

THE UNIVERSITY OF SCRANTON



# Master of Science, Speech- Language Pathology

Academic Year

**2025-2026**

This handbook aims to orient you to the policies, procedures, and critical information you need as a student in the graduate Speech-Language Pathology program. The handbook is updated and approved by program faculty annually. This manual intends to cover the 2025-2026 academic year with every attempt to assure accuracy. If there are changes, updates, or errors, the revisions and additions will be communicated to students and faculty.

## Student & Instructor Handbook

<b>Table of Contents</b>	i-v
<b>Department of Health and Human Performance</b>	
Faculty and Staff	vi
Helpful University Links	vii-viii
<b>Chapter 1: Program Overview</b>	
1.1 Introduction	2
1.2 History	2
1.2a The University of Scranton Mission	3
1.2b The Leahy College of Health Sciences (LCHS) Mission	3
1.2c The Department of Health and Human Performance Mission	4
1.2d Speech-Language Pathology Program Mission	4
1.2e Speech-Language Pathology Program Goals	4
1.2f Speech-Language Pathology Program Learning Outcomes	5
1.3 Organization of the Program	
1.3a Organizational Structure	6
1.3b Organizational Chart	7
1.3c Concerns and Complaints	7
1.4 Strategic Plan	
1.4a Strategic Plan Executive Summary	8
<b>Chapter 2: Advisement, Courses, and Credits</b>	
2.1 Master of Science Degree	11
2.2 Master of Science Degree Pre-requisite Coursework	14
2.3 Required Graduate Courses - Master of Science Degree in Speech-Language Pathology	
2.3a Course Descriptions	15

2.3b Additional Coursework – Master of Science Degree in Speech-Language Pathology	
Pathology with Healthcare Specialization	20
2.4 Transfer and Non-degree Credit	21
2.5 Experiential Learning	
2.5a Virtual Clinical Simulation	21
2.5b Residential and Residency Experiential Learning Activities	22
2.5c Instructional Seminar Meetings	24
2.6 Advisement	24
2.7 Performance Standards / Assessment Plan	
2.7a Overview	25
2.7b Meeting Student Learning Outcomes (SLOs) and Remediation	26
2.7c Comprehensive Examination	27
2.7d Student e-Portfolio	28
2.7e Community-Based Learning (CBL) Project	29
2.7f Virtual Spring Research Colloquium	31
2.7g The National Examination	31
2.8 Generative AI	31
<b>Chapter 3: Academic and Professional Standards and Policies</b>	
3.1 University Policies	
3.1a Academic Code of Honesty	34
3.1b Appeal of Graduate Course Grade	34
3.1c University Privacy and Confidentiality	34
3.1d FERPA Student Rights and Confidentiality of Information	34
3.1e Records Management and Retention	34

3.1f Verification of Identity	38
3.2 Speech-Language Pathology Program Policies	
3.2a Equitable Treatment	
I. Record of Student Complaints	40
II. Corrective Action for Violations of Compliance with Nondiscrimination Laws and Regulations	42
3.2b Clinical Education – Student	
I. Manner and Amount of Supervision	42
3.2c Clinical Education – Client Welfare	
I. Supervision of Students	45
II. Ensuring the Welfare of Each Individual Served	47
III. Delivery of Care	50
IV. Universal Precautions	51
3.2d External Placements	
I. Role of the Student in the Selection of Externship Sites	53
II. Placement of the Student in the Externship Site	53
III. Selection and Placement of Students in External Facilities	53
IV. Externship Clinical Population and Personnel	56
V. Validity of Affiliation Agreements	56
3.2e Student Conduct	
I. Student Integrity and Conduct	57
II. Violations of Student Academic and Clinical Conduct	58
3.2f Student Admission Criteria	
I. Requirements for Admission	59

II. Conditional Acceptance	59
3.2g Student Adaptations	
I. Proficiency in Spoken and Written English	60
II. Students with Disabilities	61
III. Essential Functions in Speech-Language Pathology	62
3.2h Student Intervention	
I. Meeting Program Expectations – Identification – Academic	64
II. Meeting Program Expectations – Identification – Clinical	65
III. Meeting Program Expectations – Implementation	66
IV. Appeal of a Graduate Course Grade	67
3.2i Availability of Student Records	
I. Retention of Student Records	67
3.2j Verification of Student Identity for Distance Education	
I. Distance and/or Online Student Verification of Identity	67
II. Fees Associated with Verification of Identity	68
III. Verification of Identity – Registration/Participation/Completion/ Academic Credit	69
3.3 Additional Departmental / Programmatic Policies	
3.3a Classroom Expectations	69
3.3b Computer	71
3.3c First Aid and CPR Requirement for Graduation	71
3.3d Research Reference Styling	71
3.3e Scoring Criteria and Evaluation Scale	72
3.3f Synchronous Attendance Policy	72

3.3g Graduate Contact Hours per Academic Credit Hour	72
3.4 Co-curricular Activities and Opportunities	
3.4a Student Research	73
3.4b National Student Speech Language Hearing Association (NSSLHA) Club	73
3.4c Professional Associations and Memberships	
I. National Student Speech Language Hearing Association (NSSLHA)	74
II. Dysphagia Research Society (DRS)	75
III. American Board of Swallowing and Swallowing Disorders (ABSSD)	75
IV. The Voice Foundation	75
V. Academy of Neurologic Communication Disorders and Sciences	75
(ANCSD)	76
3.5 ASHA Code of Ethics	75
3.6 ASHA Scope of Practice	76
3.7 ASHA's <i>Strategies for Supporting Students When There Are Concerns About Their Accents</i>	76
3.8 A Summary of Your Rights Under the Fair Credit Reporting Act	76
Acknowledgment and Authorization for Background Check	80
Disclosure Regarding Background Investigation	81
Speech-Language Pathology Student Handbook Verification Form	82
Acknowledgment	83

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<b>HELPFUL UNIVERSITY LINKS</b>		
<b>NAME</b>	<b>WEBLINK</b>	<b>PHONE</b>
Academic Calendar	<a href="https://www.scranton.edu/academics/registrar/academic-calendar.shtml">https://www.scranton.edu/academics/registrar/academic-calendar.shtml</a>	NA
Academic Code of Honesty	<a href="https://www.scranton.edu/academics/wml/acad-integ/acad-code-honETy.shtml">https://www.scranton.edu/academics/wml/acad-integ/acad-code-honETy.shtml</a>	570-941-4000
Accreditation and Student Outcome Data	<a href="https://www.scranton.edu/academics/LCHS/health-and-human-performance/programs/speech-language-pathology/student-outcome-data.shtml">https://www.scranton.edu/academics/LCHS/health-and-human-performance/programs/speech-language-pathology/student-outcome-data.shtml</a>	570-941-5874
ASHA Code of Ethics	<a href="https://www.asha.org/policy/ET2016-00342/">https://www.asha.org/policy/ET2016-00342/</a>	800-638-8255
Community-Based Learning	<a href="https://www.scranton.edu/academics/LCHS/service/index.shtml">https://www.scranton.edu/academics/LCHS/service/index.shtml</a>	NA
Counseling Center	<a href="https://www.scranton.edu/studentlife/studentaffairs/counseling-center/index.shtml">https://www.scranton.edu/studentlife/studentaffairs/counseling-center/index.shtml</a>	570-941-7620
Distance Education Compliance Statement	<a href="https://www.scranton.edu/academics/cgce/Compliance.shtml">https://www.scranton.edu/academics/cgce/Compliance.shtml</a>	570-941-7400
Distance Education Policy	<a href="https://www.scranton.edu/academics/wml/about/policies/distance-education.shtml">https://www.scranton.edu/academics/wml/about/policies/distance-education.shtml</a>	570-941-4000
Core Functions	<a href="https://www.scranton.edu/academics/LCHS/health-and-human-performance/documents/essential-functions-in-slp.pdf">https://www.scranton.edu/academics/LCHS/health-and-human-performance/documents/essential-functions-in-slp.pdf</a>	NA
File a Complaint with the Council on Academic Accreditation (CAA)	<a href="https://caa.asha.org/programs/complaints/">https://caa.asha.org/programs/complaints/</a>	800-498-2071
Financial Aid Office	<a href="https://www.scranton.edu/financial-aid/index.shtml">https://www.scranton.edu/financial-aid/index.shtml</a>	570-941-7701
Graduate Academic and Student Services	<a href="https://www.scranton.edu/academics/graduate-education/graduate-academic-student-services.shtml">https://www.scranton.edu/academics/graduate-education/graduate-academic-student-services.shtml</a>	570-941-4416
Graduate Assistantships	<a href="https://www.scranton.edu/academics/graduate-education/grad-assistantships.shtml">https://www.scranton.edu/academics/graduate-education/grad-assistantships.shtml</a>	570-941-4416
Information Technology	<a href="https://www.scranton.edu/information-technology/services/index.shtml">https://www.scranton.edu/information-technology/services/index.shtml</a>	570-941-6185
Office of Equity and Diversity	<a href="https://www.scranton.edu/equity-diversity/laws.shtml">https://www.scranton.edu/equity-diversity/laws.shtml</a>	570-941-6645
Office of the Provost	<a href="https://www.scranton.edu/academics/provost/index.shtml">https://www.scranton.edu/academics/provost/index.shtml</a>	570-941-7520
Office of Student Support & Success	<a href="https://www.scranton.edu/academics/osss/index.shtml">https://www.scranton.edu/academics/osss/index.shtml</a>	570-941-7400



Professional Credentialing	<a href="https://www.asha.org/about/credentialing/">https://www.asha.org/about/credentialing/</a>	800-638-8255
Remote Technology Tools and Resources	<a href="https://www.scranton.edu/information-technology/services/remote-toolbox.shtml">https://www.scranton.edu/information-technology/services/remote-toolbox.shtml</a>	570-941-6185
Student Health Services	<a href="https://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml">https://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml</a>	570-941-7667
Student Laptop Program	<a href="https://www.scranton.edu/information-technology/services/student-laptop-program.shtml">https://www.scranton.edu/information-technology/services/student-laptop-program.shtml</a>	570-941-6185
United States Department of Education	<a href="https://www.ed.gov/">https://www.ed.gov/</a>	NA
Weinberg Memorial Library	<a href="https://www.scranton.edu/academics/wml/index.shtml">https://www.scranton.edu/academics/wml/index.shtml</a>	570-941-4000
Writing Center	<a href="https://www.scranton.edu/academics/ctle/writing/index.shtml">https://www.scranton.edu/academics/ctle/writing/index.shtml</a>	570-941-4000

# **Chapter 1**

## **Program Overview**

## 1.1 Introduction

This handbook has been written as a reference for students. It provides a general description of the distance education graduate degree program in speech-language pathology in the Department of Health and Human Performance at The University of Scranton. It contains information about departmental policies, procedures, practices, and regulations that are most often needed by students. It is not an exhaustive collection of all the policies of The University of Scranton. Students should also study the current graduate catalog, the university Student Handbook, and the ASHA Certification and Membership website (<https://www.asha.org/students/what-current-graduate-students-need-to-know/#:~:text=ASHA%20membership%2C%20ASHA%20certification%2C%20and%20state%20licensure%20are,graduation%2C%20graduates%20may%20choose%20to%20become%20ASHA%20members>). Please consult with your assigned graduate student faculty advisor, the program director, clinical education coordinator, or other appropriate staff or faculty members if you have questions about any of the information in this handbook.

