.
  - The student shall advise the Program Director in writing (email) of his/her intent to take the comprehensive exam by submitting his/her name, TUID#, *Temple* e-mail address (note that the Temple email address and the CSD departmental listserv will be used for all official departmental business), contact phone number and advisor's name at least three weeks prior to the date of the exam.
1. The exam will be administered in a room to be announced and the student should arrive ten (10) minutes before the start of the exam. Blue books will be provided and all responses must be written in the Blue Book and *in pen*. No other books or notes are to be taken into the test room.
  2. The comprehensive exam shall consist of 4 questions. Two questions will be administered in a two hour morning session and two questions in a two hour afternoon session. Within each session, students will be granted breaks, if necessary, on an individual basis.
  3. One of the four questions shall be in the area of the basic communication sciences (e.g. in speech science, hearing science or language science), and one each in speech and language disorders. The fourth question can be in any area covered in the program.
  4. Questions for the comprehensive exam will be written by selected faculty who will grade his/her question within one week of the exam. In the event that any answer to a question does not receive a Passing grade (see below), that answer, as well as some selected passing answers (to control for bias) will be read and graded by a second faculty member within one week. Consequently, results for the comprehensive exam will be returned to students within two weeks.
  5. The grading system is as follows:
    - 5 = excellent answer
    - 4 = good answer
    - 3 = acceptable answer
    - 2 = less than acceptable answer
    - 1 = poor answer

In order to pass a question, the score obtained for that question must be 3 or better. If the score is below 3, the question is judged as not passed. In that case, this question will be read by a second faculty member using the same grading scheme. If the combined grade of the two readers is 6 or greater, the student is judged to have passed that question. If the total is less than 6, the student is judged to have failed that question. To pass the Comprehensive exam, a student must pass all four questions.

If the student fails one question, that student must take an alternative question by examination in that same topic area (e.g. speech disorders). This question will be administered to the student within 2-3 weeks of the time the decision was reached that the question was failed. The student's performance on the alternative question will be judged in the same manner as described above. If a score of 3 or above is received on this alternative question, the student is judged to have passed the question and thus she/he has passed the entire exam. If the student earns a score of less than 3 on this question, the second reader will also read the answer and a passing grade can be obtained if the combined grade of the two readers results in a score of 6 or more. If the total is 5 or less, the student is judged as failing the question and thus failing the comprehensive examination. The student must wait until the following semester and re-take the entire comprehensive examination. The Comprehensive examination may be taken only twice. If the student does not pass the comprehensive exam on the second administration, she/he cannot graduate and will be dismissed from the program.

Students who earn less than 6 on more than one question (after having been graded by two readers) are judged to have failed the total examination and must wait until the following semester to re-take the entire comprehensive examination. Again, the Comprehensive examination may be taken only twice. If the student does not pass the comprehensive exam on the second administration, they cannot graduate and will be dismissed from the program.

Formal notification of a student's performance will be made in writing by the Chair of the Department. Any student who needs special considerations or modifications for test taking because of a disability must identify these needs through the Disabilities Resources and Services (DRS) office and provide appropriate documentation to the Program Director at least three weeks in advance of the exam date. Students taking the comprehensive exam with special placement test accommodations must do so at the same start time on the same date as the standard administration.

## 2.6 Graduating with Distinction in Speech-Language-Hearing

Students in the MA program are eligible to graduate “with distinction” if they meet the following requirements:

- a. GPA of 3.5 or higher in both graduate and prerequisite courses, if the prerequisites are taken at Temple. No grade below B.
- b. Completion of an honors paper at the end of a 3-credit independent study during which the student will engage in an empirical study or library research in the field of Speech/Language Pathology. This work is to be carried out under the supervision of an honors advisor from the department and both the work and the paper must be of “honors” quality. All honors papers are read by the designated advisor and one additional faculty member. (If there is disagreement as to the quality of the work by the two faculty members, a third member of the faculty will be called in to settle the disagreement.) Students electing the thesis option can use the thesis as their honors paper if they meet the other requirements for distinction. Honors papers that are not “theses” need not be written in accordance with the university requirements for theses.
- c. Completion of 20 hours of volunteer work with a written report about the work signed by the appropriate person at the place at which the work was completed.

## 2.7 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 also have the opportunity to attend the monthly department research seminars (date and time of these seminars are distributed through the department listserv).

### 2.7.1 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. Three or six 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.

