

IUP Graduate Handbook

M.S. in Speech Language Pathology

Department of Communication Disorders, Special Education,
and Disability Services

SpeechLanguage Pathology Program
Department of Communication Disorders, Special Education, and Disability Services
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Program Website: <http://www.iup.edu/special/grad/speechlanguagepathologym>

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www.iup.edu/gradcatalog

SpeechLanguage Pathology Program

Speech Pathology and Audiology was established as a Division within the Department of Special Education and Clinical Services in the 1960s, a time when B.S.Ed graduates went on to gain employment as instructional certificate holders in the schools, and only a few pursued the graduate training that lecthh <</MCol C6a.. th7(t)6 (c)-2.1hato0.3669 nlr-n5.2667 78t (at)6 Tc -0.001 T (h7(t287 n

Graduates of both programs will be lifelong learners who fulfill the university goals of becoming critical thinkers and effective communicators. They will demonstrate ethical and professional behaviors that adhere to the high standards of contemporary practice in a culturally diverse and global

The mission of our program aligns with the mission of our institution. IUP's mission can be found on the following website: <https://www.iup.edu/about/iup/mission/>. Our program is committed to the following principles contained in the mission statement:

- x We are committed to both undergraduate and graduate teaching as to scholarship and public service.
- x We seek to “engage students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.
- x Our faculty and staff are dedicated to helping students “become productive national and world citizens who exceed expectations personally and professionally.”

Our vision and mission guide the goals included in our current strategic plan (2018-2022) which can be found on our website <https://www.iup.edu/special/grad/accreditation/>.

Program Objectives

The objectives of the MS program in Speech-Language Pathology are derived from the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology and can be accessed at the following website: <https://www.asha.org/certification/2020p-certificationstandards/>. Each student is responsible for understanding what knowledge and skills are required to apply to ASHA for certification. Upon completion of the program requirements, graduates will:

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Jill L. Brady earned her Ph.D. in Communication Science and Disorders from the University of Pittsburgh, and has been at Indiana University of Pennsylvania since 2006. She holds Pennsylvania state licensure and a Certificate of Clinical Competence in speech pathology, and well as Pennsylvania reading specialist certification. From 2009, she worked as a speech language pathologist in the public schools with children and adolescents in grades K-12. For over four years, she worked in a laboratory that was affiliated with Children's Hospital of Pittsburgh which focused on neurogenic communication disorders in children. She currently teaches courses such as clinical phonology, language science, speech sound system disorders, and language disorders of children. Her areas of interest include pediatric language disorders, second language acquisition, bilingual language development, and the cognitive processes involved in sentence comprehension.

Erin Keller Clark earned her B.S. and M.S. degrees from IUP. She joined the faculty at IUP in 2017 as the Speech, Language, and Hearing Clinic Director. She brings 7 years of experience as an SLP in the

hospital setting with expertise in adult aphasia, dysphagia, brain injury, and dementia, and she is a certified VitalStim provider. She built the program at Fulton County Medical Center and then expanded it to include home health and outpatient adult and pediatric services. Ms. Clark has supervised a number of career SLPs through their clinical fellowship year. Her professional interests include neurogenic communication disorders, administration and supervision, and the effects of hearing loss on childhood speech and language development.

Kacey Cowburn earned her B.S. Degree in communication disorders from The Pennsylvania State University and her M.S. degree in speech-language pathology from Indiana University of Pennsylvania in 2000. She has taught undergraduate speech and hearing clinic and graduate level diagnostic methods/clinical hearing clinic. She has also provided supervision to students while on internship. Ms. Cowburn brings 18 years of experience providing SLP services in school and private practice settings. She brings expertise in the areas of language and literacy development, autism and developmental disabilities, and methods of clinical instruction for students in training. She holds both the C-CSLP through ASHA as well as a PA State license in speech-language pathology. She is active in the local community. She is currently pursuing her doctorate from Rocky Mountain University of Health Professions.

