

GRADUATE STUDENT HANDBOOK

Master of Science
in
Speech-Language Pathology

2009-2010

Department of Speech/Language/Hearing Sciences

**Minnesota State University Moorhead
Moorhead, Minnesota 56563**

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www.asha.org/certification/SLPCertification.htm

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www.mnstate.edu/graduate/forms.htm

I. Introduction

The Master of Science degree attained through the Speech/Language/Hearing Sciences (SLHS) Department at Minnesota State University Moorhead (MSUM) is a professional degree. The graduate program's title, *Speech-Language Pathology*, indicates that it is the entry level clinical degree in the field of speech-language pathology. The program is accredited by the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation (CAA). Students completing this program are qualified for clinical positions in communication disorders throughout the nation.

Students who have been admitted to graduate study in Speech-Language Pathology should have read, and become thoroughly familiar with the following four documents during the course of graduate study:

- 1) MSUM Graduate Bulletin (from the Graduate Department)
- 2) SLHS Graduate Handbook (this document)
- 3) SLHS Clinic Handbook (from the SLHS Dept. Clinic Director, updated each semester)
- 4) the ASHA Membership and Certification Handbook—Speech-Language Pathology (on-line at ASHA website).

This Graduate Handbook is designed to familiarize students with the requirements, policies, and procedures of the SLP Master's degree program, and includes samples of some of the forms that will be used during the course of the program. Students are advised to consult the MSUM Graduate Bulletin for general information regarding the Master of Science degree, and the departmental Clinic handbook for clinical requirements, policies, and procedures.

The Master of Science degree in Speech-Language Pathology includes a minimum of 53 graduate semester hour credits, including courses, a research experience (thesis or research project), and clinical practica. In addition, students must successfully complete a comprehensive examination and an oral examination before they can complete their degree programs. Information regarding these requirements is given in detail in this handbook. Each student is responsible for the development and implementation of their program. Students are advised to become very familiar with the information in this handbook regarding what is expected to complete the Master of Science degree in Speech-Language Pathology.

II. Departmental Administrative Structure

Students should become aware of the three pertinent positions that make up the department's administrative structure for the graduate program. The first is the department chairperson, Mr. Bruce Hanson. Mr. Hanson should be consulted on matters pertaining to the general operation of the department.

The second position is that of Graduate Program Coordinator and Advisor. This position has been held by Mrs. LaRae McGillivray in recent years. She will be transitioning to retirement starting Fall 2009. Dr. Nancy Paul will be taking over this position. She will be assigned to all incoming first year graduate students beginning in Fall 2009, and will likely take over the second year graduate students' advising by midterm as well. The Graduate Coordinator/Advisor is responsible for all matters dealing with graduate studies in the department.

The third position is Clinic Director. Mrs. Vicki Riedinger is the department's Clinic Director. Mrs. Riedinger will arrange your clinic experiences, and runs the clinic meetings during on-campus clinic. She has a variety of on and off campus practicum experiences she assigns and oversees including clients, evaluation pools, and screenings. She may also assign co-clinicians or undergraduate clinicians to mentor. She works closely with the Grad Coordinator regarding degree requirements related to clinic issues. She should be consulted on matters pertaining to the operation of the departmental clinic, and meeting ASHA clinical hours and skill requirements.

III. General Course Requirements

The Master's degree in Speech-Language Pathology includes a minimum of 53 graduate semester hour credits. The program of study is divided into three areas: 1) Research project/thesis requirement (3 to 4 credits); 2) Clinical requirements (20 credits); and Academic requirements (30 credits).

Students transferring graduate credits from another university must first gain the Graduate Coordinator's approval, and then have these credits listed on their Graduate Program Plan (Form 1). A maximum of one workshop credit may be counted toward the degree, providing the workshops were offered for graduate credit by Minnesota State University Moorhead, or approved by the department.

Several courses such as, practica, workshops, readings, and independent studies may be taken more than once. Elective courses, rather than readings and independent studies, should be taken to meet degree and ASHA requirements. Readings and independent studies should be reserved for the semester students will be doing an internship, or to supplement other degree requirements, or at the department's request for special purposes.

Students must ensure that the courses they select for their program will meet with the approval of the faculty, and the graduate school. The standards for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) of the American Speech-Language-Hearing Association must also be satisfied. In all cases, the student is responsible for the development and implementation of his/her program.

IV. Credit Loads and Length of Study

Most students take academic courses or clinical practicum/internship during at least one summer session.

The department has developed a system of program planning referred to as “Tracks” The two tracks are used as a semi-structured advising tool for both the Graduate coordinator and Clinic Director. For all tracks, the credit load is generally 9-14 credits per semester. Students who are required to have a minimum number of credits per semester for student loans, ROTC, international student status, etc. should be aware that the minimum number of credits are different for different purposes or agencies, so each student should monitor their individual requirements and stay within the guidelines. Audits of courses will not count as credits enrolled. In the past, 8 credits has been considered full time in grad school, and a minimum of 6 credits has usually been needed to work study or loans (check this out on your own for updates).

