

THE UNIVERSITY OF SCRANTON



Bachelor of Science, Communication Sciences and Disorders

Academic Year

2025-2026

The purpose of this handbook is to orient you to the policies, procedures, and critical information you need as a student in the undergraduate Communication Sciences and Disorders program. The handbook is updated and approved by program faculty annually.

Student Handbook

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HELPFUL UNIVERSITY LINKS		
NAME	WEBLINK	PHONE
Center for Health Education & Wellness	http://www.scranton.edu/studentlife/studentaffairs/chew/index.shtml	570-941-4253
Center for Teaching Excellence	http://www.scranton.edu/academics/ctle/	570-941-4038
LCHS Academic Advising Center	https://www.scranton.edu/academics/pcps/advising/index.shtml	570-941-6390
Leahy College of Health Sciences	https://www.scranton.edu/academics/pcps/index.shtml	570-941-6305
Office of Student Support & Success (OSSS)	https://www.scranton.edu/academics/ooss/index.shtml	570-941-4038
Recreational Sports	https://athletics.scranton.edu/sports/2023/5/1/Recreational-Sports-General-Information.aspx	570-941-6203
Student Health Services	http://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml	570-941-7667
The Division of Mission and Ministry	http://www.scranton.edu/ministries/index.shtml	570-941-7419
The Roche Family Center for Career Development	http://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml	570-941-7640
The University of Scranton Counseling Center	http://www.scranton.edu/studentlife/studentaffairs/counseling-center/	570-941-7620
Weinberg Memorial Library	http://www.scranton.edu/academics/wml/index.shtml	570-941-7524

Acknowledgment:

The University of Scranton acknowledges the original inhabitants and nations of this land: the Lenape, the Munsee, the Shawnee, and the Susquehannock. May we be ever mindful of their legacy and contributions and commit ourselves to stewarding this land with care and compassion as we navigate our communities toward faith and justice.

Department Mission

The Department of Health and Human Performance is dedicated to the scientific inquiry of exercise and health behavior across a spectrum of settings and populations. The faculty is devoted to the lifelong development and improvement of students to become competent and competitive professionals in the field of exercise and health science. The department encourages and supports student growth through the stimulation of intellectual and experiential pursuit of knowledge, considering the Jesuit tradition and ideals.

Communication Sciences and Disorders Overview

Careers that can be pursued in communication sciences and disorders (CSD) are audiology, speech-language pathology, and speech, language, and hearing science. Becoming an audiologist includes earning an entry-level clinical doctoral degree with a major emphasis in audiology (e.g., the Doctor of Audiology [AuD] degree).

Audiologists are healthcare professionals who provide patient-centered care in the prevention, identification, diagnosis, and evidence-based treatment of hearing, balance, and other auditory disorders for people of all ages. Hearing and balance disorders are complex and have medical, psychological, physical, social, educational, and occupational implications. Audiologists provide professional and personalized services to minimize the negative impact of these disorders, leading to improved outcomes and quality of life.

A Master of Arts or Science degree is required to practice as a speech-language pathologist (SLP). SLPs work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults. Speech disorders occur when a person has difficulty producing speech sounds correctly or fluently (e.g., stuttering is a form of disfluency) or has problems with voice or resonance. Language disorders occur when a person has trouble understanding others (i.e., receptive language) or sharing thoughts, ideas, and feelings (i.e., expressive language). Language disorders may be spoken, manual, or written and may involve the form (i.e., phonology, morphology, syntax), content (i.e., semantics), and/or use (i.e., pragmatics) of language in functional and socially appropriate ways. Social communication disorders occur when a person has trouble with the social use of verbal and nonverbal communication. These disorders may include problems (a) communicating for social purposes (e.g., greeting, commenting, asking questions), (b) talking in different ways to suit the listener and setting, and (c) following rules for conversation and storytelling. Individuals with autism spectrum disorder have social communication problems. Social communication disorders are also found in individuals with other conditions, such as traumatic brain injury. Cognitive-communication disorders include problems organizing thoughts, paying attention, remembering, planning, and/or problem-solving. These disorders usually happen because of a stroke, traumatic brain injury, or dementia, although they can be congenital. Swallowing disorders (i.e., dysphagia) are feeding and swallowing difficulties that

may follow an illness, surgery, stroke, or injury. Additionally, SLPs provide aural rehabilitation for individuals who are deaf or hard of hearing, provide augmentative and alternative communication (AAC) systems for individuals with complex communication needs, such as autism spectrum disorder or progressive neurological disorders, and work with people who don't have speech, language, or swallowing disorders but want to learn how to communicate more effectively (e.g., work on accent modification or other forms of communication enhancement).

A Doctor of Philosophy (PhD) degree is most often required for faculty-research careers. Speech, language, and hearing research focuses on the normal functions of human communication, the processes underlying impaired function, and the development of new techniques for assessment and treatment. This research generates evidence on which clinical practice is based. Speech, language, and hearing researchers may conduct research at or consult with universities, hospitals, and/or government health agencies and industries.

To learn more about careers in communication sciences and disorders, visit the American Speech-Language-Hearing Association (ASHA) link. ASHA is the professional organization that certifies SLPs and audiologists in the United States.

<https://www.asha.org/students/high-school-students/>

Communication Sciences and Disorders Program Mission / Overview

The Communication Sciences and Disorders (CSD) degree program dedicates itself to providing the highest quality of academic study in human communication and swallowing processes across the lifespan and its application to assessing and treating a diverse community and society at large who present with communication disorders. Students, faculty, and professional staff alike uphold the highest standards to be leaders in the search for knowledge through scholarship, dissemination of information through teaching, service, community engagement, advocacy, and creative examination of ideas and beliefs. Critical thinking, application of theory into practice, technology, and scientific writing are the basis for all students' academic, clinical, and interprofessional experiences.

The mission of the undergraduate degree program is to provide students with a(n) traditional or accelerated liberal arts and sciences education by introducing foundational courses of theory, methods, research, ethics, and clinical practice in the communication sciences and disorders. Students are introduced to the core knowledge of basic human communication and swallowing processes, disorders, and differences, including the appropriate biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases. The Baccalaureate of Science (BS) degree prepares students for graduate study in speech-language pathology and/or audiology. It provides background relevant to advanced study in related disciplines such as education, counseling and human services, gerontology, public health, or neuroscience.

The BS degree program in *communication sciences and disorders* at The University of Scranton targets the basic science of human communication, including the biological, physical, social, and linguistic aspects, to develop an understanding of what happens when communication is impaired while providing a well-balanced liberal arts Jesuit and Catholic education. The degree program spans either 3 or 4 academic years (33 to 45 months). The length of the degree program depends upon the student's selection and academic background. Within the 3-year track, the program covers 11 semesters (120 – 120.5 credit hours), including three intersession and two summer sessions. For the traditional full-time 4-year track, the program covers eight semesters (120 – 120.5 credit hours). The prerequisite coursework for admission to a graduate degree program in speech-language pathology or audiology is incorporated into the proposed study plan. The overall curriculum is designed to provide a foundational program of study sufficient in depth and breadth to introduce and, in some cases, achieve the specified knowledge and skill acquisition (KASA) outcomes stipulated in the 2020 Standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology or Audiology (CFCC Standards) and the 2023 Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology (CAA Standards). The program also provides students at The University of Scranton with opportunities to obtain and demonstrate a broad knowledge of human cultures, social formations, and the physical and natural world.

Institutional Learning Outcomes

Graduates of The University of Scranton will move beyond the possession of the intellectual and practical skills that form the basis of professional competence and, inspired by The *Magis* possess the knowledge and ability to address the most significant questions, engaging their colleagues successfully and ethically, and advancing towards positions of leadership in their chosen field of study. Furthermore, our graduates will, through their experience of *cura personalis*, demonstrate that they are persons of character and women and men for and with others, through their devotion to the spiritual and corporal welfare of other human beings and by their special commitment to the pursuit of social justice and the common good of the entire human community.