## 1.2 History

The distance learning graduate degree program in Speech-Language Pathology (SLP) at The University of Scranton was created in direct response to the university's Strategic Enrollment Planning process. The plan of study is shaped by the university's commitment and traditions along with the institution's and degree program's learning outcomes and objectives. The addition of the graduate degree program in SLP to the Leahy College of Health Sciences (LCHS) enhances who we are, what we do, and whom we serve now and will serve in the future. The Bachelor of Science in Communication Sciences & Disorders degree program was introduced to the institution in the Fall of 2021. This Master of Science in Speech-Language Pathology (SLP) degree program, with or without Healthcare Specialization, provides additional guidance and options for the academic and clinical education of students interested in the speech, language, and hearing sciences.

The design of the graduate degree program targets the basic science of human communication, including the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural aspects of communication and swallowing, to develop an understanding of what happens when communicative and/or swallowing processes are impaired across the lifespan while providing the student with a Jesuit, Catholic education. The degree program has been designed to accommodate students from across the United States and beyond by providing distance learning within a blended learning environment spanning two academic years (21 to 24 months).

Preparing students to earn a Master of Science degree in Speech-Language Pathology supports The University of Scranton Plan: Our Core, Our Community, Our Commitment. Deeply committed to our mission as a Catholic and Jesuit institution, The University of Scranton, in the spirit of Saint Ignatius of Loyola, answers the challenging signs of our times by building on our strengths as we embrace innovative new ways of proceeding. We plan for the future with confidence inspired by our past success and by a shared sense of ownership displayed by the entire campus community (i.e., in-person and remote).

The Speech-Language Pathology distance learning degree program is to be a leader within the profession and in training healthcare practitioners by providing exemplary graduate academic training. The University of Scranton's master's degree program in speech-language pathology, an extension of the baccalaureate degree program in communication sciences and disorders, will significantly impact the number of competent and qualified speech-language pathologists who serve not only the Scranton community and the Commonwealth of Pennsylvania, but across the United States of America and beyond.

In 2018 the university evaluated the feasibility of adding a Speech-Language Pathology graduate degree program to the Leahy College of Health Sciences. Internal and external studies were conducted to determine program characteristics, the practicality of offering culturally diverse clinical training, and enrollment viability. Based on these analyses, given the number of anticipated enrolled students, the university was confident that it would be able to provide a sustainable program. The university decided to proceed, and the SLP program was formally endorsed as part of the Strategic Enrollment Planning process. In 2020, Dr. Hope E. Baylow was hired to develop the undergraduate Communication Sciences and Disorders and graduate Speech-Language Pathology degree programs, both to be housed in the Edward R. Leahy Hall within the Department of Health and Human Performance (HHP). Further programmatic analysis was conducted by Dr. Baylow and revealed only 14 distance learning graduate degree programs in speech-language pathology in the United States at that time, equating to 4% of the total programs. In combination with offering an affordable education, a recommendation for distance education using a blended learning environment was made. The program and curriculum were developed and approved by the university Board of Trustees on May 27, 2021. The program submitted its Application for Candidacy to the Council for Academic Accreditation in Audiology Speech-Language Pathology (CAA) on June 24, 2021. Dr. Baylow was named as the Founding Program Director the following September. The program underwent its initial site visit on September 7 & 8, 2022, with the CAA and subsequently achieved Candidacy status on February 24, 2023. The program enrolled its inaugural cohort for the Fall 2023 semester.

Over the past years, many dedicated faculty and staff members have helped to make this program turn from a vision into a reality. We only hope to be a productive and respected contributor to the fields of audiology and speech-language pathology. We are proud to have you join us!

### **1.2a The University of Scranton Mission**

The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of Excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.

### **1.2b Leahy College of Health Sciences Mission**

The Leahy College of Health Sciences upholds the highest academic standards in preparing undergraduate and postgraduate students for successful professional careers in health and education. We do this in the context of an inclusive and caring community, providing individual attention to students and showing respect for the uniqueness of each member of the University community.

The three interrelated themes of Jesuit Catholic education – a focus on a diverse and open-minded education, moral reflection, and teaching for social justice – are embedded in the LCHS curriculum along with rigorous scholarship, teaching, service, and community partnerships. Our emphasis is on developing critical thinking, communication skills, and interpersonal competency that create a transformational experience and strengthen our professional practice in helping others. The graduates of LCHS, as well as our faculty and staff, are compassionate and ethical practitioners and mentors, committed to striving for Excellence grounded in gratitude, lifelong learning, and service to others in a global community.

### **1.2c Department of Health and Human Performance 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.

### **1.2d Speech-Language Pathology Program Mission**

The Speech-Language Pathology program is dedicated to providing students with the knowledge and skills required to become professional, competent, and successful clinicians in Speech-Language Pathology and to contribute to the advancement of the profession through clinical practice, research, leadership, and professional development. Through a diverse range of academic and clinical experiences based upon Ignatian pedagogy, students acquire advanced knowledge of basic human communication sciences and disorders by analyzing, interpreting, integrating, and applying evidence-based theory to the clinical environment within a learner, knowledge and skills, and assessment-centered blended learning atmosphere. The graduate program is designed to meet the 2020 Standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology (CFCC Standards) and the 2023 Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology (CAA Standards) while promoting the Jesuit tradition of Excellence.

### **1.2e Speech-Language Pathology Program Goals**

The Speech-Language Pathology Master of Science degree based upon a Jesuit tradition of Excellence will prepare students to become professional, competent clinicians who provide services for individuals with various types and severities of communication and/or related disorders, differences, and disabilities across the lifespan and from culturally/linguistically diverse backgrounds and contribute to the advancement of the profession through clinical practice, research, leadership, and professional development. Grounded in Jesuit ideals and Ignatian pedagogy, our goal is for students to become transformative, culturally informed, and socially responsible clinicians. Students will learn to provide person-centered care, demonstrate professional knowledge and skills for the provision of effective assessment and treatment procedures, integrate the use of technology and evidence into clinical practice, engage in ethical conduct and practice, reflect on professional interactions, use best practices in evaluating and

treating communication disorders and/or differences, provide culturally relevant and sensitive care, treat others with respect and dignity, and advocate for basic human communicative rights and safe medical care.

### **1.2f Speech-Language Pathology Program Learning Outcomes**

1) The student will demonstrate knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

2) The student will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

3) The student will demonstrate the ability to integrate information pertaining to normal and abnormal human development across the lifespan.

4) The student will demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification; fluency and fluency disorders; voice and resonance, including respiration and phonation; receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, paralinguistic communication, and literacy in speaking, listening, reading, and writing; hearing, including the impact on speech and language; swallowing/feeding, including structure and function of orofacial myology and oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities; and augmentative and alternative communication modalities.

5) The student will demonstrate current knowledge and skills of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

6) The student will demonstrate knowledge and skills in the professional practice competencies of accountability, effective communication, evidence-based practice, and professional duty.

7) The student will demonstrate knowledge and skills of standards of ethical conduct.

8) The student will demonstrate knowledge of processes used in research and skill in the integration of research principles into evidence-based clinical practice.

9) The student will demonstrate knowledge of contemporary professional issues.

10) The student will demonstrate knowledge of entry-level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

11) The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

12) The student will complete a program of study that includes experiences sufficient in breadth and depth to achieve evaluation, intervention, interaction, and personal quality skills.

13) The student will complete a program of study that includes a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology with

individuals with various types and severities of communication and/or related disorders, differences, and disabilities across the life span, and from culturally/linguistically diverse backgrounds (i.e., 25 hours in guided clinical observation, and 375 hours in direct client/patient contact).

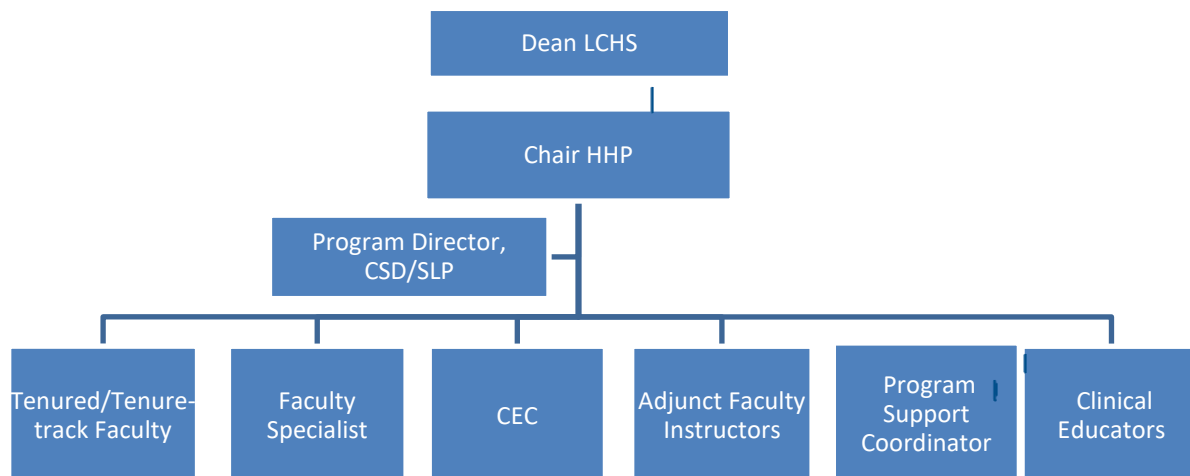
14) The student will pass the national examination adopted by ASHA to qualify for state and national credentials that are required for entry into professional practice (e.g., state license, certificate of clinical competence).

