INTRODUCTION

These Perspectives (SIG 10) articles explore several issues related to student success. Sylvan, Brock, Perkins, and Garret examine prerequisites required by graduate programs in speech-language pathology across the United States. Roitsch, Murphy, and Raymer investigate the relationship between executive functions and academic outcomes in speech-language pathology graduate students. Richardson, Roberts, and Victor explore ways to predict the clinical success of graduate students studying speech-language pathology. Look, Shoemaker, Hoepner, and Blake discover benefits of engaging undergraduate students in research.

LEARNING OUTCOMES

You will be able to:

- describe the variation in prerequisite graduate requirements across accredited graduate programs in speech-language pathology
- describe how executive function measures relate to academic and clinical outcomes in a speech-language pathology graduate program
- explain the benefits of considering academic and nonacademic variables in the admissions process of selecting highly qualified students for speech-language pathology graduate programs
- describe the benefits of giving undergraduate students an opportunity to participate in high-level research projects, such as systemic reviews

CONTENTS

Building Blocks of Knowledge: A Close Look at Prerequisite Coursework for Graduate Programs in Speech-Language Pathology by Lesley Sylvan, Kris L. Brock, Andrea Perkins, and Jessica Garrett (https://doi.org/10.1044/2020_PERSP-20-00042)

Executive Functions and Clinical and Academic Outcomes in Speech-Language Pathology Graduate Students by Jane Roitsch, Kimberly A. Murphy, and Anastasia M. Raymer (https://doi.org/10.1044/2020_PERSP-19-00143)

Predicting Clinical Success in Speech-Language Pathology Graduate Students by Lydia Richardson, Elizabeth Roberts, and Shelley Victor (https://doi.org/10.1044/2020_PERSP-19-00075)

PROGRAM HISTORY and IMPORTANT INFORMATION

Start date: September 29, 2020
End date: September 29, 2023

To earn continuing education credit, you must complete the learning assessment on or before September 29, 2023.

ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.45 ASHA CEUs (Intermediate level, Related area).