### 2.7.2 MA Thesis Procedures

1. The student will consult her/his graduate advisor to initiate the process
2. If a decision is made to go ahead, the student will fill out an M.A. thesis form (obtained from the Graduate School)
3. With the graduate advisor's assistance, the student will choose a major thesis advisor and a second faculty member to serve on the thesis committee. The thesis advisor may be any full time member of the CSD Department faculty on Presidential appointment. The thesis advisor must be approved by the Department Chairperson, who will be consulted by the student's academic advisor.
4. All university regulations regarding Human Subjects must be strictly adhered including approval of the study by the University's Internal Review Board.
5. A prospectus will be submitted for the written approval of the thesis advisor. It should consist of a draft section on the rationale for the thesis and a draft of the methods by which the study will be carried out.
6. The thesis advisor will compile and submit to the M.A. Speech-Language-Hearing Committee the following in the order listed:

- a. recommended thesis advisor and second committee member
  - b. research topic approved by the thesis advisor
  - c. research prospectus approved by student and his/her advisor
  - d. recommended changes in research area and/or advisor
7. The M.A. Speech-Language-Hearing Committee shall indicate to the thesis advisor its approval or disapproval of these recommendations in a timely fashion. If there are questions or recommendations by the committee, these should be considered by the student along with the thesis advisor as promptly as possible.
  8. The thesis advisor will meet regularly with the student to review progress on the thesis
  9. A thesis student will enroll in thesis seminar (CommSci9996) and must present his/her prospectus orally at a symposium of graduate students and faculty. The final thesis will be presented at a second symposium.
  10. The final document must be approved and signed by the thesis advisor, the second committee member, and the Department Chair. The student will present the thesis orally at a publicly-scheduled seminar.
  11. Five copies of the thesis will be required, one each for the advisor, other committee member, Paley Library, the student.
  12. 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.

### 2.7.3 MA Thesis Credit, Grading, Etc.

Three to six 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. For the 6 credit thesis, a grade of incomplete will stand for the first semester's work on the thesis (3 credits); a grade will be assigned for the entire six credits at the end of the second semester upon completion of the thesis. The student will be considered passing until a grade is awarded on completion of the thesis. 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.

### 2.8. Bilingual Emphasis Program

The Bilingual Emphasis Program (BEP) is an emphasis area devoted to training students to provide clinical services to individuals of Latino descent. Latino children and their families, whether disabled or not, have unique needs that differ significantly from those of the general population. Adequate services to these children requires personnel who possess competencies beyond those required by professionals serving the general population. Partially as a result of the large growth of the Latino population, personnel to serve this population are in great shortage. This evidence of this shortage is underscored when one compares the number of Latino children with communication disorders and the number of speech-language pathologists which possess the necessary competencies. The objective of the BEP is to provide M.A. level bilingual students with the competencies they will need to provide appropriate services to monolingual (English or Spanish) and bilingual (English and Spanish) Latino children.

Those individuals who work with English Proficient Latino children must possess the knowledge and skills necessary to provide adequate services to any population and they must be knowledgeable of and have a positive attitude toward the clients' language and culture. Those individuals who work with Latino children who are not proficient with English must possess the knowledge and skills and be fluent in the child's native language.

### Entry into the BEP

All students interested in participating in this project will be asked to complete an application; which will include a biographical sketch, an official transcript of their previous work, and a brief essay on their reason for wanting to participate in the project. All eligible applicants will be contacted by either the project director or one of the bilingual doctoral students to assess the applicant's fluency in Spanish. Each

application will be reviewed independently by a selection committee composed of the Program director, a faculty member in the Department of Communication Sciences and Disorders and a doctoral student.

#### Requirements for the Certificate of Completion

In order to receive the BEP Certificate of Completion, students must complete the following:

- 4 elective academic credits. Of those 4 credits, at least 1 must be in a departmental seminar focusing on speech-language-hearing issues related to Latinos and the other must be in attendance at the monthly departmental research Pro-seminar. These seminars will require that students complete a project commensurate with the experience (e.g., research project, major paper). The other 3 credits may be taken (for graduate credit) inside or outside the department. These credits must focus on academic content related to the field (e.g., independent study, thesis, a course in Spanish phonetics).
- At least 2 practica that largely serve Latinos (e.g., Temple University Speech-Language-Hearing Center, School District of Philadelphia, KenCrest, Montgomery County schools). Thus, students in the BEP will be assigned to a specialized clinic at our Center designed to provide the student with their first experience in the assessment of Latino children. A bilingual speech-language pathologist supervises this clinic, as well as other clinics, in which Latino children are served. Then, students in the BEP are assigned to one of several pediatric centers, which serve the Latino population of Philadelphia. In this practicum, students will receive additional experience in the assessment of Latino children with communication problems.

These requirements must be verified by the student's advisor and the Director(s) of the BEP. Upon completing these requirements, the student will receive a certificate of completion.

For information contact, Brian Goldstein, Ph.D. ([briang@temple.edu](mailto:briang@temple.edu); 215-204-7593)

### 3.0 ORIENTATION TO 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 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.

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.