Students who feel they need to carry less than a full time load during any academic semester should consult the Graduate Advisor early. Timely completion under a part-time status may not be possible due to scheduling of internship/practicum or research project. Completion during a two-year cycle assumes full-time student status. *Students who elect to register for classes on a part-time basis, counter to the advice of the Graduate Student Advisor will relinquish their opportunity to enroll for clinic except by special permission.*

Example of Track I: REGULAR TRACK: Minimum requirement: 53 credits

- Student has fully completed undergraduate background courses (neuroanatomy, stats, aud rehab, etc.)
- available for coursework at least one summer

Year 1

FALL		SPRING	
Required	601(2) Research Design		624 (2) Fluency
	621 (2) Sem: Cl palate; phono		631 (2) Ped & Adult Motor Speech Dis
	630 (3) Adult Neuro	(Required)	681(3) Ped & adult swallow
	647 (3) Diagn		646 (3) Clinic or intern (6)
	646 (3) Clinic		696 (2) Research Project
Total:	13	Total:	12or 15

Summer I

646 (6)Clinic (Internship) or 646 (3) Clinic
 623 (3) Voice
 627 (2) Aging and Dementia
 Total: 8 or 11

Year 2

FALL		SPRING	
	642 (3) AAC		
	646 (4) Clinic		646 (4) Clinic or Intern (6)
	683(3) Child & Adol Lang Dis		682 (2) Soc C&C Com Dis (699 (4) Thesis)
Required	696 (1) Research Project or 699 (4) Thesis		
Total:	11-14	Total:	6-12

Remarks:

- 696 (3) Project should be registered for in the Spring (1st year) and Fall (2nd year) (two credit spring and one credits in the second year fall semester).
- 699 (4) Thesis can be registered for in the Fall *or* the Spring *or* split between the two.
- 627 (2) and 623 (3) voice are likely taught in summer session

Example of Track II: CATCH-UP TRACK: Minimum requirement: 53 credits

- assumes very few or no undergraduate clinical hours
- student needs some undergraduate background courses
- available for coursework during both summers

Year 1

FALL		SPRING	
	630 (3) Neuro I		682 (3) Ped & adult swallow
	647 (3) Diagn		696 (2) Research Project
	601 (2) Research Design		631 (2) Ped & Adult Motor Speech Dis
Add	502 (3) Neuroanatomy		646 (3) Clinic
	621 (2) Sem artic/cleft	Add	573 (2) Rehab Aud
Total:	14	Total:	12

Summer I

646 (3)Clinic
 623 (3) voice (if have UG voice)
 627 (2) Aging and Dementia
 Total: 8

Year 2

FALL		SPRING	
	683 (3) Child & Adol Lang Dis		682 (2) Soc C&C Com Dis
	642 (3) AAC		646 (4) Clinic or 646 (6) Intern*
	646 (4) Clinic	Required	699 (4) Thesis
Required	696 (1) Project or 699 (4) Thesis		
Total:	11-16	Total:	6-13

Summer II

*646 (6) Clinic (Internship)

(NOTE: If done summer II expected to be at a distant location; see internship coordinator.)

Remarks:

- 696 (3) Project should be registered for two credit Spring (1st year) AND one credit Fall (2nd year) (per semester).
- 699 (4) Thesis can be registered for in the Fall or the Spring or split.
- Only one 500-level class can count toward a student's graduate program
- MATH statistics (4) undergrad is required but may be taken pass-no credit with permission.
- 627 and 623 will likely be taught in summer.

Implementation Principles for Tracks:

1. The preceding are only sample programs; it is the student's responsibility to choose electives and satisfy requirements so that graduate programs total no less than 53 eligible credits.
2. Although there is only one course number for all practicum experiences, they are commonly described as: on-campus clinic, off-campus clinic, and internship (off campus). **Make sure you sign up for the correct section for SLP 646.**
3. All graduate students must be registered for practicum experience both semesters of first and second years (summer is treated separately). Mentoring of beginning clinicians may be an assignment for second year graduate students.
4. Any student may need to enroll for additional credits of clinical experience in order to obtain the minimum number of clock hours or to demonstrate the required level of skill competence for ASHA certification.
5. Students who do an internship during the final summer may arrange to attend graduation ceremonies in May but receive their diploma in August.

6. ASHA adopted new competency based standards effective for those certified in 2005 or after. Therefore, assessment of clinical skill performance includes level of competence as well as grades earned.
7. During the academic year, no more than 1/2 of the total graduate class can be doing off campus clinical work the same semester.
8. Off-campus practica will often be paired with on-campus evaluation pool assignments. Usually students complete an off-campus practicum before doing an internship.

V. Grades and GPAs

The Department of Speech/Language/Hearing Sciences requires that all graduate students maintain a 3.00 GPA in order to continue in the program and complete it successfully. Also, the University will place a student on academic probation if the GPA falls below 3.00 GPA. *Grades of C minus or below cannot be counted toward the degree. If a grade falls below this level, the course would need to be taken again if possible (consult advisor).

Special requirements for clinic eligibility. Excerpt from Clinic Handbook: “Clinic grade for SLP 646 must be a B- or above in order to be eligible to participate in clinic the next semester. A grade of C plus or below in clinical experience will prevent a student from registering for clinical experience the following semester. A customized Clinic Intervention Program may be required before resuming clinic. The Clinic Committee will decide on a case-by-case basis whether a student placed on academic probation will be enrolled in clinic.”

Missing a semester of clinic registration is expected to lengthen a student’s program.

VI. Grievance Procedures

Students have the right to air grievances if issues occur that warrant this action. Both the university and the SLHS department require that students follow a specific chain of communication when airing a grievance. Students are advised to first discuss their concern with the specific faculty member involved in an attempt to reach resolution. Should resolution not be met, the student may then approach the department chair. Students may take their grievance to the division dean only in the event that resolution is not met at the departmental level.

VII. Graduate Student Advising

A. Graduate Student Orientation

All incoming first-year graduate students will be required to attend an orientation meeting prior to the beginning of the fall semester. During this meeting, students will become acquainted with degree requirements, program policies and procedures, and ASHA requirements. Students will also be given a schedule of courses and a two-year cycle of course offerings within the department.