Upon completion of their program of study, students will be able to:

1. Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.
2. Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith, and belief.
3. Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions and advance towards positions of leadership.

4. Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.

Program Learning Outcomes/Objectives - Communication Sciences and Disorders Undergraduate Program

1. Students will demonstrate knowledge of prerequisite skills for graduate studies in speech-language pathology, audiology, or a related discipline: statistics and the biological, physical, and social/behavioral sciences.
2. Students will demonstrate an introductory knowledge of basic human communication sciences, disorders or differences, and the nature of communication and swallowing processes.
3. Students will integrate information about typical and atypical human development across the lifespan to preclinical practice using oral and written or other forms of communication.
4. Students will describe communication and swallowing disorders and differences, including the appropriate causes, characteristics, and correlates.
5. Students will demonstrate foundational knowledge of research processes and the integration of research principles into evidence-based practice.
6. Students will demonstrate an understanding of contemporary professional issues, including cultural and linguistic diversity and ethical practices within the field of basic human communication and swallowing.
7. Students will explain entry-level and advanced certifications, licensure, and other relevant professional credentials relevant to professional ethics in Speech-Language Pathology and Audiology.

CSD Program Faculty and Professional Staff

Hope E. Baylow, DA, CCC-SLP, BCS-S, TSHH, Associate Professor, Founding Program Director, CSD & SLP

Degree: Doctor of Arts, Communication Disorders, Adelphi University

Certifications: Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association; Board Certified Specialist in Swallowing and Swallowing Disorders; New York State Teacher of the Speech and Hearing Handicapped

Licensure: Commonwealth of Pennsylvania and New York State, Speech-Language Pathologist

Research Areas: Assessment practices of Speech-Language Pathologists in persons with swallowing and voice disorders.

Professional Organizations: American Speech-Language-Hearing Association; Dysphagia Research Society

Tara Carito, MS, CCC-SLP, Clinical Education Coordinator

Degree: Master of Science, Speech-Language Pathology, Marywood University

Certifications: Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association; Assistive Technology Specialist – California State University-Dominquez Hills; Level II Teaching Certification-Pennsylvania Department of Education

Licensure: Commonwealth of Pennsylvania, Speech-Language Pathologist

Professional Organizations: American Speech-Language-Hearing Association

Laura R. Chapman, PhD, CCC-SLP, Assistant Professor

Degree: Doctor of Philosophy, Speech-Language Science, Ohio University

Certifications: Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association

Licensure: Commonwealth of Pennsylvania, Speech-Language Pathologist

Research Areas: Scholarship of Teaching and Learning; Mental Health and Wellbeing in Higher Education; Mindfulness and other Contemplative Teaching Practices in the Classroom; Student Sense of Belonging and Inclusion.

Professional Organizations: American Speech-Language-Hearing Association

Christiane McDonald, MS, CCC-SLP, Faculty Specialist

Degree: Master of Science, Speech-Language Pathology, Misericordia University

Certifications: Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association, Educational Specialist I - Pennsylvania Department of Education

Licensure: Commonwealth of Pennsylvania, Speech-Language Pathologist

Professional Organizations: American Speech-Language-Hearing Association; Pennsylvania Speech-Language-Hearing Association

Aaron Ziegler, PhD, CCC-SLP, Assistant Professor

Degree: Doctor of Philosophy, Communication Science & Disorders, University of Pittsburgh

Certifications: Certificate of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association; Certificate of Vocology, National Center for Voice and Speech; Certificate in Human Investigations, OHSU; Lee Silverman Voice Treatment, LSVT Global, Inc.; SPEAK OUT®, Parkinson's Voice Project; Phonation Resistance Training Exercises (PhoRTE®), PhoRTE, LLC; Lessac-Madsen Resonant Voice Therapy

Licensure: State of Oregon and State of California, Speech-Language Pathologist

Research Areas: Models of voice therapy and prevention, Voice science and biomechanics, Respiratory/phonatory interactions, Aging voice, Voice and gender expression, Exercise Science, Patient satisfaction

Professional Organizations: American Speech-Language-Hearing Association

ACADEMIC POLICIES AND PROCEDURES
Communication Sciences and Disorders Curriculum
Communication Sciences and Disorders, B.S.

Communication Sciences & Disorders (4-Year Track Curriculum)

	<i>Department and Number - Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Int. Cr.</i>	<i>Spr. Cr.</i>	<i>Sum. Cr.</i>
First Year					
GE WRTG	WRTG 107 – (FYW) Composition or COMM 108 – (FYW) Essential Writing Skills	3			
GE PHIL	PHIL 120 - Introduction to Philosophy	3			
T/RS	T/RS 121 – (P) Theology I: Introduction to the Bible			3	
GE COGNATE ELECT	COGNATE ELECT - Cognate Electives	3		3	
MAJOR	CSD 100 – (FYDT, FYOC) Exploring the Communication Sciences & Disorders CSD 100 Introduction to Phonetics	3		3	
FREE ELECT	FREE ELECT – Free Elective	3			
GE PHIL	PHIL 210 - Ethics			3	
GE S/BH	PSYC 110 – (S) Fundamentals of Psychology			3	
GE FYS	FYS ¹	GE FYS			
		15		15	
Second Year					
GE NSCI	BIOL 110 - (E) Human Anatomy and Physiology I/BIOL 110L BIOL 111 - (E) Human Anatomy and Physiology II/BIOL 111L	4		4	
MAJOR	CSD 200 – Foundations of Speech & Language Development and Psycholinguistics CSD 203 - Introduction to Developmental Speech & Language Disorders **	3		3	

COGNATE	PSYC/NEUR 231 – (E) Behavioral Neuroscience COMM 109 – G/S/P Skill Set TO Human Anatomy Lab (year 4 Fall beginning Fall 2027)	3		1	
GE FREE ELEC	FREE ELECT - Free Elective	3			
HUMN ELECT	HUMN ELECT – Humanities Elective			3	
GE T/RS	T/RS 122 – (P) Theology II: Introduction to Christian Theology	3			
GE Q	PSYC 210 – (Q) Statistics in the Behavioral Sciences			3	
		16		14	
Third Year					
MAJOR	CSD 300 – (EPW) Scientific & Professional Writing in CSD	3			
COGNATE	NUTR 110 – (E) Introduction to Nutrition			3	
MAJOR	CSD 303 – Principles of Audiology **	3			
GE NSCI/COGNATE	PHYS 120/PHYS 120L – (E) General Physics I or CHEM 112/CHEM 112L – (E) General and Analytical Chemistry I	4/4.5			
GE FREE ELEC	FREE ELECT - Free Electives	6			
HUMN ELECT	HUMN ELECT – Humanities Electives			6	
GE D	DIVERSITY ELECT – Diversity Elective			3	
GE COGNATE ELEC	COGNATE ELECT - Cognate Elective			3	
		16/16.5		15	
Fourth Year					
MAJOR	CSD 400 – Anatomy & Physiology of the Speech & Hearing Mechanism CSD 409 – Speech & Hearing Science	4		4	
MAJOR	CSD 403 – Introduction to Speech & Language Disorders in Healthcare ** CSD 412 – (EPW) Introduction to Research Methods in CSD	3		3	
MAJOR	CSD 406 – Introduction to SLP & Audiology in the Schools	3			

	CSD 415 – Foundations of Clinical Practice and Interprofessional Education			3	
GE COGNATE	HPRO 230 – (D,S) Multicultural Health	3			
GE HUMN ELECT	Humanities Elective	3			
T/RS ELECT	T/RS ELECT – Theology/Religious Studies Elective			3	
		16		13	
	Total: 120 / 120.5 credits				

¹The selection of a First Year Seminar may fulfill requirements both for the First Year Seminar and a General Education Requirement. Thus, the First Year Seminar will not add to the total credits for the semester. Talk with your advisor if you have any questions.