### 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 or for the client. 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 children

Evaluation: language disorders 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 children

Treatment: language disorders adults

Audiology/Aural Rehabilitation (at least 20 hours)

a. at least 10 hours in Audiology Screening

b. at least 10 hours in 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 5 half days/week. A few 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 13-15 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 13-15 credits are **in addition to** the 36 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 credit hour 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.

The part time student is usually employed and unavailable during weekday periods for a similar clinical education program. Her/his practicum is usually done late afternoon. It is understood that she/he will be available for training by 3:30 P.M. Consequently, the clinical education of the part time student is restricted. As a result, every part time student is required to take at least one semester of residence for the purpose of deepening her/his clinical training experience during which time the student must be available during traditional day time hours (8:30 – 5:30). The residence semester may be done during the Summer session (May-August).

### 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 select a series of clinical education experiences that offer the student exposure to clients with all types of communication and other disorders and in a variety of settings. 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, even when specific content has not been taught; shows the ability to recognize, analyze, and revise relevant aspects of treatment; 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 given general, non-prescriptive information; shows good ability to recognize, analyze, and revise relevant aspects of treatment 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 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 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 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; 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; 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 Training Preference Forms each semester.
2. The Training Preference Form should then be submitted to the Director of Clinical Education by the academic advisor. A copy should be kept for 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 department secretary for student affairs during the drop/add period. The student will receive any adjustments in tuition from the university. Refer back to section 3.3 to determine how academic credit for clinical education is determined.
5. When completing a Training Preference 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 Training Preference Form. Students, please help advisors by coming prepared to advising appointments. Consult this Manual first.

## 4.0 PROFESSIONAL ORGANIZATIONS AND CERTIFICATIONS

### 4.1 Organizations

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

ASHA ([www.asha.org](http://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 year, 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 CCC requirements are read, including the procedure for applying for CCC, and the procedure for completing the Clinical Fellowship Year (CFY). The ASHA membership application may be found on ASHA's website (<http://www.asha.org>). The Program Director for speech-language pathology is the Department's ASHA certification officer. Before graduation, students will need to submit a completed application for the CCC to the academic advisor for verification. When verified by written signature of the advisor, the completed application will be given to the Program Director for his/her signature. 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.

Any complaints about the Department's administration of the accredited master's program may be submitted to the Council on Academic Accreditation through its website [www.asha.org/students/caa](http://www.asha.org/students/caa) or by mail at Council on Academic Accreditation, ASHA, 2200 Research Boulevard, Rockville, MD 20850-3289, Members: 800-498-2071, Non-Member: 800-638-8255, Fax: 301-296-8580.

**ASHA Certification exam-** part of the Praxis series administered by ETS

- Speech/Language Pathology- #20330
- Take the ASHA exam close to the time that you are taking comps since you have already studied.
- SEND ALL SCORES TO
  - Communication Sciences and Disorders/TEMPLE UNIVERSITY-recipient code score is R0264
  - ASHA, code R5031
  - State board of examiners for SLP/A in the state in which you are applying for a license (check in Praxis booklet for state's code).
  - For those testing for school certification in PA or NJ, your scores will be automatically sent to the state's Dept of Education. In PA, you are required to send the speech-language impaired and other required test scores to Temple R2906.

### **Application Process for CCC**

- You must work with your advisor in completing the application and your advisor **must** initial the completed application to verify the information. Applications which are not initialed by your advisor will be returned to you.
- ASHA's website to download the application:
  - <http://www.asha.org/students/join-asha/>
- You must complete the following documents
  - KASA form

- MA checklist (attached), which should have been completed by you and your advisor during your program
  - MA checklist, page 1: academic coursework indicating pre-requisite courses and 36 academic credits at the graduate level
  - MA checklist, page 2: Clinical Hours
- After you complete the documents and they have been initialed by your advisor, submit them all to Brian Goldstein, Program Director
  - Brian will verify the application, sign it, place a copy in your file

Provide Brian with self-addressed, stamped envelope (SASE) to send signed KASA verification page to you. If you do not furnish a SASE, the signed form will be placed in your mailbox.

#### 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. An application form is available in the Department office or in the Office of the Dean of the College of Education, Ritter Hall/Ritter Annex. Attachments to the application include a copy of the completed Requirements for Graduation Form. Once the application is completed, it is given to the Program Director who is our state certification officer. Clinicians applying for this Certificate must also successfully pass the following Praxis exams:

#### **Pennsylvania Certification in Speech & Language Impaired (i.e., state teacher's certification)**

- Refers to certification needed to work in a school setting for ages 3 and up
- At the end of your practicum, you and your site supervisor for your school practicum must complete the PDE 430 form (in the “cubbies” behind Ana’s desk) as well as the TEEF
- **Instructional Certificate** (eligibility is based on completion of Temple's MA program in Speech/Language Pathology) and results of Praxis series
- **Pre-Professional Skills Tests**
  - PPST Reading #10710 (passing score 172)
  - PPST Writing #20720 (passing score 173)
  - PPST Mathematics #10730 (passing score 172)
  - Fundamental Subjects: Content Knowledge 30511 (passing score 150)
  - Specialty Area: Special Education: Speech/Language Impaired/Teaching Speech to Students with Language Impairments # 10880 (passing score 590)
- Application can be obtained at [www.pde.state.pa.us](http://www.pde.state.pa.us)
- Submit to Brian Goldstein **ALL** of the following:
  - General Application form PA 338G
  - Top portion of Program Clearance Sheet (*attached*)
  - Completed Praxis information sheet for certification (*attached*)
  - Physical Exam form
  - College/University Verification form 338C
  - Money order for \$40 made out to *The Commonwealth of Pennsylvania*

PROGRAM CLEARANCE SHEET FOR CERTIFICATION

Applicant:

Please complete the top portion of this form and return with your application for certification to your advisor.

Name: \_\_\_\_\_

TU ID: \_\_\_\_\_

Type of certificate and areas for which you are applying:

**Instructional & Educational Specialist I  
Type**

**Speech & Language Impaired K-12  
Area(s)**

\_\_\_\_\_  
\_\_\_\_\_

-----

Advisor:

Please check one of the following statements, indicate the type of certificate and area for which you are recommending this student, and sign your name on the line indicated.

\_\_\_\_\_ I certify that the applicant has been formally admitted and is pursuing an approved intern program to qualify for a certificate in the Subject Area(s) or Field(s) listed below:

\_\_\_\_\_ I certify that the applicant has completed an approved program and has successfully demonstrated role competencies to qualify for a certificate in the Subject Area(s) or Field (s) listed below:

---

Type of Certificate and Subject Area(s) or Fields

\_\_\_\_\_  
Advisor

## PRAXIS INFORMATION SHEET FOR CERTIFICATION

Please complete this form if you are applying for an Intern or an Instructional I certificate.  
 If you are adding an area to an existing certificate, please complete the section for the Specialty Area.

\_\_\_\_\_  
 Name

\_\_\_\_\_  
 TU ID

Type of certificate and areas for which you are applying:

**Instructional & Educational Specialist I**  
 Type                                      Area(s)

**Speech & Language Impaired K-12**

\_\_\_\_\_  
 \_\_\_\_\_

**Academic Skills Assessments**

Date Taken

Your Score

PPST Reading

\_\_\_\_\_

\_\_\_\_\_

PPST Writing

\_\_\_\_\_

\_\_\_\_\_

PPST Mathematics

\_\_\_\_\_

\_\_\_\_\_

Fundamental Subjects: Content Knowledge  
 (All K-6 & K- 12 Areas)

\_\_\_\_\_

\_\_\_\_\_

Principles of Learning and Teaching (K-6) \*

\_\_\_\_\_

\_\_\_\_\_

**OR**

Principles of Learning and Teaching (7-12) \*

\_\_\_\_\_

\_\_\_\_\_

**Specialty Area(s)** Must have a passing Specialty score for each area in which you are getting certified  
 (Example: Elementary Educ: Curriculum, Instruction and Assessment)

\_\_\_\_\_  
 Indicate subject area

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
 Indicate subject area

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
 Indicate subject area

\_\_\_\_\_

\_\_\_\_\_

\*Required for those applicants who have completed student teaching prior to September 2003.

## LICENSURE

### Pennsylvania 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.

- Eligibility is based on MA in SLP and examination or MA and proof of CCC  
Commonwealth of Pennsylvania  
Department of State  
Bureau of Professional and Occupational Affairs  
PO Box 2649  
Harrisburg, Pa. 17105-2649

### State Board of Speech-Language and Hearing Examiners

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

### Application instructions for Licensure in Audiology, Speech Language Pathology, or Teacher of the Hearing Impaired

<http://tinyurl.com/at8dug>

*Instructions for:*

#### **2. LICENSURE BY EDUCATION, TRAINING, AND EXAMINATION REQUIREMENTS (REGULAR**

**APPLICANT)- Possess a Masters degree in Speech Language Pathology or Audiology; Complete at least one year of Supervised Professional Experience (9 month CFY); and Successfully pass the PRAXIS Exam.**

- a) Complete page 5 – Verification of Supervised Professional Experience (CFY) must be received directly from the qualified training supervisor in an official sealed envelope. Form must have the seal of the institution, if the institution does not have a seal the form must be notarized.*
- b) Request the examination results be sent from the NTE (1-800-772-9476) directly to the State Board Office in an official sealed envelope. (Use code 8053 for Pennsylvania when requesting scores).*
- c) Request the school to submit an official transcript conferring degree directly the Board in an official sealed envelope.*