Tamara Millee Leeper earned her B.S. Degree in communication disorders from The Pennsylvania State University and her M.S. degree in speech-language pathology from IUP. She joined the faculty in 2019 as a clinical supervisor. She holds a Commonwealth of Pennsylvania License, Pennsylvania Educational Specialist Certificate and a Certificate of Clinical Competency in speech-language pathology. Ms. Leeper has experience providing services in a variety of settings including acute care, outpatient rehab, skilled nursing, private practice and schools. She currently supervises advanced clinical practitioners and teaches observation in communication disorders. Her areas of interest include pediatric articulation and language disorders, service delivery models in the school system and pragmatic language and executive functioning in clients with high functioning autism. She is currently pursuing her doctorate

Speech

following year. Criteria include strong academic performance and service and leadership experiences. Applications are sought during Spring semester each year.

- o College of Education & Communications – The College has a number of general and specific scholarships that speech language pathology students may be eligible for. Students complete the general scholarship application on the COEC website by March, however, check for deadlines. By filling that out, you are automatically submitted for all the scholarships for which you are eligible. Scholarships that accept separate applications require additional materials, such as letters of recommendation or essays. For those, you must complete the additional requirements in order to be considered. Listed below are some scholarships you may be eligible for.
 - x Marion B. Welch Memorial Scholarship
 - x APSCUF Scholarship
 - x IUP Ambassadors Scholarship
 - x Aramark Scholarship
 - x Fitz Dixon Memorial Scholarship
 - x Highmark Healthcare Scholarships for Rising Juniors
 - x Momentum, Inc. Healthcare Scholarship
 - x PSECU International Education Scholarship
 - x Dr. Howard B. Buterbaugh Scholarship Fund
 - x Margaret M. Patton Foundation Scholarship
 - x Martha S. Scheeren Scholarship
 - x Senior Class Scholarship Award
 - x Foundation for IUP Community Volunteer Service Award

Travel

Funds are available for graduate students presenting papers (all disciplines) or creative works (fine arts) at professional meetings.

Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association Council for Clinical Certification. Advising is provided every semester and includes the student's rotation through first year clinical courses and second year clinical externships. The Speech, Language, and Hearing Clinic Director determines the specific clinic assignments most appropriate for each student.

Students are responsible for knowing the requirements of the program, keeping their own records, monitoring their own progress toward degree completion, initiating contact with their advisor, and seeking advice and/or assistance as needed. Students also assume responsibility for entering clinical hours into Typhon, checking that hours have been approved by supervisors, and rechecking clinical clock hours and monitoring progress toward completion of the required clinical hours for graduation and application for certification through ASHA. The advisor's role is to assist in this process and be available to answer questions so that students may successfully navigate. Students will find two documents helpful as they progress throughout the program:

- o Appendix A M.S. SPLP Program Advising Sheet
- o Knowledge and Skills Summary Form (KASA)

Students may access their records in the Department office through the administrative assistant. Their advisor to assist in monitoring their progress toward their degree.

It is assumed that students in this program will be enrolled on a full-time basis; part-time study is not recommended. Expanding one's knowledge involves more than the accumulation of credits or the learning of isolated facts. It includes the development of a coherent understanding of an area. Although an area of knowledge may be divided into courses to provide efficient means

Topics vary to meet the student's needs and interests. Course may be repeated for credit with a change in area considered. Prerequisites: Speech-Language Pathology major, admission to degree candidacy, and advisor approval.

SPLP 642 Cancer & Congenital Disorders

Examines classification of various head and neck cancer diagnoses and congenital craniofacial anomalies. Anatomical, physiological, psychological, neurological, and environmental factors related to disorder etiology and presentation are discussed. Methods of prevention, evaluation, and treatment of cancer and congenital craniofacial related communication disorders are presented. Specific considerations for clinical reasoning, evidence-based practice, cultural competence, collaborative practice, ethical conduct, and accountability are addressed.