** Includes a Community-Based Learning Project coordinated via the department and faculty mentors.

Communication Sciences & Disorders (3-Year Track Curriculum)

	<i>Department and Number - Descriptive Title of Course</i>	<i>Fall Cr.</i>	<i>Int. Cr.</i>	<i>Spr. Cr.</i>	<i>Sum. Cr.</i>
First Year					
GE COGNATE ELEC	COGNATE ELECT - Cognate Elective	3			
GE FYW	WRTG 107 – (FYW) Composition or COMM 108 – (FYW) Essential Writing Skills	3			
GE FYDT - FYOC / MAJOR	CSD 100 – Exploring the Communication Sciences & Disorders	3			
GE E	BIOL 110 – (E) Human Anatomy and Physiology I/110L BIOL 111 – (E) Human Anatomy and Physiology II/111L	4		4	
GE FREE ELECT	GE FREE ELECT - Free Elective	3		3	
GE PHIL	PHIL 120 - Introduction to Philosophy		3		
GE S/BH	PSYC 110 – (S) Fundamentals of Psychology			3	
MAJOR	CSD 103 – Introduction to Phonetics			3	

GE T/RS	T/RS 121 – (P) Theology I: Introduction to the Bible T/RS 122 – (P) Theology II: Introduction to Christian Theology			3	3
COGNATE TO MAJOR	COMM 109 – G/S/P Skill Set TO Human Anatomy Lab (year 4 Fall beginning Fall 2027)			1	
GE HUMN ELECT	HUMN ELECT - Humanities Elective				3
GE FYS	FYS ¹				
		16	3	17	6
Second Year					
GE COGNATE	PHYS 120/PHYS 120L – (E) General Physics I or CHEM 112/CHEM 112L – (E) General and Analytical Chem I	4/4.5			
COGNATE	PSYC/NEUR 231 – (E) Behavioral Neuroscience	3			
MAJOR	CSD 300 – (EPW) Scientific & Professional Writing in CSD	3			
MAJOR	CSD 303 – Principles of Audiology **	3			
GE HUMN ELECT	HUMN ELECT - Humanities Electives		3	3	
MAJOR	CSD 200 – Foundations of Speech & Language Development and Psycholinguistics CSD 203 - Introduction to Developmental Speech & Language Disorders **	3		3	
GE COGNATE	PSYC 210 – (Q) Statistics in the Behavioral Sciences			3	
GE COGNATE ELECT	COGNATE ELECT - Cognate Elective			3	
COGNATE	NUTR 110 – (E) Introduction to Nutrition			3	
GE PHIL	PHIL 210 – Ethics			3	
GE T/RS	T/RS ELEC – (P) Theology/Philosophy Elective				3
FREE ELEC	Free Elective				3
		16/16.5	3	18	6
Third Year					

MAJOR	CSD 400 – Anatomy & Physiology of the Speech & Hearing Mechanism	4			
	CSD 412 – (EPW) Introduction to Research Methods in CSD			3	
MAJOR	CSD 403 – Introduction to Speech & Language Disorders in Healthcare **	3			
	CSD 415 – Foundations of Clinical Practice and Interprofessional Education			3	
GE COGNATE	HPRO 230 – (D,S) Multicultural Health	3			
GE FREE ELECT	FREE ELECT - Free Elective	3			
HUMN ELECT	HUMN ELECT – Humanities Elective		3		
MAJOR	CSD 406 – Introduction to SLP & Audiology in the Schools	3			
	CSD 409 – Speech & Hearing Science			4	
COGNATE ELECT	COGNATE ELECT - Cognate Elective			3	
GE D	DIVERSITY ELECT – Diversity Elective			3	
		16	3	16	
	Total: 120 / 120.5 credits				

¹The selection of a First Year Seminar may fulfill requirements both for the First Year Seminar and a General Education Requirement. Thus, the First Year Seminar will not add to the total credits for the semester. Talk with your advisor if you have any questions.

** Includes a Community-Based Learning Project coordinated via the department and faculty mentors.

Required Courses Within the Major (38 credits)

-
- CSD 100 – (FYDT, FYOC) – Exploring the Communication Sciences & Disorders (Level I FYDT & FYOC requirement)
 - CSD 103 – Introduction to Phonetics
 - CSD 200 – Foundations of Speech & Language Development and Psycholinguistics
 - CSD 203 – Introduction to Developmental Speech & Language Disorders
 - CSD 300 – (EPW) – Scientific & Professional Writing in CSD (fulfills Level II EPW requirement)
 - CSD 303 – Principles of Audiology
 - CSD 400 – Anatomy & Physiology of the Speech and Hearing Mechanism

- CSD 403 – Introduction to Speech & Language Disorders in Healthcare
- CSD 406 – Introduction to SLP/AUD in the Schools
- CSD 409 – Speech & Hearing Science
- CSD 412 – (EPW) – Introduction to Research Methods in CSD (fulfills Level II EPW requirement)
- CSD 415 - Foundations of Clinical Practice and Interprofessional Education

Required Cognate Courses (17/17.5 credits)

- PSYC/NEUR 231 - (E) Behavioral Neuroscience
- PSYC 210 - (Q) Statistics in the Behavioral Sciences (fulfills 3 cr. Quantitative Reasoning requirement)
- **COMM 109 - G/S/P Skillset**
- PHYS 110 - (E) General Physics I/PHYS 110L or CHEM 112 - (E) General and Analytical Chemistry/CHEM 112L
- NUTR 110 – (E) Introduction to Nutrition
- HPRO 230 – (D, S) Multicultural Health

GE Requirements (44 credits)

- FYS – First-Year Seminar
- WRTG 107 or COMM 108 – (FYW) Composition or Essential Writing Skills
- T/RS 121 – Theology I
- T/RS 122 – Theology II
- PHIL 120 – Introduction to Philosophy
- PHIL 210 – Ethics
- T/RS (P) - Elective
- BIOL 110/110L - (E) Human Anatomy and Physiology
- BIOL 111/111L - (E) Human Anatomy and Physiology
- HUMN ELEC – (CA, CF, CH, CL, CI)– four courses, 12 credits
- PSYC 110 (S) – Introduction to Psychology
- GE ELEC (D) – Cultural Diversity Elective – one course, 3 credits

Cognate Elective (3 courses, 9 credits)

- ASL 101 – (CF, D) American Sign Language
- ASL 102 – (CF) American Sign Language
- BIOL 202 – (E) The ABCs of Genetics
- CHS 112 – Human Services Systems or HADM 112 – Health Systems
- CHS 242 – Counseling Theories
- CHS 322 – Cognitive Disabilities
- CHS 323 – Psychiatric Rehabilitation
- CHS 331 – Health and Behavior
- CHS 333 – (D) Multiculturalism in Counseling and Human Services
- EDUC 142 – (D, S) Exceptional Lives
- EDUC 144 – Foundations of American Education
- ENLT 103 – Children’s Literature
- HADM 110 – Introduction to Gerontology
- HADM 218 – Health and Aging

- MATH 109 – (Q) Pre-Calculus Mathematics
- PSYC 225 – (S) Abnormal Psychology
- PSYC 226 – (S) Lifespan Development: Cognitive and Biological
- PSYC 227 – (S) Lifespan Development: Social and Emotional
- PSYC 230 – Sensation and Perception
- PSYC 232 – Psychology of Language

Free Electives (12 credits)

Total 120/120.5 credits

Course Descriptions

CSD 100 – (FYDT/FYOC) Exploring the Communication Sciences & Disorders

3 cr.

This seminar will introduce the basic concepts in communication science and disorders of speech, language, and hearing. Emphasis is placed on the analysis of speech production, comprehension, auditory perception, and the cognitive and social dimensions of language. The role of professionals in diagnosing and treating communication disorders is introduced.

CSD 103 – Introduction to Phonetics

3 cr.

This course explores the sounds of American English and provides students with the basis for representing speech sound production using the International Phonetic Alphabet (IPA). The course also covers aspects of articulatory and linguistic phonetics and introduces dialect variation and clinical phonetics with an emphasis on transcriptional phonetics.