### **1.3 Organization of the Department**

#### **1.3a Organizational Structure**

The Department of HHP offers an undergraduate major in communication sciences and disorders, preparing students for graduate work in either audiology or speech-language pathology, and a graduate program leading to the Master of Science degree in speech-language pathology (SLP) with or without Healthcare Specialization. The chairperson of HHP reports directly to the Dean of the Leahy College of Health Sciences (LCHS). HHP is one of 6 departments in LCHS. The Program Director of CSD & SLP reports directly to the Chairperson of HHP and administers the CSD and SLP programs. The program's faculty and instructional staff are charged with the duties of complete oversight, authority, and responsibility for all aspects of the program. The program's faculty and instructional staff act in an advisory capacity to the department of HHP to meet the clinical, academic, and institutional demands of the graduate degree program. They are recognized as the body that can initiate, implement, and evaluate decisions affecting all aspects of the professional education program, including policies and curriculum. Academic faculty who are "tenure-track"/"tenured" faculty engage in ongoing scholarship, usually in the form of research projects. The program's faculty and instructional staff members also serve on various department, university, and national committees and have other duties such as student advising. The Clinical Education Coordinator oversees the experiential learning component of the program. The program's Program Support Coordinator is responsible for administrative matters pertaining to the graduate program, academic and clinical education records, and receptionist duties.

### 1.3b Organizational Chart



### 1.3c Concerns and Complaints

The program aims to provide an environment that fosters the personal and intellectual growth and development of all students, where concerns can be discussed and resolved in a professional manner. The program's complaint process encourages informal resolution through direct communication with the individual(s) directly involved. Formal complaints will be considered if the student has followed and exhausted the informal processes. The program will make every effort to resolve student complaints internally, using policies and procedures outlined therein. It is expected that students will fully use any and all procedures to address concerns and/or complaints in as timely a manner as possible.

Should additional steps be required, details for both formal and informal grievance procedures are outlined in Chapter 3 of this manual.

#### *Additional Resources*

In the unlikely event that an issue cannot be resolved internally that addresses the program's compliance with Standards for Accreditation, students may file a complaint with the Council on Academic Accreditation for Audiology and Speech-Language Pathology (CAA) and/or the Middle States Commission on Higher Education. These agencies should be contacted only after the student has used the established informal and formal complaint processes.

<https://www.scranton.edu/pir/planning/middle-states.shtml>

<https://caa.asha.org/programs/complaints/>

Retaliation against a student for filing a complaint is harassment and will be addressed as described in The University of Scranton's Discrimination and Harassment Policy.

<https://www.scranton.edu/equity-diversity/non-discrimination.shtml>



## **1.4 Strategic Plan**

### **1.4a Strategic Plan Executive Summary**

As the Institution moves forward into a new decade, the graduate degree program in speech-language pathology will embrace three impactful strategic goals. Grounded in our mission, this Strategic Plan will guide the graduate degree program in speech-language pathology as we experience the accreditation process and review, revise, and implement our program over the coming six years.

The University of Scranton will establish a graduate degree program in speech-language pathology by meeting all CAA and CFCC Standards and acquiring accreditation status by the end of the year 2028. The program's Strategic Plan, founded on our community, our core, and our commitments and aligned with our university's mission and goals, will initially target three focus areas to include the success of the graduate degree program, cultural diversity and inclusion, and science as a foundation of transformation.

Our Strategic Plan Goals include the following:

**Graduate Degree Program Success:** Advance the University by achieving accreditation for the speech-language pathology graduate degree program and providing students with the knowledge and skills required to become professional, competent clinicians in speech-language pathology.

- The Master of Science degree program in Speech-Language Pathology will receive initial accreditation by the end of the year 2028.
- The Master of Science degree program in Speech-Language Pathology will graduate its first cohort by the end of the year 2025 and its second cohort by the end of the year 2026 with an aggregated graduation rate of 94%.

**Cultural Diversity and Inclusion:** Enhance the efforts of the University in building an inclusive community and campus culture with the recruitment and retainment of culturally diverse faculty, staff, and clinical educators and the attainment and retention of residency and residential field placements that demonstrate cross-culturalism and ethnic inclusiveness.

- The quality and quantity of faculty, staff, and clinical educators in creating a culturally diverse and inclusive program will be sufficient to meet the clinical, academic, and institutional demands of the graduate degree program in speech-language pathology.
- The quality and quantity of clinical training sites in creating a culturally diverse and inclusive program will be sufficient to meet the clinical education demands of the graduate degree program in speech-language pathology.

**Cultural Diversity and Inclusion:** Enhance the efforts of the University in building an inclusive community and campus culture with the recruitment and retention of students.

- The Institution will recruit, enroll, retain, and graduate culturally diverse and inclusive student cohorts for the graduate degree program in speech-language pathology.

Science as a Foundation for Transformation: Ensure the Scranton student experience is evidence-based and grounded in scholarship as a conduit for transformational learning.

- Faculty and students will participate in ongoing research and dissemination in the fields of speech-language pathology and interprofessional education and practice.

# **Chapter 2**

## **Advisement, Courses, and Credits**

## 2.1 Master of Science Degree

The Master of Science (M.S.) education program in speech-language pathology (distance education) at The University of Scranton is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Through a diverse range of academic and clinical experiences based upon Ignatian pedagogy, students will acquire advanced knowledge of basic human communication sciences and disorders by analyzing, interpreting, integrating, and applying evidence-based theory to the clinical environment within a learner, knowledge and skills, and assessment-centered blended learning atmosphere. The program will encourage critical thinking, scholarship, creativity, effective oral and written communication skills, and technological proficiency. An interdisciplinary focus on healthcare management will be incorporated into clinical education while striving to foster knowledge and acceptance of diverse populations. The graduate program is designed to meet the 2020 Standards for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology (CFCC Standards) and the 2023 Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology (CAA Standards) while promoting the Jesuit tradition of Excellence and pursuing the common good of the entire human community.

During your Orientation to the Speech-Language Pathology degree program, you will be introduced to the program’s full-time faculty (4) and the Clinical Education Coordinator (1). These individuals teach in the university’s undergraduate CSD and graduate SLP programs. In addition, some of your classes may also be taught by part-time Adjunct Instructors, whom you can meet during your scheduled class time with that individual. Overall, the design of the program leads to a 9:1 student-to-instructor ratio. You will also be assigned a programmatic academic advisor, with whom you will meet at least once each semester when enrolled in the degree program.

The distance learning graduate degree program (63 credit hours) is offered as a full-time program with no option for part-time study. It is to be completed in 21 months. For those of you who elect to complete the program with a Healthcare Specialization (73 credit hours), this program will be completed in 24 months as outlined below:

<b>YEAR 1</b>					
<b><i>Fall Cycle I</i></b>	<b><i>Fall Cycle II</i></b>	<b><i>Intersession</i></b>	<b><i>Spring Cycle I</i></b>	<b><i>Spring Cycle II</i></b>	<b><i>Summer</i></b>
SLP 500 Research Methods in CSD	SLP 506 Language & Literacy	SLP 560 Medical SLP & IPE ( <i>Healthcare Specialization only</i> )	SLP 512 Diagnosis & Evaluation in SLP	SLP 521 Fluency & Fluency Disorders	SLP 581A Residency Field Placement I

SLP 503 Pediatric Language Disorders	SLP 509 Speech Sound Production & Disorders		SLP 515 Aural Rehab & Implantable Devices	SLP 524 ASD	SLP 527 Counseling Skills in SLP
SLP 580A Virtual Clinical Simulation I	SLP 580B Virtual Clinical Simulation II		SLP 518 Professional Issues: Ethical Conduct & IPE	SLP 542 Professional Issues - EBP	SLP 530 AAC
<b><u>Advisement</u></b> Review of Student CBL Project and ePortfolio with Graduate Advisor	<b><u>Advisement</u></b> Review of Student CBL Project, ePortfolio, Research Proposal, and POS with Graduate Advisor		<b><u>Group Residential Field Placement Meeting</u></b> (week #1-2)	SLP 580C Virtual Clinical Simulation III	
<b><u>Individual Residential Field Placement Meeting</u></b> with CEC (weeks #2- 7)				<b><u>Advisement</u></b> Meet with Graduate Advisor • CBL Project • ePortfolio as needed	<b><u>Individual Residential Field Placement Meeting</u></b> with CEC by appointment
			<b><u>Advisement</u></b> Meet with Graduate Advisor • CBL Project • ePortfolio • Research Proposal • POS		<b>CBL Project Presentation (in person)</b>
<b>YEAR II</b>					
<b><i>Fall Cycle I</i></b>	<b><i>Fall Cycle II</i></b>	<b><i>Intersession</i></b>	<b><i>Spring Cycle I</i></b>	<b><i>Spring Cycle II</i></b>	<b><i>Summer</i></b>
SLP 539 Swallowing & Feeding Disorders	SLP 533 Acquired Linguistic- Cognitive Comm Disorders	SLP 562 Tracheostomy & Ventilator Dependency ( <i>Healthcare Specialization only</i> )	SLP 545 Voice & Resonance Disorders	SLP 551 Communication Disorders in Multilingual / Multicultural Individuals	SLP 568 Residency Field Placement II ( <i>Healthcare Specialization only</i> )

SLP 536 Motor Speech Disorders	SLP 580D Virtual Clinical Simulation IV		SLP 554 Audiological Assessment & Interpretation for the SLP	SLP 548 Cognitive & Psychiatric Habilitation / Rehabilitation	SLP 564 Advanced Diagnostics in Swallowing Disorders ( <i>Healthcare Specialization only</i> )
SLP 581B Speech- Language- Hearing Assessment and Intervention I	SLP 581B Speech- Language- Hearing Assessment and Intervention I		SLP 581C Speech- Language- Hearing Assessment and Intervention II	SLP 581C Speech- Language- Hearing Assessment and Intervention II	SLP 566 Management of Speech & Swallowing – Post H&N Cancer ( <i>Healthcare Specialization only</i> )
<b><u>Advisement</u></b> Meet with Graduate Advisor • POS • ePortfolio • Research Proposal	Group Advisement Graduation Praxis Comprehensi ve Examination Summative assessment due dates		<b><u>Advisement</u></b> Meet with Graduate Advisor • Research Proposal • e-Portfolio • Praxis (5331) • Comprehen sive Examination	SLP 580E Virtual Clinical Simulation V	
				Comprehensive Exam	
				National Examination (Praxis 5331)	
				Completed Student e- Portfolio Due	
				Virtual Spring Research Colloquium	

The program of study includes coursework that has been designed, so at the conclusion of the program, the student will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The student will demonstrate the ability to integrate information pertaining to normal and abnormal human development across

the lifespan, and knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of speech sound production, fluency and fluency disorders, voice and resonance, receptive and expressive language, hearing, swallowing and feeding, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication modalities. Students will demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, as well as display standards of ethical conduct and show knowledge of processes used in research and of integrating research principles into evidence-based practice. Students will exhibit knowledge of contemporary professional issues and knowledge of entry-level and advanced certifications, licensure, and other relevant professional credentials.