B. First Year Planning

During the fall semester, first-year graduate students will be required to meet with the graduate advisor to discuss their goals for graduate study. Following this conference each student will prepare a proposal of courses to be included in their program. The proposal will be recorded on two forms: the ASHA audit form (Appendix B), and the MSUM Forms (see later). Prepare the ASHA audit as follows:

1. Complete list of *undergraduate* coursework for Standard III-A -Knowledge in biological sciences, physical sciences, social/behavior sciences and mathematics. Students must include a course in applied statistics.
2. Complete list of coursework for Standard III-B. This area demonstrates knowledge of basic human communication and swallowing processes. Many of the classes in this standard are undergraduate courses. If you are coming from another program to MSUM, contact your undergraduate institution for this information, then meet with the graduate advisor RE: how to record your experience. Minimum course credits for Standard III-B is 15 *semester* credits.
3. Continue recording completed undergraduate course work for Standards III-C and III-D on the Audit form. You will also record graduate courses as you complete the courses.
4. Please note that Standard III- E-H may include documentation in addition to course work such as workshops or professional meetings. Record these on the audit form in designated areas.
5. Recording for Standard IV-B Knowledge in oral and written communication includes documentation of coursework plus research project, oral examination, and rating rubrics from class oral and written projects. The SLHS department has set the criteria for designated competence for oral and written rubrics. Usually one oral and one written presentation will be rated each semester of the first two semesters.
6. The Clinical Skill competencies rating form summaries will be appended as documentation for Standard IV-G (see clinic handbook). The SLHS department is using the criterion of at least one competency rating at advanced level that has all 4 and 5 level ratings for clinic competencies as sufficient evidence of clinical competence at the CFY ready level.
7. Standard V-Assessment includes documentation of your knowledge and skill using formative assessment. Evidence includes signed statements from faculty members that knowledge competencies were demonstrated in each graduate course. Also dates for successful completion of summative (overall) assessment such as passing the university oral exam and the national examination (*NESPA*) are included as evidence of knowledge and skill development.

Prepare all Graduate forms as detailed in the Graduate school packet.

1. Complete all MSUM forms on-line from the graduate studies web site (See External Appendix 2).
2. List courses included in your schedule for the Master's program in Speech Language Pathology.

3. The Thesis (Plan A) or Project (Plan B) choice should be made at this time. Students are strongly encouraged to make their thesis (Plan A) or Project (Plan B) choice early in the first year.

A semester progress conference will take place each semester, either in person or via email. The graduate coordinator and Clinic Director will schedule an individual conference with the graduate student. The purpose of the conference is to monitor progress toward CFY ready status across all ASHA standards. Particular attention will be paid to any need for remediation, and planning for the upcoming semester as well as any clinical experience gaps that should be filled.

C. Second Year Review

Graduate students in their second year of study will meet with the graduate advisor at the beginning of the fall semester. This meeting is designed to assist students in making any revisions to their program. *Any revisions to a student's program after the Form 1 has been approved must be made by writing a memorandum to the Dean of the college citing the exact changes.* The revisions must meet with the advisor's approval prior to sending the memo. In order for course revisions to be approved they must meet with both departmental and ASHA requirements. During spring semester, the graduate coordinator will schedule a group advising meeting for the purpose of reviewing procedures for the CFY year, continuing education requirements and application procedures for ASHA. Also, educational and clinical state licensing in North Dakota and Minnesota will be discussed.

VIII. Clinical Experiences

Students should remember that all clinical experiences need to be scheduled by the department very carefully in order to accommodate the large number of students admitted each year without overloading or overtaxing the supervisory staff. ASHA's 2005 standards require experience with many varied disorder types at different ages. Also experiences with patients of different cultural/linguistic backgrounds are mandated. In short, student preferences and student convenience must defer to these requirements. A student who defers a clinical experience when the department has scheduled it may be allowed to reenter clinical work later but only on a space-available basis. Therefore, failure to enroll in clinical practicum as the Clinic Director directs, may jeopardize the student's planned program.

An internship informational form will be provided at the beginning of Fall semester. Return this form to the Clinic coordinator by the specified date. Failure to return planning information may result in problems developing the proposed Graduate Course Plan (Form I).

There are two matters concerning credit hours and clock hours that pertain to the degree program. First, 20 credits of clinical experience are required for the degree program. Some students may take additional credits, but they would be counted in excess of the 53 credit minimum. Reasons for additional clinic enrollment may include lack of clock hours, need for development of specific clinical competencies, or use of a specific client for research, among others. The second

matter involves the registration procedure for clinic. In order to register for clinic, a student must secure an override, and submit a busy schedule for that semester to the Clinic Director.

Second, according to ASHA 2005 standards, students must accumulate a minimum of 375 total clinical clock hours of supervised clinical experience plus 25 observation hours for a grand total minimum (undergraduate and graduate) of 400 clinical hours. Furthermore, the 375 hours must be distributed in accordance with ASHA specifications. Students must be able to demonstrate clinical competence sufficient to be CFY ready at the end of the second year of graduate school.

IX. Clinic Administrative Requirements

MSUM Speech and Hearing Clinic bills third parties such as insurance companies and Medicaid for clinical services. Student clinicians are required to complete billing logs, physician recertification's, lesson plans, and reports in prescribed formats to serve both an educational and business function. Students are responsible for accurate, informative and timely administrative paperwork just as they will be when practicing later as professional SLPs.

Students may be required to buy liability insurance as graduate clinicians. The cost is minimal (about 10 or \$20 per year). Also all students are asked to sign a patient privacy form (HIPPA) and view a film that discusses privacy issues in the work place. Finally, students will also be asked to sign a student information privacy document (FERPA) necessary for exchange of student data such as clinical progress summaries for off-campus supervisors.

X. Assessment of Clinical Competence

The department conducts an informal review of student performance in both clinical and academic areas during graduate advising and semester ASHA Progress Conferences. Students may be required to enroll for additional clinical practicum or a development program should the faculty determine that there is a need for the student to demonstrate CFY ready status for clinical skill. Should this situation arise, the student will be given ample notification. Also, all graduate students are expected to be enrolled in some type of practicum experience during the course of their two-year program, regardless of the number of clock hours accumulated.