CSD 200 – Foundations of Speech & Language Development and Psycholinguistics

3 cr.

This course studies patterns of typical language acquisition in children at different developmental levels. Aspects of phonology, morphology, semantics, syntax, and pragmatics are examined along with the cognitive, social, and cultural factors that contribute to language, learning, and literacy. *CSD 100 or permission of the instructor*

CSD 203 – Introduction to Developmental Speech & Language Disorders**

3 cr.

This course introduces developmental communication disorders. Emphasis is placed on disorders of articulation, fluency, and language. Theories, etiologies, and symptoms, as well as the educational and sociocultural impact of these disorders, are discussed. *CSD 100 or permission of the instructor*

CSD 300 – (EPW) Scientific & Professional Writing in CSD

3 cr.

This seminar provides an overview of the scientific and professional writing skills necessary for the CSD profession. General principles of writing are discussed, along with techniques to improve style. The benefits of planning and choosing an organizational structure to develop an argument, writing with clarity, and avoiding bias in language are examined. Prerequisite: *WRTG 107 or COMM 108, and COMM 109*

CSD 303 – Principles of Audiology**

3 cr.

This course presents an overview of the profession of Audiology and introduces principles and clinical practices of audiology. Anatomy and physiology of the ear are presented, and basic related disorders are discussed. Types of hearing loss are considered while audiometric procedures, including pure-tone, speech audiometry, and acoustic immittance, are introduced. *CSD 100 or permission of the instructor*

CSD 400 – Anatomy & Physiology of the Speech & Hearing Mechanism

4 cr.

This course is a study of the structures and functions involved in the production and perception of speech, including respiration, phonation, resonance, articulation, hearing, and the nervous system. The importance of coordination and integration of these systems for communication is emphasized. *Prerequisites: BIOL 110/110L/111/111L and PSYC/NEUR 231 or permission of the instructor.*

CSD 403 – Introduction to Speech & Language Disorders in Healthcare**

3 cr.

This course focuses on the study of neurogenic communication disorders commonly addressed by speech-language pathologists and audiologists in a healthcare environment. A review of the neuroanatomical aspects of language and the associated linguistic-cognitive symptoms is provided, as well as introductory information related to the assessment and treatment of these disorders. *Prerequisites: BIOL 110/110L/111/111L and PSYC/NEUR 231 or permission of the instructor*

CSD 406 – Introduction to SLP & Audiology in the Schools

3 cr.

This course provides foundational information in the organization/management of programs in schools. Well-planned, integrated, coordinated programming is essential for school-based educational specialists. This course will review standard-based instructional systems and frameworks that support academic success and student social development (e.g., Response to Intervention [RTI], Child Study, Student Assistance). *Prerequisites: CSD 200, 203, & 303 or permission of the instructor*

CSD 409 – Speech & Hearing Science

4 cr.

This course introduces the physiology of speech production, the acoustic characteristics of voice, and the processes by which listeners perceive the sounds of speech. Students gain experience with current technology and instrumentation in the Speech and Hearing Science laboratory.

Prerequisites: BIOL 110/110L/111/111L, PSYC/NEUR 231, PHYS 120/120L or CHEM 112/112L, and CSD 400 or permission of the instructor.

CSD 412 – (EPW) Introduction to Research Methods in CSD

3 cr.

This introductory seminar on research methods in speech and language is intended to integrate theoretical and clinical information. Students will develop enhanced critical thinking skills, professional/technical oral/writing skills, and problem-solving skills as they engage in projects that examine/analyze current research and develop empirical studies that focus on communication disorders. *Prerequisite: CSD 300*

CSD 415 – Foundations of Clinical Practice and Interprofessional Collaboration

3 cr.

This course explores the application of theory in communication sciences and disorders both within the CSD professions and related fields. A platform for guided observation and development of clinical skills in SLP/audiology will be provided. Emphasis will be placed on the theoretical framework of clinical practice and interprofessional collaboration. *Prerequisite: CSD 203, 300, and 403 or permission of the instructor*

First-Aid and CPR Requirement for Graduation

All CSD students must submit proof of First Aid and CPR certification before completion of the Communication Sciences and Disorders program. Copies of the certifications must be submitted to the Program Support Coordinator (ELH 822) no later than the midpoint of the student's final semester. Minimum requirements include Adult, Child, and Infant CPR with AED and Basic First Aid. Students applying to graduate programs are strongly advised to consult with those programs to identify the certifications suitable to meet their goals. For instance, some graduate programs may only accept certifications if granted by the American Red Cross or the American Heart Association.

Recommended certifications include CPR certification - American Heart Association-Health Care Provider, American Red Cross-Professional Rescuer, or Basic Life Support (BLS) for Healthcare Providers from the American Red Cross; First-Aid Certification - American Heart Association or American Red Cross.

Program Entry and Progression

Students may transfer into the CSD Program from other universities or other academic programs at The University of Scranton. Applicants seeking admission to the CSD Program as incoming freshmen are admitted through the University's Undergraduate Admissions Office. Students who declare or change their major to CSD or transfer from another institution into the CSD Program must complete and submit the appropriate Registrar form(s) to the Leahy College of Health Sciences (LCHS) Academic Services. At that time, students will be assigned a LCHS Academic

Services advisor. Students are also encouraged to make an appointment to meet with the CSD Program Director to discuss individual programs of study.

Graduating CSD majors must have a minimum overall grade point average of 2.75 and a grade point average of 2.75 or higher within the major. All major (CSD) and cognate courses must be completed with a minimum grade of "C." Students may progress and take any course within the CSD major provided the prerequisite course(s) for that course has been completed with a minimum grade of "C."

Academic Code of Honesty

Please refer to the Student Handbook for University policy regarding the Academic Code of Honesty.

<https://www.scranton.edu/academics/wml/acad-integ/acad-code-honesty.shtml>

Students should be aware of violations (i.e., plagiarism, submission of duplicate work, collusion, and unauthorized possession of tests) and subsequent penalties for such violations. The following information is an excerpt from the University Academic Code of Honesty.

The University seeks to educate students who have strong intellectual ambition, high ethical standards, and dedication to the common good of society. Academic excellence requires not only talent and commitment but also moral integrity and a sense of honor. Integrity in intellectual activity is an indispensable prerequisite for membership in any academic community, precisely because the resultant trust makes possible the open dialogue and sharing of information that are the core of a successful academic community.

Plagiarizing papers and cheating on examinations are examples of violations of academic integrity. Academic dishonesty trivializes students' quest for knowledge and hinders professors from accurately assessing the individual talents and accomplishments of their students.

Plagiarism on the part of a student in academic work or dishonest examination behavior will ordinarily result in the assignment of a grade of "F" by the instructor. The instructor should notify the student of the academic dishonesty and the action in response to it, such as a lowered grade for the assignment or course, within five days after the action is taken. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved and to the student's dean within three days of the notification of the student. Upon receiving such notification, the chairperson will distribute a copy of the Academic Code of Honesty to the student within 7 days.

Attendance Policy

Per the University's Undergraduate Catalog, "Students are expected to attend all scheduled meetings of courses in which they are enrolled. Students are responsible for all materials presented and announcements made during any class." As a component of professional development, the CSD program's attendance policy establishes professional communication between the student and the faculty of all courses. Individual instructors may add a course attendance policy to their classes.

Research Reference Styling (Citations)

All assignments/papers/presentations for any course within CSD must use citation guidelines as indicated by the American Psychological Association (APA), Seventh Edition. Students are encouraged to purchase the *Publication Manual of the American Psychological Association, Seventh Edition*. Additional information is available through the APA's website at <http://www.apastyle.org>

Academic Advising

The LCHS Academic Advising Services advises all CSD students. Students are encouraged to make appointments with their advisors early in the semester. It is the student's responsibility to know the requirements for the baccalaureate of science degree in Communication Sciences and Disorders. It is also the student's responsibility to plan and be aware of graduate school prerequisites that may be required depending on the student's career goals.