Students will also demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice and display skills outcomes in the processes of evaluation, screening and prevention procedures, collecting case history information and integrating such information, selecting and administering appropriate evaluation procedures, adapting evaluation procedures to meet the needs of the client, interpreting, integrating, and synthesizing information to develop diagnoses and make recommendations for intervention, developing setting-appropriate intervention plans with measurable and achievable goals that meet the client's needs, implementing intervention plans, selecting or developing and using appropriate materials and instrumentation for prevention and intervention, measuring progress in therapy, modifying intervention plans, strategies, materials, or instrumentation, communicating effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, managing the care of individuals receiving services, providing counseling and making referrals as appropriate, and following the ASHA Code of Ethics by behaving professionally.

## **2.2 Master of Science Degree Pre-requisite Coursework**

Often, students enter the graduate degree program in Speech-Language Pathology having completed an undergraduate program in Speech and Hearing Sciences, Communication Sciences and Disorders, or Speech-Language Pathology and Audiology. Students with undergraduate majors in the field typically have obtained the prerequisite/foundational coursework, but each student must consult with their assigned graduate degree program academic mentor/advisor to ensure that their undergraduate/graduate coursework satisfies their state's current certification and licensure requirements. Ultimately, it is the student's responsibility to make sure they meet state-specific licensure and/or teacher certification requisites, as each state within the U.S. has its requirements. Please note that entering the graduate program without all prerequisite/foundational coursework may extend the length of the student's graduate program. Proof of meeting prerequisite/foundational coursework is required for the program to verify the student's KASA form, one of three summative assessments at the completion of the student's program. The following courses (or their equivalents) are prerequisites for our graduate program.

Required prerequisite cognate coursework with a final grade of at least a (C) includes:

- Statistics (this must be a stand-alone course)
- Biological sciences

- Biology, Human Anatomy and Physiology, Neuroanatomy and Neurophysiology, Human Genetics, or Veterinary Science
- Physical sciences
  - Chemistry or Physics *only*
- Social/Behavioral sciences
  - Psychology, Sociology, Anthropology, or Public Health

Required foundational coursework (minimum of 15 credit hours from a university with accreditation from the American Speech-Language-hearing Association (ASHA)) with a final grade of at least a (B-) includes:

- Anatomy and Physiology of the Speech and Hearing Mechanism
- Speech and Language Development
- Speech and Language Disorders
- Audiology
- Speech and Hearing Science
- Phonetics
- Students must show evidence of a minimum of 25 hours in *guided clinical observation* in speech-language pathology and audiology before initiating graduate-level coursework. Guided Clinical Observation hours must be verified by a clinician in good standing with the American Speech-Language-Hearing Association (ASHA), who holds the CCC-SLP and/or CCC-A and meets the supervisory requirements set forth by ASHA.

In certain cases, students with missing and/or lower grades on the prerequisite/foundational coursework are admitted on a provisional and/or probationary status. If accepted to the degree program on a provisional status, the student must meet the stipulations outlined in the student's acceptance letter. If the student does not meet the described requirements, the Provisional Acceptance status will be withdrawn. If accepted to the degree program on probationary status, the student must maintain a minimum 3.0 GPA within the first nine credit hours of work completed. If the graduate coursework is taken and a GPA of less than 3.00 is achieved, the status of Probationary Acceptance will be withdrawn.

## **2.3 Required Graduate Courses for the M.S. Degree in Speech-Language Pathology**

### **2.3a Course Descriptions**

#### **SLP 500 – Research Methods in CSD**

3 cr.

This course explores research techniques and procedures commonly used to investigate typical and atypical human communication. Processes used in research, research designs, research methods, evidence-based practice, and statistical analysis will be examined, including the integration of research principles into evidence-based practice.

#### **SLP 503 – Pediatric Language Disorders**

3 cr.

This course provides an in-depth study of communication behaviors of at-risk and disordered infants, toddlers, and preschoolers (0-5 years). Evidenced-based interventions that develop



linguistic skills are explored. Oral language, emergent literacy, and decoding skills are addressed from a biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis.

### **SLP 506 – Language & Literacy**

3 cr.

This course studies the relationship between oral and written language, literacy development, discourse processes, academic skills, and their sociocultural significance (kindergarten – adult). Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics, as well as the developmental nature of disorders and differences, are addressed.

### **SLP 509 – Speech Sound Production & Disorders**

3 cr.

This course examines the principles and methods of identification, prevention, assessment, and intervention of speech sound production. Topics include articulation, motor planning and execution, phonology, and accent modification. Etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates will be discussed.

### **SLP 512 – Diagnosis & Evaluation in SLP**

3 cr.

This course examines the principles and methods of assessment across the lifespan. The evaluation of human communication disorders and differences is addressed in terms of behavioral observations, standardized and nonstandardized diagnostic tests, and instrumental measures. Procedures to adapt evaluation methods to meet the needs of individuals served are discussed.

### **SLP 515 – Aural Rehab & Implantable Devices**

3 cr.

This course presents an overview of the effects of hearing loss on speech-language development and intervention procedures, such as assistive devices and alternative modes of communication for the hearing-impaired individual across the lifespan. This course meets the ASHA minimum requirement for the study of habilitative/rehabilitative procedures associated with hearing impairment.

### **SLP 518 – Professional Issues: Ethical Conduct & IPE**

1 cr.

This course examines contemporary professional issues of ethical behavior and interprofessional best practice patterns in a variety of settings. ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures are discussed, including the roles and importance of interdisciplinary/interprofessional assessment and intervention.

### **SLP 521 – Fluency & Fluency Disorders**

3 cr.

This course focuses on the nature and treatment of stuttering, cluttering, and acquired neurogenic disfluency. Emphasis is placed on synthesizing historic and current literature and trends in

stuttering research and treatment and on the integration of research principles into evidence-based practice.

### **SLP 524 – Autism Spectrum Disorder**

2 cr.

This course provides an overview of the language characteristics of children with Autism Spectrum Disorder (ASD). The course examines the nature, theoretical explanations, and communicative/language characteristics of individuals with ASD. Principles and methods of identification, prevention, assessment, and intervention of persons with ASD are discussed within an evidence-based framework.

### **SLP 527 – Counseling Skills in SLP**

2 cr.

This course introduces fundamental counseling skills of communication and swallowing disorders to clients/patients, families, caregivers, and relevant others. The course combines an overview of counseling theories and concepts with activities that are intended to promote the development of basic counseling skills.

### **SLP 530 – Augmentative & Alternative Communication**

3 cr.

This course introduces augmentative and alternative communication (AAC) modalities. AAC assessment and intervention for individuals with severe communication and physical disabilities will be explored using evidence-based practice. Ethical considerations and contemporary professional issues, including behavior management, family counseling, linguistic and cultural variables, and advocacy, are addressed.

### **SLP 533 – Acquired Linguistic-Cognitive Communication Disorders**

4 cr.

This course explores disorders of neurogenic origin that affect language performance, specifically acquired aphasia, dementia, and disorders of traumatic origin. Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics, as well as the developmental nature of these disorders and differences, are addressed.

### **SLP 536 – Motor Speech Disorders**

3 cr.

This course explores disorders of neuromotor origin that affect speech production. Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics, as well as the developmental nature of these disorders and differences, are addressed, including the physiologic correlates of dysarthria and apraxia.

### **SLP 539 – Swallowing & Feeding Disorders**

4 cr.

This course examines the neuroanatomical and neurophysiological basis of the deglutition process (oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions, including oral function for feeding; structure/function of orofacial myology). Etiology,

developmental nature, and underlying anatomical and physiological, psychological, and cultural characteristics of these disorders and differences are addressed.

#### **SLP 542 – Professional Issues: Evidence-Based Practice**

1 cr.

This course examines contemporary professional issues of evidence-based practice (EBP) in a variety of settings. Information sources and the application of that information to appropriate populations are critically evaluated. Sources of information to support clinical decisions regarding assessment and intervention/management are accessed.

#### **SLP 545 – Voice & Resonance Disorders**

4 cr.

This course examines voice and resonance disorders and differences across the lifespan. Etiology, developmental nature, and underlying anatomical and physiological, psychological, and cultural characteristics are addressed. Principles and methods of identification, prevention, assessment, and intervention of persons with voice disorders are discussed. Application of instrumentation into clinical practice is introduced.

#### **SLP 548 – Cognitive & Psychiatric Habilitation/Rehabilitation**

2 cr.

This course examines co-occurring cognitive or psychiatric disorders across the lifespan in individuals with communication/swallowing disorders. Etiology, developmental nature, and underlying anatomical and physiological, psychological, and cultural characteristics of these disorders and differences are addressed. Principles and methods of identification, prevention, assessment, and intervention are discussed within an evidence-based framework.