### New Jersey Licensure as Speech/Language Specialist

- certification needed to work in a school setting
- NJ Div. of Consumer Affairs/License in SLP
  - <http://www.state.nj.us/lps/ca/medical/audiology.htm>
- Speech/Language Pathology # 20330 (Praxis exam)
- A master's degree from a CAA accredited program.
- Coursework in the following:
  - Basic Processes of normal human communication including speech and language development
  - Nature of disorders of human communication (survey course)
  - Principles underlying the assessment, treatment, and prevention of speech, language and hearing disorders (CS4396 or equivalent)
  - Applications of speech/language pathology to the school setting (CS 5521 and 8726)
  - Special Education and learning disabilities (Note: may have been taken at the undergraduate level; if not, take either SpEd 0808.555 Education and Psychology of the Exceptional Learners at Rowan University or SPED 501 Learning and Behavior Problems of Children and Youth with Disabilities at College of New Jersey. This course may be transferred to Temple as an elective. See Dawn Dandridge for the transfer form and procedure. **Newly received information indicates that this is no longer a requirement. GET WRITTEN VERIFICATION FROM THE STATE.**
- **License Applications (to go to doc., use CTRL + click on the file name)**

- [Audiology/Speech-Language Pathology License Application \[pdf\]](#)
- [Audiology/Speech -Language Pathology License Application for Persons Licensed in Another State or Jurisdiction \[pdf\]](#)
- [Audiology/Speech-Language Pathology Temporary License Application --Clinical Internship \[pdf\]](#)
- [Audiology/Speech-Language Pathology Temporary License Application --Recent Resident \[pdf\]](#)

### **New Jersey State Teacher's Certification as Speech/Language Specialist**

- certification needed to work in a school setting
- Speech/Language Pathology # 20330 (Praxis exam)
  - Must send an official score report from ETS to the state
- A master's degree from a CAA accredited program.
- Guide to NJ state teacher's certification (**READ THIS GUIDE**)
  - <http://www.state.nj.us/education/educators/license/guide.pdf>
  - See page 46
- ASHA info on NJ
  - <http://www.asha.org/about/legislation-advocacy/state/info/NJ/NJteachrequire.htm>
- Register with the State DOE. You can do this on-line.
  - [https://www6.state.nj.us/DOE\\_TCIS\\_ONLINEED/login.jsp](https://www6.state.nj.us/DOE_TCIS_ONLINEED/login.jsp)
- Checklist which outlines all of the steps for you to apply to the state of NJ – Speech Language Specialist.
  - <http://www.nj.gov/njded/educators/license/tcis/checklist.pdf>
- Check for certification reciprocity
  - <http://www.state.nj.us/education/educators/license/reciprocity/>
- Test Requirements for Certification in NJ
  - <http://www.state.nj.us/education/educators/license/1112.pdf>

## Delaware

- Delaware State License Information
  - <http://www.asha.org/about/legislation-advocacy/state/info/DE/>
- DE Board of Licensure for Speech Pathologists, audiologists and Hearing Aid Dispensers
  - <http://dpr.delaware.gov/boards/speechaudio/index.shtml>
- The ASHA Praxis exam #20330 is required as well as the following Praxis tests
  - PPST Reading Test Code: 10710
  - PPST Writing Test Code: 20720
  - PPST Mathematics Test Code: 10730

## New York

- New York State License Information
  - <http://www.asha.org/about/legislation-advocacy/state/info/NY/>
- New York State board for Speech-Language Pathology and Audiology
  - <http://www.op.nysed.gov/speech.htm>
- procedure for working in an educational setting (ages 3 and up)
- need to obtain the TSLD (Teacher of Speech and Language Disabled) Certificate.
  - note: some private settings are exempt.
  - This is done through the NY State Dept of Ed.
- From my source (Sophia Koulomzin, skoulomzin@gmail.com), you can do this one of three ways:
  - 1. Do an individualized credential review (bachelors and masters) plus take the LAST (liberal arts and sciences test) and the ATS-W (Assessment of Teaching Skills - Written), and complete workshops in Child Abuse Reporting and School Violence Prevention.
  - 2. Apply for PA certification and then apply for reciprocity in NY. You still have to take the LAST and the ATS-W and do the two workshops (plus all the reqs for PA Cert).
  - 3. Avoid an educational setting altogether for your CFY, obtain your NY State License, attend the two workshops, and then apply for the TSLD without any further testing requirements.
- The website with all the NYS Cert info: <http://usny.nysed.gov/licensing/teachercertlic.html>
- The website with info about reciprocity: <http://www.highered.nysed.gov/tcert/certificate/teachrecother.htm>
- For information about Department of Education certification requirements in other states, visit the ETS Praxis website at [www.teachingandlearning.org](http://www.teachingandlearning.org)

## ASHA Site for State Contacts for Licensure (i.e., state-by-state)

<http://www.asha.org/about/legislation-advocacy/state/>

#### 4.3 Mentoring of MA students by Temple Alumni who are Practicing Speech-Language Pathologists

In 2003, we began our mentoring program to help in the transition from being a student to being a professional speech/language pathologist. Alumni of our program have graciously agreed to be mentors to our current student. Matches between students and mentors are made on the basis of the interest areas / clinical sites students would most like to learn about and the mentors' work experience and current position. Students interested in joining our mentoring program should contact Rena Krakow ([rkrakow@temple.edu](mailto:rkrakow@temple.edu)). Those wishing to become mentors upon graduation should also contact Dr. Krakow.