Student Roles and Responsibilities

Students should make their career intentions known early to their academic advisors so they may be guided appropriately and use electives to achieve their academic goals. It is the student's responsibility to be aware of the specific prerequisites required by their graduate school(s) of interest, as prerequisites may differ between universities offering the same program. Other responsibilities include:

- Regularly schedule and keep academic advising appointments.
- Communicate openly and honestly with your academic advisor regarding issues that affect your educational goals and academic performance.
- Maintain a professional relationship with your academic advisor by arriving on time, being prepared for your appointments, and calling if you need to reschedule.
- Take responsibility for your academic success by utilizing the tools provided. Examples include undergraduate catalogs, degree sheets, college and university websites, and academic calendars.
- Maintain a file with relevant academic materials and follow through with your academic advisor's recommendations.

Statement of Reasonable Accommodations

Students with Disabilities:

Students with Disabilities may be eligible for reasonable academic and non-academic accommodations. Students are required to submit relevant and current documentation of their disability. Students are encouraged to contact the Office of Student Support and Success at disabilityservices@scranton.edu or (570) 941-4038 if they have or think they may have a disability and wish to determine eligibility for any academic accommodations. For non-academic accommodations, students should contact the Office of Equity and Diversity at non-academic-accom@scranton.edu or (570) 941-6645. Students can access accommodate by clicking [here](#).

Intake Form – First Time Submitting Documentation

<https://www.scranton.edu/academics/ctle/disabilities/pages/documents/accommodate-intake-procedures-students.pdf>

How to Submit Additional Documentation/Files/Forms

<https://www.scranton.edu/academics/ctle/disabilities/pages/documents/accommodate-additional-file-procedures-students.pdf>

Writing Center Services:

The Writing Center is a resource designed to help students at all academic levels become better writers. It is a safe space where students from any discipline can receive one-on-one feedback on written assignments from well-trained peer consultants who support students in any stage of the writing process. Students can make an appointment through the my.scranton portal: my.scranton.edu >OSSS Card >Writing Center Scheduler. For more information, please contact writing-center@scranton.edu. For quick tips, user-friendly guides, and other writing resources, check out our blog at <https://sites.scranton.edu/writingcenter>.

Non-Discrimination Statement

The University is committed to providing an educational, residential, and working environment that is free from harassment and discrimination. Members of the University community, applicants for employment or admissions, guests, and visitors have the right to be free from harassment or discrimination based on race, color, creed, religion, ancestry, gender, sex, pregnancy and related conditions, sexual orientation, gender identity or expression, age, disability, genetic information, national origin, ethnicity, family responsibilities, marital status, veteran or military status, citizenship status, or any other status protected by applicable law.

Students who believe they have been subject to harassment or discrimination based on any of the above class of characteristics, or experience sexual harassment, sexual misconduct or gender discrimination should contact Elizabeth M. Garcia, Title IX Coordinator, (570) 941-6645 elizabeth.garcia2@scranton.edu, or Deputy Title IX Coordinators Diana M. Collins (570) 941-6645 diana.collins@scranton.edu. The United States Department of Education's Office for

Civil Rights (OCR) enforces Title IX. Information regarding OCR may be found at www.ed.gov/about/offices/list/ocr/index.html.

My Reporting Obligations as a Required Reporter

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. This means that I cannot keep information about sexual harassment or discrimination, sexual assault, sexual exploitation, intimate partner violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Title IX Coordinator, Elizabeth M. Garcia, or Deputy Title IX Coordinator, Diana M. Collins, who, in conversation with you, will explain available support, resources, and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (in the counseling center) do not have an obligation to report to the Title IX Coordinator.

Mental Health Wellness

Many students experience mental health challenges at some point in college. Struggles vary and might be related to academics, anxiety, depression, relationships, grief/loss, substance abuse, and other challenges. There are resources to help you cope and getting help is the smart and courageous thing to do.

- Counseling Center (6th Floor O'Hara Hall; 570-941-7620) – Free, confidential individual and group counseling is available at the Counseling Center. More information on services offered at the Counseling Center as well as off-campus resources can be found at www.scranton.edu/counseling.
- Teletherapy – For students who wish to access therapy via video, phone, and/or chat, the University partners with BetterMynd. Please contact the Counseling Center (570-941-7620) to inquire about teletherapy.
- [Mental Health Screenings](#) – A confidential, online “check up from your neck up” to help you determine if you should connect with a mental health professional and guide you to available resources.
- Dean of Students Office (201 DeNaples Center; 570-941-7680) – Private support and guidance for students navigating personal challenges that may impact success at the University.

Study Abroad Option

As a CSD student, the optimal time to study abroad is during the spring semester of the junior year for students following the traditional 4-year track. Before making plans with the University's Study Abroad Program, all CSD students who want to study abroad must meet with

the CSD Program Director and complete the CSD Study Abroad Course Sequence Plan form (see Appendix). The original copy of the form must be turned in to LCHS Advising, and a copy will be kept in your department student file. All other University and College Study Abroad policies must be followed.

Community-Based Learning Requirement

As a CSD student, you must complete academic community-based learning (CBL) to graduate. Community-based learning is required for all LCHS undergraduate students. During your first year, you will complete your initial CBL (10 hrs.) by attending designated presentations and participating in the LCHS T.A.P.E.S.T.R.Y. program.

<https://www.scranton.edu/academics/PCPS/tapestry/index.shtml>

As a sophomore, junior, and senior, you will complete a CBL project each year, although depending on course sequence, it is possible to have two projects required in the same year or even the same semester. Projects will be determined through the following core courses: CSD 203 (second year/20 hrs.), CSD 303 (third year/20 hrs.), and CSD 403 (fourth year/30 hrs.). You will complete the CBL Senior Essay at the culmination of your studies. The LCHS policies and procedures for timesheets must be followed. A copy of your CBL timesheets for hours and each project will be kept in your department student file. Information on LCHS CBL policies is located at: <https://www.scranton.edu/academics/PCPS/service/index.shtml>

Background Clearances

Background clearances are required annually for community-based learning (CBL) projects. Students must acquire all clearances no later than the first week of the Fall semester for the student's sophomore, junior, and senior years. Clearances must be turned in to the CSD/SLP Program Support Coordinator. The cost of the clearances and their timely completion before engaging in the project are the responsibility of the student.

The clearances include the PA State Police Clearance, the PA Child Abuse Clearance, and the FBI clearance (fingerprinting required).

1. The state police clearance can be completed by going to <https://epatch.state.pa.us/Home.jsp>. Click on "submit a new record check" and proceed. The fee should be waived for volunteers. Students must allow time for these to be processed; therefore, students must begin to process these clearances no later than the second week of class.
2. The PA Child Abuse Clearance is available at <https://www.compass.state.pa.us/cwis/public/home>. Create a new account to start the process. The fee should be waived for volunteers.
3. The FBI clearance can be obtained by registering through IdentityGO: <https://www.identitygo.com>. Instructions are available at the following: <https://uenroll.identitygo.com/> The code you need to use is **1KG6ZJ**.

Faculty References

All students applying to graduate school will be required to submit letters of recommendation with their applications. Students are encouraged and welcome to request letters of recommendation from the CSD faculty. Please request letters promptly before the application deadline (>4 weeks) and do so in a professional manner. When approaching a professor to request a letter of recommendation, it is recommended that students make a request in person and provide the faculty member with a current transcript, a resume, a list of extracurricular activities, including service and research experiences, and any other information that might assist the faculty member in preparing the letter. A professor with whom you have worked outside of the classroom will be better suited to write a letter of recommendation, whereas a professor who only had you in class may only be able to comment on your academic performance. Remember that a letter from an individual with additional knowledge of your personal qualities and attributes can often prepare a more effective letter of recommendation. Additional assistance regarding resume building and graduate applications is available through Career Services: <https://www.scranton.edu/studentlife/studentaffairs/careers/index.shtml>

Students applying to The University of Scranton MS degree program in Speech-Language Pathology must request letters of recommendation from faculty and professional staff members outside of the major. This does not apply to those students who earned a guaranteed or secured seat.