#### **SLP 551 – Communication Disorders in Multilingual/Multicultural Individuals**

3 cr.

This course explores sociocultural influences on typical and disordered communication in monolingual and multilingual populations. Emphasis is placed on understanding the role of cross-cultural communicative differences. Topics will consider the breadth of diversity and the influences on SLP/audiology services, multilingualism/multiculturalism, and social and regional varieties of language & literacy.

#### **SLP 554 – Audiological Assessment & Interpretation for the SLP**

3 cr.

This course explores hearing, including its impact on speech and language. Audiologic assessment practices and (re)habilitation techniques for children and adults with hearing impairment are addressed from an evidence-based practice framework. Identification, assessment, and management protocols within the scope of practice of speech-language pathologists will be covered.

#### **SLP 580A - Virtual Clinical Simulation I**

1 cr.

This course provides 15 hours of virtual supervised clinical simulations of methods used to meet the hearing needs of individuals across the lifespan and pediatric persons with language disorders

or differences. Students will interview patients, family members, and caregivers, collaborate with other professionals, and provide screening, evaluation, or therapeutic interventions.

#### **SLP 580B - Virtual Clinical Simulation II**

1 cr.

This course provides 15 hours of virtual supervised clinical simulations of methods used to meet the needs of individuals with expressive and receptive language, literacy, and speech sound disorders and differences across the lifespan. Students will interview patients, family members, and caregivers, collaborate with other professionals, and provide interventions.

#### **SLP 580C - Virtual Clinical Simulation III**

1 cr.

This course provides 15 hours of virtual supervised clinical simulations in assessment methods of individuals with communication disorders and differences across the lifespan. Students will interview patients, family members, and caregivers, collaborate with other professionals, practice administering standardized assessments, diagnose, and make recommendations.

#### **SLP 580D - Virtual Clinical Simulation IV**

1 cr.

This course provides 15 hours of virtual supervised clinical simulation treatment experiences of individuals who demonstrate developmental and acquired communication disorders or differences that include the elements of articulation, motor speech, fluency, receptive/expressive language, and cognitive and social aspects of communication across the lifespan. Evidence-based treatment planning will be emphasized.

#### **SLP 580E - Virtual Clinical Simulation V**

1 cr.

This course provides 15 hours of virtual supervised clinical simulation assessment/treatment experiences of individuals with developmental and acquired communication and swallowing disorders/differences across the continuum of care and lifespan. Students interview patients, family members, and caregivers, collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide evidence-based interventions.

#### **SLP 581A - Residency Field Placement I**

1 cr.

This course provides a minimum of 60 supervised clinical practicum hours in assessment and treatment methods of pediatric clients who demonstrate developmental communication disorders or differences that include the elements of articulation, phonology, fluency, receptive/expressive language, cognitive aspects of communication, and social aspects of communication in a clinical setting.

#### **SLP 581B – Speech-Language-Hearing Assessment & Intervention I**

2 cr.

This course provides a minimum of 120 supervised clinical practicum hours, in a PreK-12 educational setting, in the assessment/treatment methods of pediatric clients who demonstrate communication disorders or differences that include the elements of articulation, phonology,

motor speech, fluency, receptive/expressive language, cognitive aspects of communication, and social aspects of communication. *Prerequisite: SLP 581A*

### **SLP 581C - Speech-Language-Hearing Assessment & Intervention II**

2 cr.

This course provides a minimum of 120 supervised clinical practicum hours in an adult placement setting in the assessment/treatment methods of individuals with communication disorders/differences across the continuum. Students will interview patients, family members, and caregivers, collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide evidence-based interventions. *Prerequisite: SLP 581A*

### **2.3b Additional Required Graduate Courses for the M.S. degree in Speech-Language Pathology with Healthcare Specialization**

#### **SLP 560 – Medical SLP & IPE**

2.0 cr.

This course introduces students to the practices of the speech-language pathologist used in a medical setting. The role of the speech-language pathologist within a healthcare environment and as a member of an interprofessional team is examined. Medical terminology, environment and organization, continuum of care, and clinical populations are considered.

#### **SLP 562 – Tracheostomy & Ventilator-Dependency**

2 cr.

This course provides foundational knowledge for working with individuals who have a tracheostomy with or without ventilator dependency. Assessment methods and management options available for communication and swallowing disorders, including Talking Trach tubes and/or one-way speaking valves, are examined. *Prerequisite: SLP 539*

#### **SLP 564 – Advanced Diagnostics in Swallowing Disorders**

3 cr.

This course introduces advanced assessment methods (MBSS / FEES) associated with swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myology). The role of the speech-language pathologist as a member of the multidisciplinary team will be addressed. *Prerequisite: SLP 539*

#### **SLP 566 – Management of Speech & Swallowing – Post-Head & Neck Cancer**

2 cr.

This course introduces the scientific evidence relating to head and neck cancer, its management, and its rehabilitation from a multidisciplinary perspective. Topics include dietetic and nutritional support, technology-assisted communication, survivorship, and factors influencing rehabilitation, including the impact of cultural variables on the delivery of effective care. *Prerequisite: SLP 539 & 545*

#### **SLP 568 – Residency Field Placement II**

1 cr.

This course provides advanced training in communication and swallowing disorders and differences across the lifespan within a healthcare environment. This supervised clinical practicum will provide the student with additional experience evaluating and treating complex medical patients. Students will collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide interventions. *Prerequisite: SLP 581C*

## **2.4 Transfer and Non-Degree Credits**

You may be able to apply graduate coursework completed as a non-degree student to your SLP degree requirements. You must have successfully met KASA competencies and earned a grade of B or better in graduate courses for which transfer credit is requested. If you have taken graduate coursework at another institution, consult your advisor to see if any of that work can be accepted as transfer credit toward this degree. A maximum of 6 graduate credit hours may be transferred. Undergraduate courses cannot be substituted for graduate-level coursework.

## **2.5 Experiential Learning**

### **2.5a Virtual Clinical Simulation**

The design of the distance learning graduate degree program includes 20% (i.e., 75 hours) of direct contact hours obtained through *Clinical Simulation* methods (i.e., SLP 580A-E). Clinical Simulations include the use of standardized patients and simulation technologies.

Students will be assigned practica only after they have acquired a knowledge base sufficient to qualify for such experience. In the case of clinical simulation, synchronous supervision includes debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

Content for Virtual Clinical Simulation Courses I-V (i.e., SLP 580A-E) is presented via *Simucase*, a patented simulation technology that allows students to observe, screen, assess, diagnose, make recommendations, or provide intervention for virtual patients. In these courses, students will also participate in part-task simulations, which allow for training in specific skills required by the profession. Students are monitored and guided by faculty specifically trained in *Simucase* to acquire specific clinical skills, meet clinical competencies, and engage in interprofessional collaboration.

Each student will use Simucase for the course activities. Each week, specific virtual patient simulations will be assigned, prebriefed, and completed by a specific day and time (see the course outline). Each case will then be debriefed according to the course schedule. All cases are either screening, assessment, treatment, or part-task trainers and are correlated to the student's level of clinical development.

All students must participate in the pre-and debrief (i.e., review and application) sessions for students to learn within a remote platform and to earn virtual clinical simulation hours. Students will not earn hours unless attendance and meaningful participation are demonstrated in every pre- and debrief session, as determined by the course instructor. Should students require or

request further guidance from the course instructor, your course instructor will be available to you during virtual office hours and/or during a mutually agreed upon day and time. Failure to attend mandatory debrief sessions will result in forfeiture of hours. It is the student's responsibility to make up for the deficient hours during one of the program's other externship experiences. In the event of a medical or personal emergency, please contact the course instructors (i.e., faculty and instructor of record) as soon as possible.

Scoring Criteria and Evaluation Scale for Virtual Clinical Simulation Courses:

<b>Grade</b>	<b>Quality Point</b>	<b>Numerical Points</b>	<b>Final Virtual Clinical Simulation Score</b>
A	4.0	92.5 – 100	4.00 – 5.00
A-	3.67	89.5 – 92.4	3.50 – 3.99
B+	3.33	86.5 – 89.4	3.25 – 3.49
B	3.0	82.5 – 86.4	3.00 – 3.24
B-	2.67	79.5 – 82.4	2.75 – 2.99
C+	2.33	76.5 – 79.4	2.50 - 2.74
C	2.0	72.5 – 76.4	1.25 – 2.49
F	0.0	72.4 and below	1.00 – 1.24

## **2.5b Residential and Residency Experiential Learning Activities**

To obtain clinical competency, as determined by ASHA, a graduate student must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours will be spent in guided clinical observation, and 375 hours will be spent in direct client/patient contact. At least 325 of the 400 clock hours of supervised clinical experience will be completed while you are enrolled in graduate study.

All students will be supervised by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, (2) a minimum of 2 hours of professional development in clinical instruction/supervision and (3) evidence of implicit bias training. The amount of direct supervision you receive will be commensurate with your knowledge, skills, and experience; will not be less than 25% of your total contact with each client/patient served; and will take place periodically throughout each practicum experience. Supervision will be sufficient to ensure the welfare of the individual receiving services.

Experiential learning activities (i.e., SLP 581 A-C and SLP 568 for those students who elect the Healthcare Specialization) are designed to provide you with assessment and intervention experience with individuals across the life span and from culturally and linguistically diverse backgrounds. Individuals will present with various types and severities of communication and/or related disorders, differences, and disabilities that correspond with their academic abilities. That is, you have acquired a base of knowledge sufficient to qualify for the experience. At all times, it is the expectation of the graduate degree program that a clinical educator will be available and on-site to consult with you when you are providing clinical services to the clinical educator's

client. Clinical practicum supervision is intended to provide guidance and feedback and facilitate your acquisition of essential clinical skills.

Content for each experiential learning course will be presented via a mentorship environment, in which the mentor provides you with professional support and personal guidance. The assigned clinical educator will help you improve clinical effectiveness through meaningful mentoring and feedback and assist you in developing clinical skills. Throughout the clinical experience, the clinical educator will provide you with performance feedback sessions, which are considered an integral part of the experience. Performance strengths and weaknesses will be discussed, and you and the clinical educator will set realistic goals for you to meet. Through discussion and goal setting, these sessions will assist you in meeting the SLOs for the course.