SPLP 643 Counseling for Communication Disorders 1 cr.

Examines counseling domains within the speech-language pathology scope of practice. Methods of counseling by providing education, guidance, and support to individuals, families and caregivers associated with communication and swallowing disorders are presented. Counseling on topics of acceptance, adaptation, and decision-making about communication and swallowing disorders are discussed. Cultural considerations, ethical conduct, accountability and referrals to other professionals are addressed.

SPLP 644 Professional Issues 2 cr.

Examines professional issues such as employment readiness, professional competencies, ethics, quality of care, practice policies and laws, documentation, accountability, interprofessional education and practice, cultural competence, and certification.

SPLP 661 Treatment Clinic 2 cr. (repeat once)

Provides experiences in the treatment of communication and swallowing disorders. Scaffolded experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Treatment planning, clinical teaching, data collection, documentation, communication counseling, and interprofessional practice skills are developed. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by a certified speech-language pathologist. Course can be repeated for credit.

SPLP 662 Diagnostic Clinic 3

Provides experiences in screening, evaluation and diagnosis of communication and swallowing disorders. Scaffolded clinical and simulation experiences include opportunities for interpreting, integrating, synthesizing and applying core knowledge. Skills are developed in evaluation planning, case history review, multicultural considerations, interviewing, data collection and analysis, differential diagnosis, documentation, communication counseling, report writing, and interprofessional practice. Professional dispositions are identified and evaluated. The direct clinical contact hours are supervised by an ASHA certified speech-language pathologist.

SPLP 663 Hearing Clinic 1 cr.

Provides experiences in hearing screening that are within the speech-language pathology scope of practice, including instrumental screening of pure tones, tympanometry, and otoacoustic emissions. Scaffolded experiences include opportunities for interpreting, integrating, synthesizing core knowledge. Case history review, instrumentation, documentation, referrals, and interprofessional practice skills are developed. The relationship between hearing and the development, prevention, evaluation, and

For example, students who transfer in coursework in research methods must demonstrate through face-to-face discussions that they understand the tenants of evidence-based practice. These discussions will be with the instructor for the Elements of Research course as well as with clinical supervisors during clinical practicums. Students who transfer in a course on a particular disorder are expected to participate in the lab sessions for those classes during which students demonstrate the laboratory skills in that disorder area. If the student fails the competency demonstration, he or she would participate in a remediation plan just as any other student would in order to remediate the deficient skills. The process would then follow procedures for remediation plans outlined above (see Remediation Plans). Upon admission, the student and appropriate faculty members will discuss what tasks, labs or meetings will be required to satisfy the knowledge and skills areas, and materials the student can use to prepare will be identified.

Policies and Expectations for Nondiscrimination

The speech-language pathology program at IUP seeks to be an inclusive environment and to protect the rights of all individuals in the educational setting. We expect all faculty, staff, and students to adhere to IUP's policy on nondiscrimination. See the statement of nondiscrimination in English on the following webpage: <https://www.iup.edu/social-equity/policies>. Complaints alleging violations of policies and procedures related to nondiscrimination are taken seriously. Please see information above about filing complaints. Corrective action 0 -1.13 TD [(s)-1 (at)6 (i)3 (s)6 (h)14 (e)3 (o)h/2>>BDc3 (yc3 (yc3 (yc3 (yc3

Expectations for Ethical Behavior

Our expectations in classes and clinics are the same as those of your future employers and are based on those outlined in the ASHA Code of Ethics (<https://www.asha.org/Code-of-Ethics/>). You are going to be professionals in a field in which you are held to the highest of ethical standards. All violations of the IUP academic integrity policy will be reported to the IUP Provost's Office right away throughout the semester and will follow the student through their entire time at the university. **Please guard your ethical reputation beginning now.** Faculty will specify the degree to which collaboration is acceptable

weaknesses in any content competency area will be asked to meet with their faculty advisor to develop a remediation plan. See below for information on remediation plans.