**APPENDIX A**  
**DEPARTMENT OF COMMUNICATION SCIENCES**  
**REQUIREMENTS FOR THE M.A. DEGREE: SPEECH-LANGUAGE PATHOLOGY** (Enrollment prior to Fall 2009)

NAME: \_\_\_\_\_ ADVISOR: \_\_\_\_\_  
 LOCAL ADDRESS: \_\_\_\_\_  
 TELEPHONE NUMBER: \_\_\_\_\_ E MAIL: \_\_\_\_\_  
 PERMANENT ADDRESS: \_\_\_\_\_  
 DATE OF FIRST ENROLLMENT: \_\_\_\_\_  
 DATE OF COMPREHENSIVE EXAM: \_\_\_\_\_ DATE OF GRADUATION: \_\_\_\_\_

A. PREREQUISITES	SEMESTER OFFERED	SEMESTER TAKEN	GRADE
1. (Biological Science)			
2. (Physical Science)			
3. (Behavioral and/or Social Science)			
4. (Mathematics)			
5. CommSci 2201 Research Methods in Comm (3 ugsh)	Fall		
6. CommSci 3301 Sp. and Lang. Development (3 ugsh)	Spring		
7. Structure of Language			
a) CommSci 2217 Grammat. Analysis (2 ugsh)	Fall		
b) CommSci 2218 Lang. Processing (2 ugsh)	Fall		
c) CommSci 2207 Phonetics (2 ugsh)	Fall/Spring		
d) CommSci 2208 Phonology (2 ugsh)	Fall/Spring		
8. Anatomy, Physiology, Neurology & Physical Aspects			
a) CommSci 3233 and 3233L Sp.Sci. (4 ugsh)	Spring		
b) CommSci 3234 and 3234L Hrg. Sci. (4 ugsh)	Fall/Summer		
c) CommSci 3235 Human Neurosci. (4 ugsh)	Fall/Spring		
9. Basic Clinical Processes			
a) CommSci 4396 Clinical Mgt. (3 ugsh)	Fall/Spring		
b) CommSci 3301 Principles of Aud. (3 ugsh)	Fall/Spring		

B. GRADUATE CURRICULUM (32 Gsh + Electives, 4 Gs.h.)			
CommSci 5521 Child Language Dis.: Pre-School Years (3 gsh)	Fall		
CommSci 5522 Dis.of Artic./Phonology: Management (2 gsh)	Fall		
CommSci 5525 Fluency Disorders (3 gsh)	Summer		
CommSci 5526 Adult Language Disorders: Foundations (2 gsh)	Spring		
CommSci 5528 Voice Disorders: Theory and Analysis (3 gsh)	Spring		
CommSci 5531 Training in Audiology (1 gsh)	Fall/Spring		
CommSci 5532 Rehabilitation Audiology (3 gsh)	Spring/Summer		
CommSci 8722 Dysphagia in Children and Adults (2 gsh)	Fall		
CommSci 8724 Adult Language Disorders: Management(3 gsh)	Summer		
CommSci 8725 Artic./Phonol/Dis:Special Populations (2 gsh)	Summer		
CommSci 8726 Child Lang. Dis.: School Age (2 gsh)	Spring		
CommSci 8824 Language and Culture (2 gsh)	Fall		
CommSci 8727 Written Language Dev. & Dis. (2 gsh)	Fall		
Ed 5231 Coll. Studies AAC- Evaluation and Intervention (2 gsh)	Fall		
<u>ELECTIVES ( 4 gsh)</u>			

**TEMPLE UNIVERSITY: DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS**  
**REQUIREMENTS FOR THE M.A. DEGREE in SPEECH-LANGUAGE HEARING (Enrollment Fall 2009 or after)**

NAME: \_\_\_\_\_ ADVISOR: \_\_\_\_\_

LOCAL ADDRESS: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_ TU E-MAIL: \_\_\_\_\_ Non-TU EMAIL \_\_\_\_\_