The program will monitor the expected supervision of experiential learning activities using preceptor and student rating forms (i.e., the supervisor's attestation on the Calipso Clinical Performance Evaluation and the Calipso Clinical Supervisor Feedback and Clinical Site Evaluation forms). Responses from the rating forms will be analyzed for preceptor and student consistency and correlated to student outcomes. Identified inconsistencies and/or student performance issues will be analyzed for trends by the program's faculty and instructional staff and addressed via the university's annual reporting process and, if needed, through strategic planning.

- **SLP 581A The University of Scranton Summer Academy for Speech and Language Enrichment**

During the summer of Year I, students must attend The University of Scranton in person for a 4-week session. Students can be housed in the university's residential living facilities. During this time, students will engage in their first in-person externship experience. This experience will occur at the Scranton School for Deaf and Hard of Hearing Children (<https://thescrantonschool.org/community/>). Students will obtain a minimum of 60 supervised clinical practicum hours in assessment and treatment methods of individuals with communication disorders and differences within this educational setting. Students will interview clients, family members, and caregivers, collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide interventions. Many of the children at this school have complex communication disorders, such as having a diagnosis of being deaf with co-occurring autism. Here, students will be able to engage in a heavily supervised experience with licensed SLPs and other professionals to begin to learn how to apply their year I theory and virtual clinical skills to the in-person environment.

The **dress code** for the summer academy is business casual attire for student clinicians. This means clothing that allows a clinician to feel comfortable at the academy yet is appropriate for a professional environment. Some examples of acceptable business casual clothing include dress pants, khaki pants, dress capris, shorts to the knee (if they are professional looking), long or short-sleeved collared or polo shirts, blouses, loafers, dressy slip-ons, knit pullovers, dresses, and skirts. Some examples of inappropriate attire for fieldwork include jeans, shorts, mini-skirts, halter tops, workout attire, tee-shirts, leggings, yoga pants, sheer/see-through clothing, sweatsuits, flip flops, and clothing that promotes drugs and/or alcohol or is sexually explicit. Comfortable closed-toe shoes are acceptable. Student clinicians are expected to dress



appropriately for their fieldwork environment. Students not dressed appropriately for the academy may be asked to go home, change, and return to the academy at the supervisor's discretion. The exercise of good judgment in attire and presentation of self is encouraged in accordance with the business, school, and academic environment.

### **2.5c Instructional Seminar Meetings**

The residency and residential field placement courses will meet weekly with the Clinical Education Coordinator for instructional seminar meetings, 1.5 hours per week for the duration of each course. These sessions are used to target current practice patterns and contemporary professional issues of the clients served, including but not limited to evidence-based practice, concern for individuals requiring therapeutic intervention, cultural competence, professional duty, and collaborative practice. Seminar meetings are designed as a forum for you to discuss experiences, provide individual case presentations, discuss preparation efforts for employment, and share acquired experiences and knowledge based on evidence-based practice. Should you require or request further guidance from course instructors, the course instructors will also be available during virtual office hours and/or during a mutually agreed upon day and time.

### **2.6 Advisement**

Each student must meet with their graduate degree program advisor/mentor at least once during the fall and spring semesters to review individual progress in the program and discuss course offerings for the following semester.

The goal of academic advising is to provide the student with individual assistance and support with the challenges faced by academic life, registration, educational needs, and career planning for the future. Academic advising is scheduled beyond the regular office hours of each faculty or instructional staff member.

The role of the student's academic mentor/advisor is to:

- Create and maintain an interactive environment encouraging mutual trust and open communication.
- Provide students with information and resources to promote academic progress.
- Empower students to take responsibility for their academic success.
- Stay informed of current and changing rules, regulations, and program requirements.
- Refer students to campus services relevant to their individual needs.
- Collaborate with peers by participating in the exchange of ideas, information, and philosophies through professional development.

In addition to meeting with your academic advisor/mentor at least once per semester, you will also engage in individual advisement meetings with the Clinical Education Coordinator (CEC). During the Spring semester, Year I, Cycle I, following the bi-annual Residential Field Placement meeting, each student is required to schedule a virtual 1:1 externship placement meeting with the CEC to develop an experiential learning plan for their first Year 2 placement. During the Fall semester, Year II, Cycle I, again following the bi-annual Residential Field Placement meeting, each student is required to schedule a virtual 1:1 externship placement meeting with the CEC to develop an experiential learning plan for their second Year 2 placement.

For further information on policies and procedures related to the selection and placement of students in external facilities, please refer to Chapter 3 of this manual.

## **2.7 Performance Standards / Assessment Plan**

### **2.7a Overview**

Graduate students' achievement of ASHA's academic and clinical standards is measured by a variety of program assessments, including both formative and summative methods. These assessment tools are administered by multiple academic and clinical (i.e., faculty specialist) faculty members and the Clinical Education Coordinator of the program.

Formative assessments are commonly contrasted with summative assessments, which are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, cycle, semester, or program. Formative assessment is used to improve instruction and student learning while it's happening. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills, including oral and written components and demonstrations of clinical proficiency. In other words, formative assessments are *for* learning, while summative assessments are *of* learning.

The SLP degree program will use a variety of formative and summative assessments throughout the program to determine the student's acquisition of the ASHA knowledge and skills required to meet minimum competency levels to enter the profession.

Formative assessments will vary by course. Examples of formative assessments include quizzes, tests, case studies, journal article reviews, independent and group projects that address specific course objectives, performance outcomes of virtual clinical simulation activities, and performance outcomes of in-person clinical activities.

Summative assessments will also vary by course. Examples of course summative assessments include cumulative exams, independent and group projects encompassing course objectives in totality, and formal performance assessments of clinical skills (e.g., midterm and final performance evaluations).

The program will also use summative assessments. Programmatic summative assessments include:

- 1) Comprehensive Examination (CAA)
- 2) Knowledge and Skills Acquisition (KASA) competency document, which will include a supplemental attachment addressing professionalism and professional behaviors. (CAA)
- 3) Student e-Portfolio (CAA)
- 4) Community-Based Learning Project
- 5) Research Proposal Poster Presentation

Students will also be required to take the Praxis® Exam 5331. The results of the student's performance on this exam will not be used as a programmatic summative assessment and will have no bearing on determining the student's eligibility for graduation. However, passing the Praxis exam is a prerequisite for ASHA certification and many state licensing boards.

## **2.7b Meeting Student Learning Outcomes (SLOs) and Remediation**

Students must achieve all student learning outcomes (SLOs) at the (B) grade pass standard. It is the student's responsibility to effectively communicate with the instructor before the course completion date if there is an anticipated issue with completing the course requirements. The instructor has the discretion to modify the due dates of course formative and summative assessments, but this is not required.

Students who achieve all student learning outcomes (SLOs) at the (B) grade pass standard and complete all formative and summative evaluations and student learning experiences by the published deadlines will receive a minimum grade of C in the course, allowing for program progression.

If students have not achieved the (B) grade pass standard for one or more SLOs by the end of the cycle, they will be issued their earned course grade or an Incomplete (I). If a student earns a grade of C or higher but doesn't meet a course SLO(s), remediation will be required regardless of the course grade earned. Remediating the SLO(s) will not result in a course grade change. The course will be repeated if a student does not successfully complete the remediation.

If a student does not achieve the (B) grade pass standard for one or more SLOs or receives a grade of Incomplete, a written remediation plan, with a timeline for completion, will be developed by the course instructor no later than 7 days after the final grade is published. The specific SLO(s) the instructor determines to be deficient will be identified in the plan with a coinciding remediation learning experience. The student must meet the remediation plan criterion to demonstrate achievement of the relevant SLO(s) at the (B) grade pass standard.

In the case of an Incomplete, once the student has met the grade pass standard for the relevant knowledge or skill, the specific SLO(s) will be considered remediated, and a grade of C or greater, depending on the student's overall performance in the course, will be assigned by the instructor. The instructor must submit a final grade to replace the grade of Incomplete before the midpoint of the next online cycle, or the Incomplete grade will automatically be converted to a grade of F. If the student cannot achieve the remediation plan criterion by the mid-point of the next online academic cycle, an extension for the grade of Incomplete may be approved with the support of the course instructor and program director and approval by the college dean.

In the case of poor performance, the grade of F may be assigned either because the student did not successfully achieve the remediation plan criterion at the (B) grade pass standard or because the student's performance was so poor that they needed to remediate the entire course. With the assignment of an F grade, the course will need to be repeated. Because the curriculum is lock-step, the program director, in consultation with the student, will devise an alternate plan of study for the student if a student is required to re-take a course.

Students will be dismissed from the SLP program if they need to retake more than two courses or if they earn two grades of F. Students are also required to maintain a minimum overall GPA of

3.0. Students not meeting the minimum overall GPA will be placed on university academic probation. Students will also be placed on university academic probation if they have to remediate SLO(s) from more than three courses. Students on academic probation must achieve a 3.0 GPA within the next nine graduate credits. In the case of successive remediation, students cannot remediate any SLO(s) within the next semester. Failure to meet the terms of the probation may result in dismissal from the SLP program. A student on academic probation may not be permitted to enroll in a clinical education experience (practicum).

If a student is dismissed from the program, it is possible for a student to reapply for admission to the SLP program, but readmission is not guaranteed. Should a student be readmitted, at a minimum, they would need to repeat all courses with a grade of F. Other conditions of readmission may apply.

For further information on Academic Policies and Regulations, refer to:

[University Catalogs](#) | [Office of the Registrar](#) | [Academics \(scranton.edu\)](#)

## **2.7c Comprehensive Examination**

All students enrolled in the Master of Science degree program in speech-language pathology are required to pass a comprehensive examination. The comprehensive examination will be offered for Year II graduate students during the Spring semester, Cycle II. The date of the examination will be determined by the faculty and instructional staff and communicated to the student by the graduate program director via email no later than the midpoint of the Spring semester Cycle I. Year II graduate students must be in good standing with the program, having met all SLOs and course requirements to date, to be eligible for the comprehensive examination. Students with SLO(s) under remediation and/or a grade of (I) from a previous grading cycle will have to satisfy all assessment plan criteria before taking the summative assessment (i.e., comprehensive examination).