Technical Standards and Professional Dispositions

In addition to mastery of academic content and clinical skills, students also be able to perform the technical standards of a speech-language pathologist and demonstrate appropriate professional dispositions (see Appendix B) both during the graduate program and in the employment setting. Technical standards (also referred to as essential functions in the workplace) physical, behavioral and social, and cognitive and intellectual abilities that are considered necessary for graduate students and professionals in the fields of audiology and speech-language pathology. The technical standards and professional dispositions also are rooted in the ASHA Code of Ethics (www.asha.org/code-of-ethics), the Pennsylvania Speech-Language Hearing Association Code of Ethics (<http://www.asha.org/code-of-ethics>), the PA Code of Professional Practice and Conduct for Educators (<http://www.pacode.com/secure/data/022/chapter235/chap235toc>), and the Code of Ethics for the Speech-Language Hearing Licensure Act for the State of PA (<http://www.pacode.com/secure/data/049/chapter45/chap45toc>). Therefore, students must be familiar with the contents of these documents. Everyone in our profession is expected to demonstrate "knowledge of standards of ethical conduct" (Standard IV). The ASHA Code of Ethics outlines the code you are expected to uphold now as a student and in the future when you are a certified SLP or audiologist. The principles include items such as representing your own competence, not misrepresenting research or scholarly activities, not making false statements, completing documents honestly, referencing sources when using other people's ideas, and reporting violations of the Code when observed (American Speech-Language Hearing Association. (2016). Code of ethics [Ethics]. Available from www.asha.org/policy)

The Technical Standards and Professional Dispositions include a range of abilities necessary for performing the job. It is recognized that degrees of ability vary widely among individuals and that abilities are not static, they are variable. We are committed to using the Technical Standards and Professional Dispositions to help students develop a clear understanding of their own challenges, whether those are related to a documented disability and to become proactive on their own behalf in order to develop these skills and identify successful accommodations. Candidates for admission or current students in the program who are concerned about their ability to meet these technical standards and professional dispositions are encouraged to contact the Program Director to ask questions about their individual situations. A candidate who requires academic accommodations to fulfill these technical standards and professional dispositions due to a disability is encouraged to contact the IUP Department of Disability Access and Advising (D²A²; 216 Pratt Hall, 724-740-677). The IUP speech-language pathology program seeks to ensure that qualified persons with disabilities are not denied access or subjected to discrimination. We are committed to enabling students by any reasonable or accommodations to complete the course of study leading to the degree in speech-language pathology.

The Speech-Language Pathology (SLP) Program expects all students to possess and be able to demonstrate the skills, attributes, and qualities set forth below, with reasonable accommodations for disabilities and without unreasonable dependence on technology and/or intermediaries (use of assistive technology may be used to meet these standards). The following technical standards and professional dispositions are consistent with ASHA's clinical knowledge and skill performance guidelines and the ASHA Code of Ethics

Speech



- x HIPAA violations are considered an Academic Integrity issue and will be dealt with based on those University Policies and Procedures, see <https://catalog.iup.edu/content.php?catoid=4&navoid=229>

Remediation Plans for Deficiencies

Every student's progress is reviewed regularly by program faculty (see timeline for evaluations below). If an issue is identified, the student will be directed to meet with the Student Review Committee, which is a subcommittee of program faculty, and a remediation plan will be developed. All faculty involved will receive a copy of the remediation plan. This is so faculty can provide encouragement and feedback. A designated faculty member will monitor progress according to an agreed upon timeline, and a faculty review will determine the next course of action, if needed. A Remediation Plan Template can be found in Appendix C.

Problematic behaviors of students also arise throughout the year, outside the formal student review process. These concerns will be handled by the Student Review Committee. Students will be asked to meet with the Student Review Committee to develop a remediation plan if for example they (a) earn a grade of C or below, (b) are identified by faculty members as demonstrating weaknesses in any content area (even if they earn a grade of A or B in the course), (c) are dismissed from placement, or (d) are not meeting technical standards and professional dispositions.