XI. Writing and Speaking Competence

It is sometimes observed that a graduate student has noticeable grammatical errors or weaknesses in their oral communications, which do not appear in their writing. These situations are usually handled on an individual basis between a faculty member and the student. If the problems are sufficiently serious, the faculty as a whole may prescribe a course of action to improve speaking skills. Furthermore, any graduate student who exhibits a communication disorder of any type may be required to complete a program of treatment to minimize the effect of the disorder on the therapy they provide to clients.

Non-native English students must demonstrate speech and language skills which at a minimum are consistent with ASHA's most current statement on 'students and professionals who speak English with accents or nonstandard dialects' (See ASHA position paper at www.asha.org.)

XII. Research Component

Students have two options for completing the research component of the degree:

- 1) Plan A: involves writing a thesis (SLP 699) for which one receives 4 credits. The work involved typically extends over a period longer than one semester and the schedule for completing the work is arranged between the student and the student's thesis advisor.

- 2) Plan B: involves writing a research project (SLP 696) for which one receives a total of 3 credits. SLP 696 is scheduled during spring of the first year of graduate study (2 credits) and is completed by December of the second year of graduate study (1 credit). The research project is a graduate level research course that is taken in lieu of doing a thesis. An approved research project is required. A grade will be given each semester and a student may have the option of registering for one credit in a subsequent semester by taking SLP 697 or 698 *with permission* should the student not finish the research project at the end of the second year of graduate study.

Plan A: Thesis

- Offers an opportunity for the student to forge into a new area, be investigative, conduct research, etc.
- Oral examination centers on the paper and the student's research.
- Viewed by the student's entire committee.

Plan B: Research Project

- Enables the student to capitalize upon past experiences (whether academic, clinical, and/or other), be integrative, pursue an intriguing clinical project, implement a case study, etc.
- Oral examination centers on the research project/paper.
- Examination cannot be scheduled until the project is completed and approved by the SLP 696 supervisor.

IRB approval: The institution's research review board oversees any human subject research.

All students are required to enroll in two courses in order to fulfill the research requirement for the degree. SLP 601 Research Design in SLP is a preparatory course that must be taken prior to enrolling in SLP 696 or SLP 699. SLP 601 also has a prerequisite of statistics that is customarily taken at the undergraduate level, or as early as possible in the first year of graduate study.

Students are advised to keep their eyes and ears open for topics of interest from the very first day of graduate study and to keep a log of possibilities that come to mind. An obvious starting place in this search for topics would be to scan the titles of the completed theses and projects. Theses and Projects are housed in the Grier lower level conference room. They may be checked out

through the department secretary. A list of titles is available in the department office. Another starting place is to visit with faculty and explore ideas and potential topics.

The department, of course, can accommodate more students in the Plan B option. Yet, because of the past record of outstanding theses, many of which have served as the basis for published articles or convention presentations, the department encourages several students to pursue Plan A each year. Those who are interested should make contact with faculty members and explore potential topics for research with them.

Students should discuss potential topics with faculty and ultimately decide on the chairperson for the oral examination committee. The department monitors and may assign committee assignments in order to maintain an equitable load among the faculty.

Students should make their preliminary decision regarding preferred research option in the fall of their first year. If a student wishes to change from Plan A to Plan B or vice versa after Form 1 is completed, *it is necessary to revise Form 1* and gain departmental and the Dean's approval if the change is substantial. Switching from Plan B to Plan A is a rather simple matter, and usually results in the student being able to drop a two-credit elective course from the program. However, switching from Plan A to Plan B may not be as simple. In order for this to occur smoothly it is necessary to make the switch as early as possible because it involves adding a two-credit course to the program.

It is very important for each student to develop an appropriate time line with the supervisor for completing the research. Failure to stay on the time line can and has resulted in a delay of graduation.

Students who wish to work on their research during the summer must be prepared to do so independently. Because of reduced staffing during summer sessions, students must not expect to receive any supervision whatsoever from their thesis advisors or writing supervisors.

XIII. Comprehensive Examination

The university requires that Master's degree candidates pass a comprehensive examination. Starting with regular-year graduate students admitted in the spring of 1989, the *National Examination of Speech-Language Pathology (NESPA)* became the department's vehicle for fulfilling the university's requirement. Following methods recommended by ETS, the department set 570 as the passing score on the *NESPA* as the minimum passing score for meeting the comprehensive examination requirement. Please note, however, that in order to obtain the CCC-SLP you must earn a score of at least 600.

The 2005 ASHA standards also require the *NESPA* as a comprehensive examination of learning outcomes. In order to continue taking this test once for all three administrative functions, it will be necessary to take it later in the graduate program. Students will be advised to take the *NESPA* later in their program (but before the oral exam).

The *NESPA* is a part of the ETS PRAXIS examination series, and the registration form and instruction booklet with that title should be used. Follow the instructions carefully. *Be sure to designate ASHA and Minnesota State University Moorhead as the recipients of your test score.* Failure to do so will result in a serious delay in the reporting of your scores to the university. We can only use score reports that come to us directly from ETS. The score report sent to students are unofficial reports cannot be used to satisfy the comprehensive examination requirement.

Dates and sites of the examination may be found in the registration booklet. Please acquire a registration booklet early and make plans to take the *NESPA* during September, November or January of your second year. Registration booklets are made available to students through the department. They are usually placed in a special mailbox in the department, or in the department's main office.

University policy dictates that if you fail the comprehensive examination you may take it only one more time, upon appeal to the department. There is no limit on the number of times you may take the *NESPA* for the purpose of earning the CCC. There are two resources that you might use in preparation for the exam. The book, How to Prepare for the *NESPA*, can be ordered through the university bookstore as can the book, Guide to the NTE Speech-Language Pathology Specialty Area Test. The department has purchased two copies of a comprehensive review manual for the *NESPA*. Please check these out from the Department Secretary. See graduate coordinator RE: other ideas for preparation and study before the *NESPA* exam. *Submit Form 3* to the Graduate Studies office when you complete your comprehensive exam.