The comprehensive examination will be a 1.5-hour assessment consisting of multiple-choice questions. The questions will be developed jointly between the academic faculty to integrate academic and clinical material. Students will be required to integrate the knowledge of theory, research, and clinical methods. As the experience is comprehensive and integrative, a single comprehensive question may require students to extract and integrate material from various courses. The content of the examination will include the elements of:

- articulation (i.e., speech sound production to encompass articulation, motor planning and execution, phonology, and accent modification),
- fluency (i.e., fluency and fluency disorders),
- voice and resonance, including respiration and phonation,
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics (i.e., language and social aspects of communication, prelinguistic communication, and paralinguistic communication (i.e., gestures, signs, body language)), and literacy in speaking, listening, reading, writing, and manual modalities,
- hearing, including the impact on speech and language,
- swallowing (oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions, including oral function for feeding; structure and function of orofacial myology) across the lifespan,

- cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning),
- social aspects of communication (e.g., behavioral and social skills affecting communication, challenging behavior, ineffective social skills, and lack of communication opportunities), and
- augmentative and alternative communication needs

In the event of an emergency that prevents the student from attending the examination, documentation of the emergency will be required to be eligible for a rescheduled exam. Adequate documentation may be, for example, a physician's statement that an illness prevented the student's attendance. The required documentation must be submitted to the Program Director within one week from the date of the original exam date. Failure to communicate with the Program Director will result in a grade of (I). The student will have until the midpoint of the next online cycle to complete the comprehensive examination and resolve the incomplete grade. If a final examination grade is not issued by the midpoint of the next online cycle, the Incomplete grade will ordinarily be converted to a grade of (F), and the student will be dismissed from the program. An extension for the grade of Incomplete may be approved with the support of the student's graduate advisor and program director and approval by the dean of the college.

The examination will be given using the Brightspace LMS, a lock-down browser, and webcam monitoring. Students will have to adhere to the policy on verifying their identity prior to taking the examination. Students are responsible for contacting the program director immediately during the examination if a Wi-Fi and/or computer issue occurs during the assessment.

The Program Director will review the results when the exam is completed. Students will be notified of the results via email within seven days. Students earning a grade below the minimum standard must remediate the deficient areas.

A written remediation plan, with a timeline for completion, will be developed by the program director no later than seven days after the assessment grade is posted. Once the student has met the pass standard for the relevant knowledge or skill, the specific area will be considered remediated. Students are only allowed to retake the comprehensive examination once during their tenure as graduate students in the program. Retaking the comprehensive exam may require students to adjust their graduation date.

## **2.7d Student e-Portfolio**

Students are required to maintain an electronic portfolio each cycle of the program. Updates are expected in the following areas:

- Resume – This document should contain current information about you and must contain sections describing your clinical experiences for each cycle/semester you complete clinical education.
- Program of Study – This should list the courses you have had/are currently enrolled in, along with a description. Include an unofficial transcript.

- Clinical Activities – Include examples of clinical writing (e.g., evaluation reports, SOAP notes, lesson plans, self-reflection, etc.) and clinic activities/materials created.
- Academic Writing – This section should contain examples of work completed within various courses. This might include brochures, case studies, responses to competency questions, term papers, etc. PowerPoint presentations prepared for classroom activities should be included as well.
- Clock Hours – An up-to-date summary of your clinical clock hours must be included.
  - Updated KASA form for each cycle/semester.
- Additional information may be included in the e-portfolio as determined by the student or faculty.

## 2.7e Community-Based Learning (CBL) Project

Community-Based Learning (CBL) is an academic experience that involves students working with individuals, groups, or organizations in ways structured to meet community-defined needs.

In keeping with the Jesuit, Catholic mission of The University of Scranton, CBL incorporates a global perspective and understanding through integrating theory with practice, direct engagement with community members, and personal and critical academic reflection. Community-based learning prepares students to understand common challenges facing humanity, identify systemic problems, and develop a commitment to their communities, especially “people who live and work in poverty, illness, inequality, hopelessness, and other social disparities.”

Community-Based Research (CBR) involves faculty, students, and community partners in the research process and recognizes the unique contributions of each. Research is action-oriented and focused on concerns relevant to the community. There is a reciprocal transfer of knowledge, skills, and capacity to sustain a long-term commitment.

Developing a community-based learning project can be an educational and inspirational experience for you and the community. This project will be completed during your first year of graduate studies, and you will accrue a minimum of 25 CBL hours. You will give a virtual poster presentation of your work during Summer Year I. You want to choose a community partner and project that will be sustainable. Review the resources available by the Office of Community-Based Learning at <https://www.scranton.edu/academics/provost/cbl/index.shtml>

To be successful, use the following plan:

1. **Identify the community:** Before your first academic advising meeting with your graduate advisor, you will research possible issues within your community and identify possible CBL partners. Choose a community you are passionate about, or that has specific needs that can be addressed through a learning project. Determine the community partner leader who supports discipline-specific knowledge and skills. Self-reflect on your orientation to the community organization and determine why you may want to create a project with them. Complete by the end of Year I, Fall semester, Cycle I.

2. **Define the learning objectives:** Determine what you want the “learners” to achieve through this project. There are two groups of learners: the community members you will be working with and you. Develop three (3) objectives for each group. This could include acquiring new knowledge and competencies of a subject matter or focus area or developing a sense of responsibility or concern for the problems and injustices of society. Complete by the end of Year I, Fall semester, Cycle II.
3. **Research and plan:** Meet with the community partner leader and discuss the needs and challenges of the community learners to help you better understand the hardships and inequities these individuals may experience. This meeting will help you design a project that is relevant and impactful. Create a detailed plan that outlines the goals, timeline, available resources, evaluation criteria, and an assessment tool to determine the satisfaction of the community partner. Obtain approval of the research plan from your Academic Advisor/Mentor before beginning the implementation process. Complete by the end of Year I, Fall semester, Cycle II.
4. **Engage stakeholders:** Develop a list of at least three stakeholders, such as community members, local organizations, and educational institutions you may want to collaborate with to enhance the project. The expertise and support of others may assist with the sustainability of the program you design. You may or may not include these stakeholders during the novel design and implementation stage, but it will give you a sense of others you may want to involve in the future.
5. **Design the project:** Develop a project that is hands-on, experiential, and aligned with the learning objectives you created for both the community members and you. In supporting the mission of the SLP graduate degree program and the university, contemplate using actual situations or events that address **justice with a fair balance in distributing wealth, opportunities, and privileges within a society where individual rights are recognized and protected**. This will require critical thinking, problem-solving, and collaboration. Create a monitoring tool for data collection and subsequent analysis of your program. Remember that you will want to demonstrate outcomes that support the impact of your CBL project. Complete by the end of Year I Intersession semester. Obtain approval of the project plan from your Academic Advisor/Mentor before beginning the implementation process.
6. **Implement and evaluate:** Per the approved plan, execute your CBL activity during the Spring semester, Year I. Use the monitoring tool you selected or created to assess the project’s progress and determine the need for re-evaluation or modification. This process can be facilitated through self-reflection and reflection on how your project meets the university’s mission, including our Jesuit values and principles. Use reflective journaling throughout the process.
7. **Share and celebrate:** The presentation of your project (on or about June 15<sup>th</sup> of Year I) will be evidence of your success and bring awareness about the community needs you studied. Use this opportunity to make a positive change in your community. You may want to invite your community partner to the poster

presentation or provide your community partner with an in-person or video-recorded presentation of the project. Students will develop a 10-minute poster presentation of their project to be given during the CBL forum during their Summer Year I in-person experience.

Engage in reflective journal writing as you work through this process. Keep a personal record of your learning experiences. Record your learning-related incidents by date, time spent on each activity, and event description. Self-reflect on each activity and describe how your reflection may direct the movement of your project. Plan to meet with your Academic Advisor/Mentor at least once per semester to review and discuss this ongoing project.

### **2.7f Virtual Spring Research Colloquium** (Spring semester, Year II, Cycle II)

As a component of the Research Methods in CSD course (SLP 500), students will develop an in-depth written research proposal on a topic of their choice in the fall semester, Year I, and Cycle I. The research proposal will include a phased writing assignment to develop an introduction or problem statement, literature review, methodology, and bibliography. The students will be required to provide an oral presentation of their proposal to their class (Fall semester, Year I, Cycle I) as well as to the members of the program during the Virtual Spring Research Colloquium (Spring semester, Year II, Cycle II). Following the conclusion of SLP 500, students will have until the end of Year II to revise their proposal based on additional knowledge obtained through the program. Should students elect to conduct the research described in their proposal, students will have the option to work with a faculty member to execute their study. The completed study will be presented at the Virtual Spring Research Colloquium (Spring semester, Year II, Cycle II). The student may also be encouraged to disseminate the results of their completed investigation to the scientific community via local, state, and/or national platforms.

### **2.7g The National Examination** (Spring semester, Year II, Cycle II)

Passing the Speech-Language Pathology Praxis examination (5331) is one of the requirements for obtaining the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA) and is required in many states to apply for licensure to practice as a speech-language pathologist. It is recommended that students take this examination during Year II, Spring semester, Cycle II. The results of the student's performance on this exam will not be used as a programmatic summative assessment and will have no bearing on determining the student's eligibility for graduation.

Applications for the examination can be obtained from [www.ets.org/praxis](http://www.ets.org/praxis). Students must indicate on the application form that their score will be sent to the ASHA national office and The University of Scranton's Department of Health and Human Performance, Speech-Language Pathology program. Currently, our reporting code number is **0929**.

## **2.8 Generative AI**

In all academic work, the ideas and contributions of others must be appropriately acknowledged (following APA style, 7<sup>th</sup> 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 SLP 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.

# **Chapter 3**

## **Academic and Professional Standards and Policies**

### **3.1 University Policies**

For a complete listing of university policies, refer to the University Governance at

<https://www.scranton.edu/Governance/university-policies%20.shtml>

#### **3.1a Academic Code of Honesty**

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

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

<https://www.scranton.edu/studentlife/studentaffairs/student-conduct/student-code.shtml>

#### **3.1b Appeal of a Graduate Course Grade**

Refer to section 3.2h – IV below and/or the Graduate Studies Catalog for the year admitted.