Professional Behavior and Classroom Etiquette – Department of Health and Human Performance

Students are expected to demonstrate ethical and professional behavior while on-campus, in class, or while representing the University during an internship or service-learning opportunity. Students and student organizations are subject to disciplinary action according to the provisions of the Student Code of Conduct and/or any other applicable University rules or regulations. Please refer to the Student Code of Conduct: <http://www.scranton.edu/studentlife/studentaffairs/student-conduct/student-code.shtml>.

While participating or serving in any capacity, both at the University or off-campus, while representing the University, students are expected to:

1. Arrive on time.
 - a. Should a student arrive late for class, they should enter the classroom quietly without disrupting anyone.
2. Be courteous and attentive to others.
 - a. Refrain from talking to other students during class while the instructor or another student is addressing the class.
 - b. Should a student miss a class, students are responsible for all materials presented and announcements made during any class. Please refer to the attendance policy noted above as well as the attendance policy included in the course syllabus.

- c. Students are expected to use their University emails (...@scranton.edu) for correspondence with faculty members and to receive class notifications, including assignments and class cancellations.
3. Turn off cell phones and other electronic devices before entering the classroom unless otherwise directed.
4. Sit as close to the front of the classroom as possible.
5. Be prepared and willing to contribute to the class discussions. Please attempt to limit questions regarding course material through email. Try to ask these questions during class since your peers may have similar questions and this may promote learning for the group.
6. Do only work in class about that class.
7. Be sensitive and supportive of individual differences among students, such as race, gender, ethnic background, and religious preference.
8. Dress appropriately as directed for meetings, internships, class presentations, and designated events.
9. Address faculty/staff members using the proper prefix (Dr/Mr/Mrs/Prof/etc.). Do not use first names or last names only.
10. Use proper salutations, signatures, and grammar when emailing faculty/staff members. Do not use “hey” to address others either in-person or through email.
11. Do not leave class early unless prior arrangements have been made with the instructor.
12. All questions regarding grades (exams or course grades) should be addressed as soon as possible. Questions should be asked in person as inquiries through email may not be addressed.
13. Final Exam times are pre-determined. The University of Scranton policy states if you have three (3) finals on a day, one final may be moved. However, classes that are NOT within your major should be moved first.
15. Please refrain from using profanity.

Classroom Expectations – CSD Program

We hold our students to the highest standards of professional behavior in both academic (i.e., in-person or remote learning environments) and clinical settings. We expect consistent attendance, punctuality, preparation, and participation with active listening and thoughtful contributions to classroom discussions in class. Classroom behaviors that interfere with the instructor’s ability to conduct the class or the ability of students to benefit from instruction will not be tolerated.

1. There are NO electronic devices of any kind allowed to be used during class time unless you are using a laptop for note-taking purposes. When you enter an in-person class, please put your cell phone on silent and put it away so it will not distract you. In a remote learning environment, your webcam is expected to be on, your microphone should be off unless you are speaking, it is recommended that you set yourself up in a quiet environment free from distractions, and you should not be engaging in private chats. Please note that the instructor may or may not address private chat messages during class time. Group chat should be limited, and verbal participation is recommended and encouraged. Please prepare in advance.

2. EMAIL: To clarify the sender's identity, all emails must be sent from your university account. Email is supposed to be used sparingly and is not meant to replace classroom discussions and interactions. If you have a question regarding the lecture material, you should bring it up in class for the group to participate in and benefit from the learning experience. In fact, several students might have the same questions on the same topic. Questions or other issues relevant to class material sent by email may be given to the student sender in class for them to present to the group for class discussion.

Email is not a forum for debate or tutoring. You should speak to the professor directly if you still need to discuss the question further. Unless you have made SPECIAL individual arrangements with your professor, emails are not for editing purposes or for sending papers or other class projects. For those circumstances (e.g., personal issues, scheduling appointments, etc.) in which email may indeed be useful and practical, please do not expect a reply from your professor on WEEKENDS or HOLIDAYS.

3. PHONE CALLS: Use your discretion. Phone calls (just like email) are a practical way to contact your professor; however, sometimes, your professor may not return your call right away. Please DESCRIBE the reason for your call in your message. Unless it's an emergency, your professor has the OPTION to return the call by email to your university email account. Some calls do not need to be returned (e.g., being late for class, being unable to make it to class, etc.). Also, ask class-related questions during lecture time and make an APPOINTMENT if your concerns need a longer session, etc.

4. ELECTRONIC POSTINGS: Students may not electronically post (e.g., YouTube, Facebook, email, Instagram, etc.) course-related activities without written permission from the course instructor.

5. INTELLECTUAL PROPERTY: Under no circumstances may any student record (e.g., video, audio) any portion of this course without the permission of the instructor. If you are a student with a disability and are allowed to record course lectures as accommodation, it is still your responsibility to inform the instructor of such practice.

6. PROFESSIONALISM: You are entering a professional preparation program, and your conduct in class represents you as a professional. Professional and ethical behavior and attitude are expected. This conduct includes but is not limited to, respect and tolerance of others and acting responsibly and with integrity. For examples of Codes of Ethics for Speech and Hearing Professionals, see the American Speech-Language-Hearing Association Code of Ethics at

<https://www.asha.org/Code-of-Ethics/>

Failure to comply with the Course Policies will result in a meeting with the instructor and a possible request to leave class. Repeated failures to comply with these guidelines may result in a lowered grade (at the instructor's discretion) or dismissal from the course and/or program.

Generative AI

In all academic work, the ideas and contributions of others must be appropriately acknowledged (following APA style, 7th edition guidelines), and work presented as original must be the student's own original idea(s) written by the student. Using an AI content generator (such as ChatGPT or Google Bard) to complete coursework is "artificial" and undermines the integrity of the student's work. Therefore, the CSD program expects students not to misrepresent their work as original when, in fact, it was generated using AI. Thus, students must include APA in-text citations and a corresponding entry in the reference list for all ideas and contributions of others, including ideas and contributions using generative AI. If unsure whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the circumstance. Faculty, students, and administrative staff all share the responsibility of upholding the honesty and fairness of the intellectual environment.

CO-CURRICULAR ACTIVITIES AND OPPORTUNITIES

Student Research

Students are encouraged to participate in research. As such, students may participate as research assistants in faculty-led research projects, or they may develop their research ideas in collaboration with a faculty mentor and take a more active role in the research process. Students interested in research should consult with a CSD faculty member (<https://www.scranton.edu/academics/pcps/health-and-human-performance/staff.shtml>). Any CSD student engaged in research in the Speech and Voice Lab should be working with a faculty mentor. Before using any lab equipment independently, students must be trained by a supervising faculty member who will then document this training in the student's departmental file. The CSD/SLP Program Support Coordinator will maintain the documentation of student training and the equipment/testing procedures for which the student is trained. Please be aware that the use of all lab equipment must be scheduled in advance through the Program Support Coordinator.

Faculty Student Research Program (FSRP)

The principal purpose of the Faculty/Student Research Program (FSRP) is to offer students the opportunity to be involved in faculty-led research activities. The FSRP offers powerful learning experiences that transcend the traditional roles of faculty/student relationships. The program is university-wide and covers all academic departments. Participation is open to all undergraduates and graduate students in good academic standing. Although this program is offered on a noncredit basis, students will receive transcript recognition for their participation. The FSRP is currently being administered by the Office of Research Support and Sponsored Programs (ORSSP) and the Registrar's Office.

The student will work with faculty to identify potential research opportunities. After a student has secured a faculty sponsor, the student will meet with the sponsor to discuss the research and

activities involved. When an agreement between the student and faculty is reached, they complete a joint learning contract detailing the nature of the research and the task involved.

Students are required to commit a minimum of **one full semester or a summer or intersession term** to FSRP. Work may continue beyond one term, but you must register each term. Students should expect to devote a minimum of 20 hours per term to the research activities; however, the exact scheduling of time may vary depending on the particular research needs, and the personal schedule of the faculty member and the student.