The Student Review Committee will work with the student to identify the areas of concern and develop a plan to remediate the concerns. The plan will identify specific remediation activities as well as a timeline for completing them. The plan will be signed by members of the Student Review Committee, the student, and the advisor (when appropriate). Success of the plan will be evaluated within six weeks after the plan is implemented (sooner if specified in the remediation plan). Feedback given to the student. A designated member of the committee will monitor progress according to this plan and determine the next course of action, if needed.

A student clinician who has successfully completed a Remediation Plan must maintain the skills acquired during the remediation. If they are not maintained, the student clinician will be returned to the Student Review Committee and another Remediation Plan may be developed, if appropriate.

A student clinician who has not successfully completed a Remediation Plan will again meet with the Student Review Committee for further decision.

Speech

In order to remain in good standing, students in the SPLP program must meet the following criteria:

1. A grade point average (GPA) of 3.25 is considered the minimum level of academic performance for all SPLP graduate students.
2. Clinical practicum courses must be completed with a grade of "B" or higher to meet requirements for graduation. Furthermore, the practicum hours in clinical courses with a grade of "C" or lower will not apply to ASHA certification or state licensure requirements.
3. An overall clinical practicum grade of B or better must be obtained in the two semesters immediately prior to participating in an externship. If a grade of lower is earned in any of these semesters, it will delay and may preclude an externship placement.
4. The SPLP program requires that students repeat any course that resulted in a final grade of F, D, or E.

these educational opportunities. Admission to graduate study in the speech pathology program at IUP does not guarantee participation in clinical practicum. The following prerequisites must be

1. Student clinicians must demonstrate English speech production and English language skills and knowledge at the level necessary to provide appropriate clinical services to their clients/patients. ASHA Standards require communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others.

It is necessary for student clinicians to model communicative behaviors that they are trying to help their clients/patients to develop. All entering students will be screened for use of English speech and language before they can be given clinical assignments. For oral communication, the student must demonstrate speech and language skills in English, which, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, etc.

Speech

Evaluation Outcome for Thesis

Upon completion of the thesis defense, the committee members will meet privately and decide whether the student passes the defense or passes with designated revisions (in both situations the committee will sign off on the thesis at that time). If the student must revise and resubmit the thesis, the committee members requiring the revisions will sign off on the thesis following successful revision. If the student fails the defense, he or she may withdraw from the thesis process and graduate if all other program requirements have been met. Otherwise, the student must either redo the thesis and resubmit or otherwise complete the degree requirements (typically, completing the seminar credits for which the thesis was to substitute). Effective fall 2017 for students admitted and students admitted thereafter, credits will be assigned pass/no pass as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

For more information, view the view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have a policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

www.iup.edu/gradcatalog

Academic Integrity

www.iup.edu/gradcatalog

The Source: A Student Policy Guide www.iup.edu/studentconduct/thefsource/

Bereavement

Graduate Residency Requirement

www.iup.edu/gradcatalog

Leave of Absence Policy

www.iup.edu/gradcatalog

Time Limitations

www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation

www.iup.edu/gradcatalog

Transfer of Credits Policy

www.iup.edu/gradcatalog

University Policy and Procedure

Retention of Records

IUP's policy on retention of records requires that different types of records be retained for certain periods of time. Specific information on how long records will be retained at the university can be found on the following IUP website by downloading the "Retention of University Records Policy" <https://www.iup.edu/humanresources/policies/right-know-policy/>

The university retains students' academic records permanently. Most types of student records related to enrollment, disciplinary actions, financial aid, and graduation are retained for 5 years from last date of enrollment. Medical records are retained for 7 years from last date of enrollment. See the full document for all the different types of records.