PERMANENT ADDRESS: \_\_\_\_\_

TUId: \_\_\_\_\_ DATE OF FIRST GRAD ENROLLMENT: \_\_\_\_\_

DATE OF COMPREHENSIVE EXAMS \_\_\_\_\_ DATE OF GRADUATION: \_\_\_\_\_

<b>A. PREREQUISITES</b>	<b>SEMESTER OFFERED</b>	<b>SEMESTER TAKEN</b>	<b>GRADE</b>
1. Biological Science:			
2. Physical Science:			
3. Behavioral or Social Science:			
4. Mathematics:			
5. CSD 2201: Research Methods in Comm (3 UG cr.)	Fall		
6. CSD 3301: Sp. and Lang. Development (3 UG cr.)	Spring		
7. Structure of Language			
a) CSD 2217: Grammat. Analysis (2 UG cr.)	Fall		
b) CSD 2218: Lang. Processing (2 UG cr.)	Fall		
c) CSD 2207: Phonetics (2 UG cr.)	Fall/Spring		
d) CSD 2208: Phonology (2 UG cr.)	Fall/Spring		
8. Anatomy, Physiology, Neurology & Physical Aspects			
a) CSD 3233: Speech Science (4 UG cr.)	Spring		
b) CSD 3234: Hearing Sci. (4 UG cr.)	Fall/Summer		
c) CSD 3235: Human Neuroscience (4 UG cr.)	Fall/Spring		
9. Basic Clinical Processes			
a) CSD 4396: Clinical Mgt. (3 UG cr.)	Fall/Spring		
b) CSD 4301: Principles of Aud. (3 UG cr.)	Fall/Spring		

<b>B. GRADUATE CURRICULUM (39 Academic Gcr.)</b>			
<b>REQUIRED (36 Gcr.)</b>			
CSD 5521 Foundations in Child Language Disorders (3 G cr.)	Fall		
CSD 5522 Foundations and Management in Phonological Disorders (3)	Fall		
CSD 5526 Foundations in Adult Language Disorders (3)	Fall		
CSD 5531: Training in Audiology (1)	Fall/Spring		
CSD 8726: Management of Child Language Disorders (3)	Spring		
CSD 5528: Foundations and Management in Voice (3)	Spring		
CSD 8724: Management of Adult Language Disorders (3)	Spring		
CSD 8722: Foundations and Management in Dysphagia (2)	Summer		
CSD 5532: Foundations and Management in Hearing Disorders (3)	Summer		
CSD 5525: Foundations and Management in Fluency (3)	Summer		
CSD 8721: Foundations & Management in Augmentative & Alternative Communication (AAC) (2)	Summer		
CSD 8830: Seminar in CSD* (1)	Fall, Spring		
CSD 8727: Written Language Development & Disorders (2)	Fall		
CSD 5524: Foundations & Management in Motor Speech Disorders (2)	Fall		
CSD 8824: Assessment & Treatment of Diverse Populations (2)	Spring		
<b>ELECTIVES (3 Gcr.)</b>			

Observation Hours Completed (25 HOURS) \_\_\_\_\_ (Log Sheet Attached)

	<b>Evaluation</b>	<b>Treatment</b>
<b>Speech</b>		
Children	(20)	(20)
Adults	(20)	(20)
<b>Language</b>		
Children	(20)	(20)
Adults	(20)	(20)

**Speech Distribution**

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

**Audiology**

Aural Rehabilitation (10)	Screening (10)

<b>Practicum Site</b>	<b>Type</b>	<b>Total Hours</b>

**GRADUATE CREDITS COMPLETED FOR M.A. DEGREE: Academic** \_\_\_\_\_

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

## APPENDIX B

### Sample M.A. SLH Comprehensive Questions

#### Normal Processes

For many years, people have made a distinction between function and content words when discussing the mental lexicon. Please tell me what you know about these things, including at least the following:

- a. what the basic properties of function words and content words are, illustrated with examples;
- b. how the distinction between content and function words is relevant to the analysis of aphasic syndromes;
- c. how the distinction between content and function words is manifested in the properties of early child language.

#### Speech Disorders

Describe your intervention approach for a 5-year-old girl with a moderate-severe phonological (i.e., segment- and pattern-based characteristics) disorder and a moderate fluency disorder. Then indicate how you would incorporate the family into your approach.

#### Language Disorders

You are presented with a 41 year old client, AB, who has had a left CVA. It has been one year since the onset of her stroke. Before her stroke, she worked as a journalist for a local newspaper. She has no significant physical limitations resulting from the stroke. Her speech is fluent, but she exhibits some word retrieval difficulties with errors that are characterized by phonological paraphasias. Her comprehension of language in conversation and in most formal testing is very good. She reports that the most significant impairment affecting the quality of her life is difficulty in reading and writing. She is anxious to improve these skills because she wants to return to work.

What kind of program of remediation would you develop for this individual? Would you target the reading/writing impairment directly? Why or why not? Would you choose a treatment strategy that emphasized adapting to one's limitations? Why or why not?

Whatever program you choose (or if you choose a little of both), outline and justify your goals for treatment and how you would achieve them.