Benefits:

FSRP supports and encourages increased research activities at the university level.

Collaborative efforts of faculty and students create an environment in which students can conduct research, develop research skills, and apply knowledge gained in coursework.

Meaningful dialogue between students and faculty is at the core of the learning process. This dialogue is enhanced by the opportunity for faculty and students to interact outside the classroom.

Faculty benefit from the assistance of capable, motivated students.

Additional information is available at

<https://www.scranton.edu/academics/provost/research/faculty-student-research-program.shtml>

Student/Faculty Teaching Mentorship Program

The principal purpose of the Student/Faculty Teaching Mentorship Program (SFTMP) is to offer students the opportunity to be involved in faculty instructional activities. The SFTMP allows students to learn about college-level teaching in ways that transcend the traditional roles of faculty and students.

To apply for the Student/Faculty Teaching Mentorship Program,
please complete the [Mentorship Contract](#)

- The program is university-wide and covers all academic departments. Participation is open to undergraduate and graduate students in good academic standing. Although this program is offered on a noncredit basis, students will receive transcript recognition for their participation. The SFTMP is administered by the Center for Teaching and Learning Excellence (CTLE) and the Registrar's Office.
- The Registrar's Office will inform the CTE on how many students per faculty are participating each semester.
- The SFTMP supports quality instruction and encourages closer collaboration in the teaching enterprise.
- Collaborative efforts create an environment where students and faculty can learn and dialogue about pedagogy.

- The SFTMP advances the goal of the Task Force on Ignatian Identity and Mission of “becoming a mentoring community.”
- Faculty benefit from the collaboration with capable and motivated students.
- Students benefit both from experiencing what it is like to be a college teacher and from investigating a discipline in greater depth.
- Students find faculty sponsors to discuss the mentorship and teaching activities. If the student and the faculty member reach an agreement, they jointly complete a [Mentorship Contract](#) detailing the nature of the teaching mentorship and the tasks involved.
- Students are required to commit a minimum of one term/semester to the program. Work may continue beyond one term/semester, but students must register each term/semester. Students should expect to devote 60-90 hours per contract to teaching mentorship activities; however, the exact scheduling of the time may vary depending on the schedules of the students and faculty.

Additional information is available at:

<https://www.scranton.edu/academics/cte/student-faculty-teaching-mentorship-program/index.shtml>

<https://www.scranton.edu/academics/registrar/undergraduate/student-faculty-mentorship.shtml>

President’s Fellowship for Summer Research

The University of Scranton will offer 10 undergraduate student summer research grants. The Office of Research and Sponsored Programs will administer the program. The \$3,000 stipends are offered to provide students with the opportunity to engage in a research project with a full-time faculty mentor during a 10-week period. In addition to the \$3,000 student award, \$500 is allocated for materials and/or student travel. Student awardees will have a residence hall bed assigned free of charge during the research period.

Additional information is available at:

<https://www.scranton.edu/academics/provost/research/sub%20pages/Presidents%20Fellowship%20for%20Summer%20Research.shtml>

National Student-Speech-Language-Hearing Association (NSSLHA) Club

The National Student Speech-Language-Hearing Association (NSSLHA) is the only national student organization for preprofessional studying communication sciences and disorders (CSD) recognized by the [American Speech-Language-Hearing Association](#) (ASHA). Established in 1972, NSSLHA supports 11,700+ members and 340+ chapters at colleges and universities nationwide. <https://www.nsslha.org/?msclkid=169100f7c7bc11ec98112dc05d53c9d4>.

To inquire about or join NSSLHA, see:

https://instagram.com/uofs_nsslha?igshid=YmMyMTA2M2Y=
https://royalsync.scranton.edu/nsslha/club_signup

Professional Associations and Memberships

Students are encouraged to join a professional association related to Communication Sciences and Disorders. Students may obtain student memberships designed to enhance a student's understanding of CSD-based content and professional opportunities available in the chosen field.

National Student Speech Language Hearing Association (NSSLHA):

<https://www.nsslha.org/membership/>

Benefits of National NSSLHA Membership:

Discounts

1. NSSLHA to ASHA Conversion

Join National NSSLHA for the last two years of your master's or doctoral program to be eligible for \$250 off the initial dues and fees of ASHA membership and certification through the NSSLHA to ASHA Conversion Discount.

2. Reduced Convention Registration

Receive a significantly reduced registration rate for the ASHA Convention and ASHA Connect. (In 2024, registration was reduced from \$499 to \$230)

3. Discounted ASHA Special Interest Group (SIG) Membership

Join SIGs for just \$10 per SIG each year, and gain access to ASHA's *Perspectives of ASHA Special Interest Groups*, the online, peer-reviewed journal of the Special Interest Groups (SIGs).

4. Product Discounts

Receive product discounts on NSSLHA and ASHA products and publications through the ASHA Store.

Insurance

1. Access life, long-term care, pet, disability, dental, and professional liability insurance through Mercer Consumer and car insurance through GEICO.

Lifestyle Products & Discounts

1. Receive special offers for movies, concerts, sports and leisure, travel, food, and office supplies.

Subscriptions & Services

1. Networking
2. Network with your peers through the NSSLHA Member Community.

NSSLHA Updates E-newsletter

1. Stay updated on what's happening with National NSSLHA, NSSLHA chapters, and your fellow NSSLHA members.

ASHA Journals

1. Access ASHA's Scholarly Journals—American Journal of Audiology; American Journal of Speech-Language Pathology; Journal of Speech, Language, and Hearing Research; and Language, Speech, and Hearing Sciences in Schools.

2. The ASHA Leader (Print Edition)

Receive a subscription to the print edition of The ASHA Leader.

ASHA Technical Assistance

1. Ask National NSSLHA and ASHA staff about any subject—the professions, clinical fellowships, ethics, and more! To receive technical experience, contact ASHA's Action Center.

Member Opportunities

1. Members' Honors
2. Be eligible for NSSLHA Member Honors, which recognizes outstanding National NSSLHA members' accomplishments.

Scholarships

1. Six \$1,000 scholarships for juniors in undergrad
2. Four \$500 scholarships for sophomores in undergrad
3. \$5,000 scholarships for national NSSLHA graduates

Student Leadership

1. Be eligible to volunteer at the national level—hone your leadership skills, work with mentors in the professions, and make a positive contribution to CSD students across the country.

Work Study Opportunities

Work-study opportunities exist in the Department of Health and Human Performance and are coordinated by the CSD/SLP Program support coordinator and the HHP department secretary. Students may inquire about available opportunities through these individuals and must follow University procedures and apply through the Financial Aid Office. Additional information is available at: <http://www.scranton.edu/financial-aid/ws-univ-work-study.shtml>

Core Functions in Communication Sciences and Disorders

[Core-Functions-for-AUD-and-SLP-Approved-4-3-23-rev-4-25-23-4b25d025-b102-44d3-80ee-2323381d68ab.pdf](http://www.scranton.edu/financial-aid/ws-univ-work-study.shtml)

If a student requires assistance to demonstrate any of the above-stated skills and abilities, it is the responsibility of the student to request accommodation through the Office of Student Success & Support (OSSS). The University and the Department of Health and Human Performance will provide reasonable accommodation if it does not fundamentally alter the nature of the program offered or impose an undue hardship, such as those which cause a significant expense or difficulty or are unduly disruptive to the educational process.

Student Complaints/Grievances

Federal legislation (the Higher Education Opportunity Act of 2008 [HEOA, as amended]) and regional accreditation requirements require that institutions make available to students information regarding filing a complaint with the regional accreditor, state, and other agencies and that it makes available “Policy and methods used in handling and tracking student grievances and complaints. Include public disclosure(s) of the policy/policies for student grievances and complaints (URLs, catalog, handbook, or other public location of this information).”