XIV. ASHA Requirements for the CCC

The American Speech-Language-Hearing Association has credit hour requirements, as well as clock hour requirements for both knowledge and skill areas. Please refer to the latest version of the 'Standards and Implementation for the Certificate of Competence in Speech-Language Pathology (on-line from ASHA web site, see External Appendix 1).

ASHA requires that credit hours be recorded in semester hour credits, not quarter hour credits. Students who find it necessary to make appropriate conversions may consult Appendix B in this handbook for a conversion chart.

XV. Audit of ASHA Requirements

As students already know, they must keep clock hour records on a daily and semester basis. What they may not know is that the department must keep a cumulative record of clock hours for each student and a cumulative record of credit hours earned. Periodic audits of these cumulative records enable the department and the student to be assured that all of the academic and clinical requirements for ASHA certification will be met.

The clinic coordinator will be keeping record of the clock hours that students accumulate. A semester clock hour summary and cumulative record *must be turned in to the office billing specialist at the end of each semester* of clinical practicum. Details regarding the procedures for completing these forms are provided in the Clinic Handbook.

The graduate advisor will maintain a record of each student's program of study. Students will meet with the Graduate advisor each semester to discuss progress toward completing the academic requirements. Semester Audit conferences will be scheduled fall and spring semesters with the Graduate Coordinator and often with Clinical Director. The purpose of these conferences is to monitor progress toward CFY ready status and ASHA certification.

An initial audit will take place during the fall semester of the first year in order to develop a proposed graduate course plan, and outline the courses that will meet MSUM graduate school requirements. After the initial audit, the student will complete the Proposed Graduate Course Plan (Form 1) and submit it to the advisor for approval. Once the student's program has been approved by the department and Dean, audits will be implemented on a semester basis throughout the remainder of the student's program of study.

The process of maintaining cumulative records is rather complex and requires that students work closely with both the clinic coordinator and graduate advisor. Records will consist of a traditional 'paper file' that includes current transcripts and other University forms. Students may also have an electronic file of relevant documents. Students must spend the time to accurately update their ASHA Audit form after each Semester Audit Conference. Failure to do so may jeopardize enrollment for the following term.

XVI. Proposed Graduate Course Plan (Form 1)

A. Purpose and Procedure

This is the form by which a student's program of courses is identified, recommended, and approved. The final typed form is to be completed during spring semester of the first year.

When the Form 1 is completed in draft form (on-line) and approved by the graduate advisor, it is then circulated among the faculty for their review, accompanied by a routing sheet which shows how the proposed program meets the requirements for the degree and the requirements for ASHA certification. Approval forms for Individual Studies will also be attached, when applicable. The *final Form 1 must be signed by both the student and the advisor*. Copies of Form 1 and the other forms are available through the departmental secretary and on-line from the Graduate Studies homepage.

Should any faculty member have a question about the student's program, s/he may call for discussion at a subsequent department meeting. If no such request is made, the department chair signs for the department and forwards the form to the Academic Dean and the Director of Graduate Studies for their approval. If someone does request discussion, however, the Chair

defers signing and ultimately acts in accordance with the recommendation of the faculty following discussion.

B. Instructions for Completing Form I

1. The program which you will list on Form 1 consists of all courses which you have completed, all courses which you are currently taking, and all courses which you plan on taking in order to complete the requirements for the Master of Science degree in Speech-Language Pathology. The total credits reported, therefore, must be 53 or more.
2. In filling out the form, work from up-to-date transcripts and/or sets of grades slips. Course titles recorded on the form should match exactly the titles that appear on the transcript, (including how they are abbreviated).
3. List the courses according to their category. Research courses, followed by required courses, followed by restricted electives, followed by all other electives. Use one line for reporting your clinic enrollments for each semester. For example:

SLP 646 Graduate Clinical Experience 3 A F01

4. Enter grades for all courses completed. Transfer graduate credits from another university may be entered at this time. However, these credits must meet with the graduate advisor's approval. A copy of the transcript must also be submitted to the graduate advisor, and it will be initialed and forwarded to the Dean of Instructional Resources.
5. For all past and present courses, enter the dates showing when the courses were taken (e.g., F02, S04, and SS06). Also enter dates, if known, for projected courses.
6. In the event your total credits fall slightly below the minimum of 53 and you are unable to specify remaining courses, it is possible to enter on the last line: "Plus an additional minimum of departmentally approved graduate credits." Note that one should not use this convention unless absolutely necessary and the number of remaining credits is less than 5. Note further that the student and advisor must forward notice to the Dean as soon as it becomes known what the additional credits will be.
7. All Individual Studies must have prior approval before they can be included on Form 1. The approval form must be signed by the student and the faculty member supervising the work (Appendix A). This form must accompany the Form 1 prior to submitting it for departmental approval.
8. Finally, once the program has been submitted and approved, the student and advisor are obligated to forward a memo to the Dean whenever any change is proposed in the student's program. *All revisions to Form 1 must be made prior to scheduling an oral examination.*

C. Revisions to Form 1

Revisions to Form 1 can be made any time after it has been approved. This usually becomes the case when there are conflicts between an internship and a course. All revisions must be routed through the graduate advisor for approval. In the case of transfer credits, it will be necessary to secure a copy of the transcript for approval by the graduate advisor and dean.

XVII. Selection of Examining Committee, Thesis Prospectus, and Human Subjects Review (Form 2 and 4)

Form 2 deals with appointment and approval of your Thesis or Project committee. The committee usually consists of three members from within the department, one of whom serves as chair, and one graduate faculty member from outside of the department, commonly called the external examiner.

The departmental members of the committee are selected by each student approaching those faculty members whom they would like to have on the committee. This selection should be based on their intended direction of research for Plan A (Thesis). The chair of the committee is always the student's research advisor, chosen because of their degree of interest or familiarity with the student's area of research. Other departmental members may be chosen for the same reason or any other reason.