#### Speech Disorders

Voice disorders are sometime categorized as Behavioral/Functional or Physical/Organic. However, few clients are "pure" cases. Select ONE client from EACH of the TWO columns below.

##### Behavioral/Functional

1. Teacher with Vocal Nodules
2. Houswife with Conversion Aphonia

##### Physical/Organic

1. Singer with left recurrant nerve paralysis
2. Salesperson with Cancer of larynx T3N1M0

For the behavioral/functional case you have selected, discuss the physical/organic problems that may accompany the main diagnosis and how it would affect your treatment.

For the Physical/Organic case you have select, discuss the behavioral/functional problem that may accompany the main diagnosis and how it would affect your treatment.

### Appendix C: Faculty Research Areas

Faculty	E-mail	Research Area
<a href="#">Megan Dunn Davison</a> , Ph.D., CCC-SLP	<a href="mailto:megan.dunn.davison@temple.edu">megan.dunn.davison@temple.edu</a>	Language and literacy development in bilingual children and the cultural and environmental influences on language and literacy outcomes of children from diverse backgrounds
<i>Department Chair:</i> <a href="#">Brian Goldstein</a> , Ph.D., CCC-SLP	<a href="mailto:brian.goldstein@temple.edu">brian.goldstein@temple.edu</a>	Phonological development and disorders in bilingual children
<a href="#">Reinhardt Heuer</a> , Ph.D., CCC-SLP	<a href="mailto:reinhardt.heuer@temple.edu">reinhardt.heuer@temple.edu</a>	Voice disorders and motor speech disorders
<a href="#">Aquiles Iglesias</a> , Ph.D., CCC-SLP	<a href="mailto:aquiles.iglesias@temple.edu">aquiles.iglesias@temple.edu</a>	Bilingual language development and disorders
<a href="#">Camillia Keach</a> , Ph.D.	<a href="mailto:camillia.keach@temple.edu">camillia.keach@temple.edu</a>	Syntax
Francine Kohen, M.S., CCC-SLP	fpkohen@temple.edu	Adults with acquired neurological communication disorders
<a href="#">Rena Krakow</a> , Ph.D.	<a href="mailto:rena.krakow@temple.edu">rena.krakow@temple.edu</a>	Literacy; language of children adopted internationally
<a href="#">Beth Levine</a> , M.S., CCC-SLP	<a href="mailto:beth.levine@temple.edu">beth.levine@temple.edu</a>	Supervisory process
<a href="#">Nadine Martin</a> , Ph.D., CCC-SLP,	<a href="mailto:nadine.martin@temple.edu">nadine.martin@temple.edu</a>	Aphasia and related disorders
<a href="#">Brian McHugh</a> , Ph.D.	<a href="mailto:brian.mchugh@temple.edu">brian.mchugh@temple.edu</a>	Phonology
<a href="#">Gary Milsark</a> , Ph.D.	<a href="mailto:gary.milsark@temple.edu">gary.milsark@temple.edu</a>	Syntax
Paula O'Day, Ph.D., CCC-SLP	<a href="mailto:paula.oday@temple.edu">paula.oday@temple.edu</a>	Language acquisition and disorders
Doris Fallon Snyder, M.A., CCC-SLP/A  <a href="#">Gerry Stefanatos</a> , D. Phil.	<a href="mailto:doris.fallon.snyder@temple.edu">doris.fallon.snyder@temple.edu</a>  <a href="mailto:stefang@temple.edu">stefang@temple.edu</a>	Audiology and aural rehabilitation  Pediatric and adult neuropsychology; developmental disorders; aphasia

## APPENDIX D

### 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	Needs Improvement	Improvement Noted	Satisfactory	Exceeds
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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 E**

**Graduate Funding Application  
Temple University  
Speech-Language-Hearing**

Note: This form **Must** accompany your application for admission. Deadline: **February 1**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

TUId: \_\_\_\_\_

State of Residence: \_\_\_\_\_

Number of Dependents (IRS determined): \_\_\_\_\_

GRE Score (add Verbal and Quantitative): \_\_\_\_\_

Grade Point Average (GPA): \_\_\_\_\_

(note: Current Temple University graduate students should list only their Graduate GPA)

Previous Employment: (Include part-time and temporary jobs). List institutions or for, position/duties, inclusive dates, hours weekly.

State in detail your reasons for needing financial support. You must list any outstanding educational loans along with the source and amount of the loan.

State briefly what your career goals are and why you think an advanced degree or study will further them.

Are there any additional factors which you would like the Department to consider when evaluating your application?

I verify that the information given on this form is accurate.

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Signature and Date

**Mail to:**  
Admissions Committee  
M.A. Speech-Language-Hearing  
Temple University  
110 Weiss Hall (265-62)  
1701 North 13<sup>th</sup> St.  
Philadelphia, PA 19122