The University of Scranton makes every effort to promptly address student academic and student life concerns through existing administrative and academic channels. Information about the handling of formal student grievances and complaints is available in the following resources:

University Student Handbook - <https://www.scranton.edu/studenthandbook>

Student Rights and Confidentiality of Information: FERPA Policy - [Student Rights and Confidentiality of Information - University of Scranton - Acalog ACMS™](#)

Student Code of Conduct: Complaint Procedures and Conduct Process Information - [Student Code of Conduct | Office of Student Conduct | Student Affairs \(scranton.edu\)](#)

Sexual Harassment and Sexual Misconduct Process: Reporting, Support and Resources - [sh-sm-policy.pdf \(scranton.edu\)](#)

Student Disability Accommodations: Support, Resources, and Grievances - [Center for Teaching and Learning Excellence | Academics \(scranton.edu\)](#)

Each resource above outlines how complaints are handled and resolved. Resources are provided to students throughout the process, as evidenced by the ability to have a university support person and/or measures provided by the Dean of Students. Other offices, including the Office of the Academic Dean, Registrar, and the Office of Equity and Diversity, also offer student resources and guidance regarding the above policies.

Should complaints be received by the institution from MSCHE, PDE, or SARA, they are forwarded to the provost and/or the relevant administrator responsible for that area or issue. In the case of MSCHE, this includes ALO; in the case of SARA, this includes the Vice Provost for Enrollment Management and External Affairs.

Para información en español, visite www.consumerfinance.gov/learnmore o escribe a la Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. **For more information, including information about additional rights, go to www.consumerfinance.gov/learnmore or write to Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your creditworthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete, or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.

•**Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.

•**Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.

•**You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.

•**You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).

•**You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.

•**Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

TYPE OF BUSINESS and CONTACT:

1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates

Consumer Financial Protection Bureau
1700 G Street, N.W.
Washington, DC 20552

b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the CFPB:

Federal Trade Commission: Consumer
Response Center – FCRA
Washington, DC 20580 (877) 382-4357

2. To the extent not included in item 1 above:

a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks

Office of the Comptroller of the Currency
Customer Assistance Group
1301 McKinney Street, Suite 3450
Houston, TX 77010-9050

b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending

companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act

Federal Reserve Consumer Help Center
P.O. Box. 1200
Minneapolis, MN 55480

c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations

FDIC Consumer Response Center
1100 Walnut Street, Box #11
Kansas City, MO 64106

d. Federal Credit Unions

National Credit Union Administration Office of Consumer Protection
(OCP) Division of Consumer Compliance and Outreach (DCCO)
1775 Duke Street
Alexandria, VA 22314

3. Air carriers

Asst. General Counsel for Aviation
Enforcement & Proceedings
Aviation Consumer Protection Division
Department of Transportation
1200 New Jersey Avenue, S.E. Washington, DC 20590

4. Creditors Subject to the Surface

Transportation Board
Office of Proceedings, Surface Transportation
Board
Department of Transportation
395 E Street, S.W. Washington, DC 20423

5. Creditors Subject to the Packers and Stockyards Act, 1921

Nearest Packers and Stockyards
Administration area supervisor

6. Small Business Investment Companies

Associate Deputy Administrator for Capital
Access
United States Small Business Administration
409 Third Street, S.W., 8th Floor
Washington, DC 20416

7. Brokers and Dealers

Securities and Exchange Commission
100 F Street, N.E.
Washington, DC 20549

8. Federal Land Banks, Federal Land Bank Associations, Federal Intermediate Credit Banks, and Production Credit Associations

Farm Credit Administration
1501 Farm Credit Drive
McLean, VA 22102-50909.

9. Retailers, Finance Companies, and All Other Creditors Not Listed Above

FTC Regional Office for region in which the creditor operates or
Federal Trade Commission: Consumer Response Center – FCRA
Washington, DC 20580
(877) 382-4357

ACKNOWLEDGMENT AND AUTHORIZATION FOR BACKGROUND CHECK

I acknowledge receipt of the separate document entitled DISCLOSURE REGARDING BACKGROUND INVESTIGATION and A SUMMARY OF YOUR RIGHTS UNDER THE FAIR CREDIT REPORTING ACT and certify that I have read and understand both of those documents. I hereby authorize and consent to the obtaining of "consumer reports" by The University of Scranton (the "School") at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable. I further authorize and consent to the obtaining by the School, and inclusion in these reports, at any time after receipt of this authorization and throughout my participation in the educational program or clinical, experiential, residency, or other education or degree requirements, if applicable, of my immunization records and other applicable health information to be used for purposes of evaluating my application for participation in an educational program with the School or for participation in clinical, experiential, residency, or other education or degree requirements at a health care facility or clinical program. To this end, I hereby authorize and consent to, without reservation, any law enforcement agency, administrator, state or federal agency, institution, school or university (public or private), information service bureau, data or record repository, to furnish any and all background information requested by a third-party consumer reporting agency and/or the School. I agree that a facsimile ("fax"), electronic or photographic copy of this Authorization shall be as valid as the original.

Residents of New York only: Upon request, you will be informed whether or not a consumer report was requested by the School, and if such report was requested, informed of the name and address of the consumer reporting agency that furnished the report. You have the right to inspect and receive a copy of any investigative consumer report requested by the School by contacting the consumer reporting agency identified above directly. By signing below, you acknowledge receipt of Article 23-A of the New York Correction Law

Residents of New York City only: By signing this form, you further authorize the School to provide you with a copy of your consumer report, the New York City Fair Chance Act Notice form, and any other documents, to the extent required by law, at the mailing address and/or email address you provide to the School.

Residents of Washington State only: You also have the right to request from the consumer reporting agency a written summary of your rights and remedies under the Washington Fair Credit Reporting Act.

Residents of Minnesota and Oklahoma only: Please check this box if you would like to receive a copy of a consumer report if one is obtained by the School. ☐

Print Name: _____

Signature: _____ Date: _____

DISCLOSURE REGARDING BACKGROUND INVESTIGATION

The University of Scranton (the “School”) may obtain information about you from a third-party consumer reporting agency for purposes of evaluating your application for participation in an educational program with the School or for participation in clinical, experiential, residency, or other education or degree requirements at a health care facility or clinical program, which may be deemed to be “employment purposes” under the Fair Credit Reporting Act (“FCRA”). Thus, you may be the subject of a “consumer report,” which may contain information regarding your criminal history, social security verification, motor vehicle records (“driving records”), verification of your education or employment history, or other background checks. These reports will also include immunization records and other applicable health information to be used for the above-stated permissible purposes, specifically verifying your compliance with healthcare facility requirements for accessing the facility and participating in clinical, experiential, residency, or other education or degree requirements at the facility.

Upon a written request made within a reasonable time, you have the right to request whether a consumer report has been run about you and to request a copy of your report. These searches will be conducted by a third-party consumer reporting agency. The scope of this disclosure is all-encompassing; however, allowing the school to obtain from any outside organization all manner of consumer reports throughout the course of your participation in the educational program or clinical, experiential, residency, or other education or degree requirements to the extent permitted by law.

Print Name: _____

Signature: _____

Date: _____

Communication Sciences and Disorders Student Handbook Verification Form

Your signature on this form indicates that you have read and understand your responsibilities regarding policies, procedures, and curricular information outlined in this handbook. Please complete this form and the two forms on the previous two pages. You may sign these forms electronically or print out these three pages, sign them, and scan them. Please email them to the CSD/SLP Program Support Coordinator at courtney.jones@scranton.edu. Please do not return hard copies to the main office.

- I understand that I am subject to the policies described in the Communication Sciences and Disorders Student Handbook
- I understand that I am subject to all other policies described in The University of Scranton's Student Code of Conduct.
- I understand that the provisions of this handbook are not to be regarded as an irrevocable contract between the student and the Department of Health and Human Performance.
- I understand that the Department of Health and Human Performance reserves the right to change any provision or requirement at any time within my term of attendance.

Student Name (printed)

Student's Current Year (based upon credits earned: First-Year, Sophomore, Junior, Senior)

Student Signature

Date