All Plan B projects each year are written under the direction of faculty members assigned to that position for the year (SLP 696 instructors). With all Plan B projects written under one or two individuals, person, it is not necessary to have all Plan B committees chaired by that faculty member. In view of that, students may sometimes ask other faculty to chair Plan B project committees. Each year the graduate coordinator will designate a fair share number of committee memberships according to faculty FTE etc. You will be notified when you can start asking faculty.

It is the responsibility of the student to obtain the external examiner for a student's committee. Students acquainted with members of the faculties of other departments may, if they wish, suggest a specific professor. The graduate coordinator and perhaps committee chair will also assist. Outside committee members must be members of the graduate faculty. When the student has found an external examiner the student should contact that faculty member to introduce her/himself.

Students are also required to satisfy the requirements of the Institutional Research Board (IRB) whenever human subjects are involved in the thesis or project (see next section).

Form 4 must be submitted for this purpose. This is an extremely important issue that is too often neglected resulting in serious problems for some students.

Prospectus Meeting (required for Plan A option only)

Plan A (Thesis) students face an important component to completing *Form 2*: committee approval of a prospectus of the intended research. Although the university does not demand it, the department expects that each student who writes a thesis will ask the committee chair to convene a Prospectus Meeting of the examining committee. At this meeting the thesis plan including problem, method, statistical analysis, etc. will be presented for approval. This meeting is primarily for the student's protection. Approval of the prospectus signals each committee member's commitment to support the fundamental direction of the research and minimizes the likelihood of oral examination problems.

For either Plan A thesis or Plan B Project papers, students must follow the format in the latest APA manual. See your writing supervisor for details on format of the paper.

Please see the graduate studies website for information on type of paper, margins etc. required for the final copy of your manuscript.

XVIII. Institutional Research Board Review Process

Students conducting any research that involves human subjects must successfully complete a review from the MSUM Institutional Review Board (IRB). Please check the IRB website for details about the three types of reviews, and the procedures for completing proposals.

After action has been taken on the IRB Review, the signed Human Subject Approval Form (*Form 4*) is sent to the Graduate Studies office. Once the research project or thesis is completed, the faculty member designated as Principal Investigator must sign the project completion form (see checklist, page 12). In addition the faculty member who is designated as Principal Investigator must store all informed consent forms and confidential information for your study. **Please do not include copies of any of your IRB forms or approvals in your project when printed. You should state that your study was approved by the IRB.** Your PI will require a project completion form be completed before signing off on your Form 7 for graduation.

XIX. Preliminary Graduation Notice

The University Records Office requires that candidates give notice of their intent to graduate by mid-semester before graduation. *Form 5* should be submitted the Grad studies office in order for the candidate's name to appear on the graduation list and in order for a master's hood to be ordered in time for the commencement ceremony.

XX. Announcement of Oral Defense (Form 6)

As the name indicates, this is the form by which the student requests the oral examination, establishes the time and place for it, and secures the consent of the committee members. It is the student's responsibility to find a meeting time that is acceptable for all committee members and to reserve a meeting room for the oral examination.

Plan A (thesis) students must have the thesis in final form and ready for distribution to the committee members before requesting the oral examination. Information about the preparation of final copy can be found in the Graduate Bulletin.

Plan B (project) students must have their project completed and approved by the Plan B supervisor before the oral examination is scheduled. Because the majority of students elect to

pursue the Plan B option it will be necessary for students to complete an approved project by December of the second year of graduate study.

An announcement of the oral examination must accompany Form 6 and be submitted to the Graduate Studies Office *two weeks prior* to the date of the oral examination. Details regarding the announcement of the oral examination are provided in the next section. **Notes: Oral examinations may not be scheduled during the summer because of reduced staffing, on study day, or during finals week. Oral examinations *may not* be scheduled before the department receives a passing score for the comprehensive examination. Any revisions of a student's program of study (Form I) must be made prior to scheduling the oral examination.**

A student must be enrolled at the university during the semester of the oral examination. A student who postpones the oral defense of a thesis or project must register for one credit of Continuing Registration (SLP 698) for the semester in which the oral defense takes place.

XXI. Announcement of Oral Examination

When *Form 6* is forwarded to the Graduate Studies Office, the Director of Graduate Studies forwards copies to the respective committee members. The announcement of oral examination contains the facts of the oral examination including the name of the candidate, the degree Program, the major, thesis/project title, date and time, place, and committee members.

The announcement of oral examination is very similar for Plan A and Plan B. Plan A carries a brief abstract of the thesis at the bottom of the page (see Appendix D), whereas Plan B has an abstract of the project at the bottom of the page (see Appendix E). The student is responsible for typing the Announcement of Oral Examination. The student must submit Form 6 and the Announcement of Oral Examination *two weeks prior* to the oral examination.

XXII. Application for Graduate Degree (Form 7)

After the candidate has submitted Form 6 to the Graduate Studies Office, that office will send the candidate a packet of forms including a blank *Form 7*. Plan to type Form 7 using the form template on the graduate studies website. Although it is the candidate's sole responsibility to complete the form correctly and in a timely fashion, the chair of the candidate's committee will assist the student in its preparation and in preparation for the oral examination.

*Form 7 needs to be signed by the Graduate Advisor **prior to the examination*** to verify that the course work listed corresponds with that listed on Form 1 (or Form 1 as revised). The course list **MUST** be absolutely identical to that on Form 1 VERBATIM.

Other graduate students may observe a portion of oral examinations. No more than three students may attend the candidate's oral examination. A sign-up sheet will be available through the candidate having the oral examination. First year graduate students are encouraged to observe at least one oral examination. The oral examination is a professional academic event. Friends and family may not attend the oral examination unless they are SLP graduate students.