The speech-language pathology program currently retains records in our department for 5 years from last date of enrollment. Students can access and download documentation of their clinical clock hours on the Typhon system before their subscription expires (usually several years after graduation). Our program will not retain physical records beyond the IUP requirement. Those documents will be shredded.

Research Support

Research Grants

Speech-Language Pathology Program, Department of Communication Disorders, Special Education, and Disability Services, Indiana University of Pennsylvania

Appendix A Master of Science in Speech-Language Pathology
 Academic Advising Sheet for ASHA CCC & PDE Certification

IUP REQUIREMENTS (Write in equivalent course if taken elsewhere)	Min./ actual cr.	When taken?	Grade
BASIC MATH & SCIENCE COURSES			
BIOL104 General Biology II (C or better)	3		
CHEM____, PHYS____ (C or better):	3		
MATH217 Probability & Statistics	3		
PSYC101 General Psychology (or other social sciences)	3		
PSYC215 Developmental Psychology	3		
SOC____, ANTH____, PSYC____, PLSC____ (or other social sciences)			
BASIC HUMAN COMMUNICATION AND SWALLOWING			
SPLP222 Introduction to Audiology	3		
SPLP251 Anatomy & Physiology of Speech and Swallowing	3		
SPLP122 Clinical Phonology	3		
SPLP242 Speech Science: Theory and Measurement	3		
SPLP334 Language Development	3		
SPLP342 Neuroscience	3		

PRAXIS II EXAM FOR CCC, PA LICENSE, & PDE (TEST CODE)	Passing Score	Actual Score
Speech-Language Pathology (5331)	162	

If SLP PRAXIS II exam not passed, date passed comprehensive exam: _____

Speech

22.	Maintains concentration and attention necessary for the profession (i.e. does not get distracted or blocks with a short break).	0	1	2	A	N
23.	Manages multiple tasks well/organized.	0	1	2	A	N
24.	Works and handles responsibilities independently.	0				

Appendix C Remediation Plan Template

IUP Speech-Language Pathology Program

___ Initial Plan ___ Followup ___ Final Review

Student: _____ Date: _____

Faculty Member: _____ Banner ID: _____

Identified Areas of Concern:

1.
2.
3.
4.

Remediation Plan and Schedule:

Specific Behavioral
Objectives

Method of
Remediation

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Department Chair Signature: _____ Date: _____

(Source: Used with permission from IUP Counseling Program)

Appendix D: Graduate Assistantship Guidelines & Performance Review Criteria

GRADUATE ASSISTANTSHIP ELIGIBILITY :

To be eligible for a graduate assistantship, students must:

- x Be fully matriculated into a degree-seeking IUP graduate program.
- x Maintain fulltime enrollment as agreed upon at the time of graduate assistantship agreement signature.
- x Achieve and remain in good academic standing as per the Good Academic Standing Policy per the Graduate Catalog. This is a baseline requirement.

GRADUATE ASSISTANTSHIP OFFERS:

The graduate coordinator will contact you if you are being offered a graduate assistantship. After this initial contact, you can expect the School of Graduate Studies and Research to begin the awarding process. Please check your IUP-mail account regularly.

SGSR Email 1: The School of Graduate Studies and Research will email your offer in the form of a Graduate Assistantship Agreement and position overview. The agreement will outline terms and conditions and wh (i)1.7 (/T

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Graduate assistants and their assigned faculty and university staff will establish a schedule for completing the ten hour work commitment. Graduate assistants are not required to work during university authorized breaks/days off

Graduate Assistant Performance Review

0 = Below Expectation	1 = Meets Expectations	2 = Exceeds Expectations	N/A – Not Applicable
During completion of all graduate assistant duties, the individual: 1. Exhibits respect/professionalism during all interactions			

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in the SpeechLanguage Pathology student handbook. This includes information in the embedded links outside sources.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to Dr. Lori Lombard by September 15 (students admitted in the Fall semester)

The SpeechLanguage Pathology Program will keep this signed document on file.