The oral examinations for Plan A and Plan B are similar. The Plan A oral examination focuses on the student's thesis with discussion regarding literature, research findings, implications, etc. The thesis student must have the paper in completed form and distributed to the committee members two weeks prior to the date of the oral examination. The customary allotted time for a thesis oral examination is one hour. At the oral exam the student will give a brief overview of the thesis (no more than 5-10 minutes), and then the committee will be free to ask questions and pursue discussion with the student. Ten minutes or so before the hour, the chair will ask the candidate (and the visitors) to leave the room, at which time the committee discusses the candidate's performance and determines the outcome of the oral examination. Thereupon, the student returns to the room to learn of the result.

Plan B orals may generally be scheduled from the beginning of February through the end of March/very early April. The oral examination cannot be scheduled until the research project is completed and approved by the 696 supervisor. The oral examination will focus on the student's Plan B research project/paper. First the student will present a 10 minute overview of the project/paper. Questions and answers will comprise the last 40 minutes of the oral examination. Near the end of the hour, the chair will ask the candidate (and the visitors) to leave the room while the committee discusses the candidate's performance and determines the outcome of the oral examination. The student will make an appointment with the committee chair to hear the results of the oral exam, review the committee rating forms etc. some time following the examination period.

In the case of a "suspended oral examination", the committee may choose a different format such as questions reflecting the student's learning in the program or discussion of a detailed case study (2-3 days preparation) to determine the outcome of the oral examination.

Form 7 will be signed by the committee members upon the student's successful completion of the oral examination and passed on to the chair.

The project or thesis is signed by the advisor first. *Form 7* must also be signed by the Dean then brought to the library for binding in a blue cover and submitted to the student's chair for deposit. Students may wish to have additional copies bound at that time for personal use.

For Plan A students, *Form 7* must be signed by the thesis supervisor once the paper is in final form and has met with his/her approval. Copies of the thesis are then brought by the student to the library for binding in a red cover. At least two copies must be submitted, one for the library archives and one for the department. It is customary for thesis students to provide the thesis advisor with another bound copy. Students may wish to have additional copies bound at that time for personal use.

XXIII. Final Format of Project or Thesis

The required paper quality and margin sizes are described in the Graduate Bulletin and at the graduate studies website. The department requires that the paper be written in APA (American Psychological Association) style.

The first page format for Theses (Plan A) and Projects (Plan B) appear in Appendix D and E respectively. The second page must be a copy of the Announcement of Oral Examination (see above). The following pages should include a Table of Contents, a List of Tables (if appropriate), and a List of Figures (if appropriate).

XXIV. Application for the CCC

Students should maintain accurate and complete files throughout their programs. During the final semester of enrollment, they should fill out the application for membership in the ASHA and the CCC. This process is done under the auspices of the Graduate Adviser. The official forms along with detailed instructions are contained in the ASHA Membership and Certification Handbook that is available on-line from ASHA.

XXV. Licensure in Minnesota and Other States

The state of Minnesota requires that all who practice speech-language pathology in the schools be licensed as Educational Speech-Language Pathologists by the Minnesota Board of Teaching. All other SLPs apply directly to the state for a regular license. See Graduate Advisor for application details.

Since many other states have different regulations for the practice of speech-language pathology, inside and outside educational settings, graduates are encouraged to seek information from the states in which they expect to practice. The ASHA web site also has detailed information on state by state regulations. Usually potential employers are the best initial source of information about the requirements and the procedures involved, and information about the appropriate agencies to contact in the state in question.

XXVI. Disability Services

Many types of disabilities exist that may impact your performance in college, such as physical, sensory, cognitive, psychiatric, and health-related. The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act can assist you in reaching your education goals. However, in college you are responsible to make sure that your needs are met. If you are in need of further accommodations, please contact Greg Toutges, Coordinator of Disability Services at 218-477-2652. The Disability Services office is located in the Comstock Memorial Union room 222.

XXVII. Complaint Procedures

If you have a complaint about how your graduate program is complying with ASHA standards, write out your concern, sign and send it to this address:

Chair

Council of Academic Accreditation in Audiology & Speech Pathology

ASHA

10801 Rockville Pike, Rockville, MD 20852

Handbook updated 8/09, N. Paul

Appendix A

Semester to Quarter Conversion

ASHA requires that credit hours be recorded in semester hour credits, not quarter hour credits. In order to do this it will be necessary to make appropriate conversions.

Quarter hours X 2/3 (0.67) = semester hours

So,

- 1 qu = 2/3 sh
- 2 qu = 1 1/3 sh
- 3 qu = 2 sh
- 4 qu = 2 2/3 sh
- 5 qu = 3 1/3 sh

Appendix B

ASHA Audit Form for 2005 Standards

The graduate advisor will email all graduate students a copy of this form.

Appendix C

Sample of Plan A Announcement

ANNOUNCEMENT OF ORAL EXAMINATION

Name of Candidate: Mary Brown

Degree Program and Major: Master of Science Speech/Language Pathology

Thesis Title: “Communication Differences Between
Speech -Language Pathologists and
Language Impaired Children in Clinician-
Centered and Child Centered Intervention”

Date and Time: April 20, 2005, 2:00 PM

Examining Committee: Louis J. DeMaio, Ph.D., Chairperson
Bruce R. Hanson, M.S.
LaRae McGillivray, M.S.
Sheri Erickson, M.B.A., C.P.A.

Thesis Abstract

There have been several studies that have examined the verbal interaction between speech-language pathologists and language-impaired children. These studies focused on clinician-centered intervention. To date, there has been no research comparing the communication differences between speech-language pathologists and language-impaired children in clinician-centered and client-centered intervention.

The purpose of this study was to examine the differences in the verbal behavior of SLPs and language-impaired children across clinician-centered and client-centered language intervention. Twenty speech-language pathologists and their clients served as subjects for this study. Results indicated that SLPs did significantly more talking than the children in clinician-centered versus client-centered intervention. This finding was consistent across four analyses examining verbal output and suggests that the client-centered approach created more opportunities for the children to verbalize.

Appendix D

Sample of Plan B Announcement

ANNOUNCEMENT OF ORAL EXAMINATION

Name of Candidate: Jill Green

Degree Program and Major: Master of Science Speech-Language Pathology

Project Title: Efficacy of Phonological Treatment On Word-Finding Problems

Date and Time: February 20, 2005

Location: McLean Hall, Room 260

Examining Committee: Louis J. DeMaio, Ph.D, Chair
Jane McCabe Ph.D.
Bruce Hanson, M.S.
Timothy Peil, Ph.D.

PROJECT ABSTRACT

This study investigated the effects of a phonological treatment on picture naming of untrained words in children with word-finding difficulties. The treatment was designed by Wing (1990) to reflect a stage of Wolf's model of the retrieval process in naming (1982). Three primary grade school children received a treatment consisting of phonological segmentation of words into syllables and sounds and manipulation of word segments. All three children made gains in their accuracy of naming untrained objects. Discussion includes how children with word-finding problems may improve

Appendix E
Plan B Scoring Sheet



Evaluation of Plan B Oral Examination

Speech/Language/Hear

ing Sciences Clinic • Grier Hall

Minnesota State University Moorhead • 1104 7th Avenue South • Moorhead, MN 56563
FAX: 218.477.4392 • Phone: 218.477.2286 (V/TDD)

Students will initially answer four questions. Reviewer will score each criterion (listed below) on a scale of 0-10 (see below) for each individual question. There are a total of 150 points possible per question across three reviewers. Students must score 75 total points to pass each question. Four questions must be passed to successfully complete the oral examination.

Point Scale: 0 = poor 2.5 = marginal 5.0 = pass 7.5 = good 10 = outstanding

Question I:

- Organization
Relevance to issue
Clarity and Specificity
Ability to support viewpoints
Impromptu Questions

Question II:

- Organization
Relevance to issue
Clarity and Specificity
Ability to support
Impromptu Questions

Total Points: / 50

Comments:

Comments:

Question III:

_____ Organization
 _____ Relevance to issue
 _____ Clarity and Specificity
 _____ Ability to support viewpoints
 _____ Impromptu Questions

Question IV:

_____ Organization
 _____ Relevance to issue
 _____ Clarity and Specificity
 _____ Ability to support
 _____ Impromptu Questions

Total Points: _____ / 50	Total Points: _____ / 50
--------------------------	--------------------------

Comments:

Comments:

Grand Total: _____ / 200	Date:

Graduate Student: _____	Committee Member:

Appendix F

First Page Format for Theses (Plan A)

(Title of Thesis)

A Thesis
Submitted to the Graduate Faculty
Department of Speech/Language/Hearing Sciences

In Partial Fulfillment of the Requirements
for the Degree of
Master of Science in
Speech-Language Pathology

by
(Name)
(Month, Year)

Appendix G

First Page Format for Projects (Plan B)

(Title of Project)

A Project Presented to an Individual Faculty Member
Department of Speech/Language/Hearing Sciences
Minnesota State University Moorhead

In Partial Fulfillment of the Requirements
for the Degree of
Master of Science in
Speech-Language Pathology

Appendix H

Checklist of Graduate Program Action Steps

The following are the most important of the various tasks to be completed during your master's degree program. Some (*) are optional, but highly recommended.

Items underscored are University documents you submit. Copies of each form are in the packet you received from the graduate school. **IT IS RECOMMENDED THAT YOU KEEP A PHOTOCOPY OF EACH ITEM YOU SUBMIT!** The exact dates are published in the official university calendar. Students must be aware of these deadlines. In addition, there are several ASHA forms you will submit. Always keep photocopies!

Year One		
Month	Task	Check Off
August	New SLP Graduate Student Orientation	
	New Graduate Assistant Orientation	
	Group advising meeting	
	All-grad-student-faculty social*	
September	Join NSSLHA and MSHA*	
October	Conference with internship coordinator	
	Program planning conference with academic advisor	
December	Faculty research interest and recruitment meeting*	
January	Submit draft <u>Form 1</u> "Proposed Graduate Course Plan" to academic advisor	
	Semester Audit Conference RE: ASHA Standards	
	Students decide between project/thesis research options	
	Thesis writers select topic, adviser, population	
March	Spring advising session with academic advisor	
Mid-April	Attend MSHA spring meeting* and symposium	
May	Semester Audit Conference RE: ASHA Standards	

Year Two

Month	Task	Check Off
Sept., Nov., or Jan.	Take NESPA as the comprehensive examination	
August	All-grad-student-faculty social*	
September	Fall semester group advising meeting	
	Schedule Thesis prospectus meeting	
October	Obtain committee signatures on <u>Form 2</u> "Thesis/Project Committee Appointment and Approval"	
	Submit <u>IRB form</u> if using human subjects	
	Register with university Placement Office*	
	Submit <u>Form 3</u> "Comprehensive Examination" and <u>Form 4</u> "Thesis/Project Topic Approval and Human Research" to academic advisor	
November	Attend ASHA convention*	
December	Submit any changes to <u>Form I</u> "Proposed Graduate Course Plan"	
January	Semester Audit Conference RE: ASHA standards	
	Submit <u>Form 6</u> "Announcement of Oral Defense" to grad office	
	Prepare <u>Form 7</u> "Application for Graduate Degree" for oral	
January-March	Submit Preliminary Graduation Notice (Form 5)	
	Post copy of Announcement of Oral Exam in department	
March	Order academic gown and hood from bookstore	
	Last day for Plan B orals	
April	Last day for Plan A orals	
	Final conference with committee chair (have <u>IRB Project Completion form</u> signed)	
Mid-April	Attend MSHA spring meeting*	
May	Final Semester Audit Conference RE: ASHA standards	
	Submit <u>Form 7</u> "Application for Graduate Degree"	
	Have Chair sign ASHA application form*	
	Attend commencement*	
June--?	Begin Clinical Fellowship Year*	