#### **3.1c University Privacy and Confidentiality**

[https://www.scranton.edu/Governance/university-privacy\\_and\\_confidentiality-final-05-17-12.pdf](https://www.scranton.edu/Governance/university-privacy_and_confidentiality-final-05-17-12.pdf)

#### **3.1d FERPA Student Rights and Confidentiality of Information**

<https://www.scranton.edu/pir/institutional-research/HEOA/index.shtml>

#### **3.1e Records Management and Retention**

##### ***I. Policy Statement***

The University of Scranton requires that different types of records be retained for specific periods of time and has designated official repositories for their maintenance. These records must be managed according to procedures that are outlined in the *Records Management and Retention Policy* document. This policy is applicable to every division, department, and office on campus, with the exception of the Faculty Affairs Council

(<https://www.scranton.edu/Governance/university-policies%20.shtml>).

##### ***Managing Official University Records***

Departments and offices that maintain university records are called “official repositories.” These administrative units are responsible for establishing appropriate record retention management practices. Each department head or designee (data steward) must:

- implement the unit’s and/or office’s record management practices;
- ensure that these management practices are consistent with this policy;
- educate staff within the administrative unit in understanding sound record management practices, including protection of official records against misuse, misplacement, damage, destruction, or theft;

- implement safeguards against accidental or deliberate deletion or alteration of electronic records;
- preserve inactive records (see: Section VII, Definitions) of historic value, and transfer those records to the University Archives;
- ensure that access to confidential files is restricted, whether in the original department or after transfer to the University Archives;
- implement appropriate access and audit controls on electronic record data;
- destroy inactive records that have no archival value upon passage of the applicable retention period.

### ***Preserving or Disposing of Official University Records***

When the prescribed retention period (see Records Retention Schedule) for official university records has passed, a determination of whether to preserve or dispose of the documents must be made. The University Archivist, who has the authority to designate which records are archival, should be consulted when deciding if a record is of historical value to the University (see Appendix A, Archival Record Categories).

#### **1. Archival Records**

If it is determined that the records are archival, they should be transferred to the University Archives, located in Room 400 of the Weinberg Memorial Library (x6341). Call the University Archivist to:

- Review records to be sent to University Archives.
- Request archival boxes (1 full file drawer = 2 boxes).
- Request a transfer form.
- Schedule a time for boxes to be picked up.

#### **2. Non-archival Records**

If it is determined that it is appropriate to dispose of the records, destroy them in one of the following ways:

- Recycle non-confidential paper records.
- Shred or otherwise render unreadable confidential records.
- Erase or destroy electronically stored data.

Caution: Electronic records generated and maintained in university information systems or equipment (including mainframe, mini, and microcomputing/storage systems) should be periodically reviewed to ensure that these requirements are met. Examples of common electronic records include word-processing documents, electronic mail, databases, and websites. Refer to the University's Data and Information Classification Policy and the Information Security Office for guidance.

Electronic records must be captured within a reliable record management application. Records must include all essential data and metadata describing the content and structure of the record and the context of creation. Accurate links must be maintained between all related paper and electronic and record elements.

Electronic records must be evaluated by Information Resources staff to determine retention requirements. Electronic record management applications must provide for automated retention and destruction of electronic records in accordance with disposition schedules. Data stewards, in consultation with appropriate Information Resources staff, must develop strategies for the long-term preservation of electronic records. These strategies must:

- include provisions for guaranteeing the availability and integrity of electronic records through system migration
- mitigate the risk of data inaccessibility due to hardware obsolescence, storage medium deterioration, or software dependence
- include appropriate policies and procedures for data backup

Electronic records in jeopardy of permanent, unavoidable access loss should be converted to paper or other human-readable format and preserved accordingly. University records (regardless of the storage medium) can be disposed of upon reaching the minimum retention period stated in this policy, provided the department does not need the records for future administrative, legal, research/historical, or fiscal purposes.

- administrative value: contain information applicable to current or future university operations.
- legal value: contain evidence of legally enforceable rights or obligations of the University.
- research or historical value: document the purpose, growth, history, services, programs, and character of the campus.
- fiscal value: required for budget development, financial reporting, or audit purposes.

The data steward is responsible for performing, at least annually, a review to determine the value or usefulness of departmental records. During this review, the data steward should identify and designate for disposal (destruction or transfer to an archive) the records with elapsed retention periods (time maintained in the office plus time in inactive records area) that are no longer useful. By August 31 of each year, the data steward will have completed the yearly records review and will have sent written confirmation (by memo or e-mail) to the University Archives (see Appendix B, Flow Chart). If the timing of the records review specified in Appendix C is difficult for a department to comply with, the data steward should contact the Library's, Assistant Dean.

### ***Confidential Records***

The purpose of these guidelines is to define confidential records; strengthen safeguards against the unauthorized or accidental disclosure of confidential records and information; and define appropriate measures for reasonable care in the disposal of confidential information, including its protection during storage, transportation, handling, and destruction.

1. The following types of records are absolutely confidential:

- (a) individual education records of living students or living former students, as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, unless the student or former student grants access in writing or unless one of the exceptions contained within FERPA applies;

(b) individual employment records of living current or former faculty members, administrators, or other staff members, including records that concern hiring, appointment, promotion, tenure, salary, performance, termination, or other circumstances of employment, unless the faculty member, administrator, or staff member grants access in writing;

(c) records that include “protected health information” as the same is defined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), 42 U.S.C. 1171 et seq. and regulations promulgated thereunder;

(d) records that include “nonpublic personal information” protected under the safeguarding rules of the Gramm-Leach-Bliley Act of 2000 (GLBA).

(e) other records where usage might constitute an invasion of privacy;

(f) records the use of which has been restricted by contract;

(g) any other records with specific regulatory confidentiality requirements.

2. The following types of records generally will be treated as confidential:

(a) administrative records of the University for twenty-five years from the date of their creation, with certain exceptions, such as those which must be open in conformance with law;

(b) records of a sitting administration;

(c) records the disclosure of which might expose the University to legal liability.

### ***Recommended Procedures for Confidential Destruction***

1. Retention Period: Only those records retained for a period of time equal to or greater than the applicable retention schedule may be disposed of in accordance with these guidelines. The retention schedules may be viewed at:

<http://academic.scranton.edu/organization/rmr/rrsad.shtml>.

2. Suspension of Records Destruction in the Event of a Claim, Lawsuit, Government Investigation, Subpoena, Summons, or Other Ongoing Matters. Upon service of legal process (subpoena, summons, or the like), or upon learning of an investigation or audit, or if a claim is made, whether formal or informal, or a dispute arises, the records retention schedules referenced above shall be suspended, and records related to the legal process, claim, dispute, investigation or audit should not be destroyed.

Record retention periods may be increased by government regulation, judicial or administrative consent orders, private or governmental contracts, pending litigation, or audit requirements. Such modifications supersede the requirements listed in this policy. Suspension of record destruction required by any of these reasons will be accomplished by a notice sent out to affected units by the Office of General Counsel, the Internal Auditor, the Finance Division, or the Office of Research Services.

- Note: No document list can be exhaustive. Questions regarding the retention period for any specific document or class of documents not included in these tables should be addressed to the Office of General Counsel.

- Caution: Departments and units that are not official repositories and that retain duplicate or multiple copies of these university records should dispose of them when they are no longer useful.

### 3. Destruction Authorization

Data stewards are responsible for authorizing the disposal of records. When the records to be disposed of are confidential, the services of document destruction service with which the University has contracted, Shred-Doc, should be used. No documents that contain sensitive or confidential information should be placed in the trash without being shredded.

### 4. Disposal of Electronic Records, Film, and Tapes

Electronic or machine-readable records containing confidential information require a two-step process for assured, confidential destruction. Deletion of the contents of digital files and emptying of the desktop “trash” or “wastebasket” is the first step. It must be kept in mind, however, that reconstruction and restoration of “deleted” files are quite possible in the hands of computer specialists. With regard to records stored on a hard drive, it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. With regard to floppy disks, CDROMs, and backup tapes, it is recommended that these storage devices be physically destroyed.

Film, audio, and videotapes containing confidential information should also be physically destroyed, not simply thrown away. It is possible to overwrite audio and videotapes with other non-confidential sounds and images, but if this is done, it is recommended that it be done by an authorized member of the staff in the office of origin.

### 5. Destruction Record

A destruction record is an inventory describing and documenting those records, in all formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself should not contain confidential information. It is anticipated that in most cases, only one copy of the destruction record will be retained in the office of origin. The destruction record may be retained in paper, electronic, or other formats.

As per The University of Scranton’s Records Retention Schedule, grade records are retained permanently, student academic files (departmental) are retained for 5 years after graduation, academic code of honesty violations are retained for 5 years after graduation, and Waivers and Releases of Claims – Academic Student Travel are retained for 3 years from the end of the trip. The responsible department is the Office of the Registrar, the Office of the Registrar and The College of Graduate and Continuing Education (CGCE), the Dean’s Office, and the department, respectively.

### **3.1f Verification of Identity**

The University of Scranton complies with the Middle States Commission of Higher Education (MSCHE) and United States Federal Higher Education Opportunity Act (HEOA) regulations regarding policies and procedures to ensure student identity verification in distance education.

### **Identity Management**

Upon admission, each University of Scranton student is assigned a unique Royal Identification number (R number), username, and password to log into the University's portal. At initial login, the student is responsible for providing their complete and true identity information in the identification verification process and is prompted to set up unique credentials for the purpose of creating a secure login. Students are encouraged to use the guidelines set forth by the University's Strong Passwords Guidelines when creating a password.

Students utilize their secure login information and unique password to access the Learning Management Systems (LMS) and other content contained in the University of Scranton portal. Furthermore, students may register for courses, view grades, view their accounts, and link to online courses through the portal. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

In the event that a student enrolling in an online course or program is required to engage in an educational experience in person, faculty are encouraged to verify their identity via a photographic ID.

### **Information Security**

It is the student's responsibility to maintain the security of usernames, passwords, and any other access credentials assigned to them. This information may not be shared or given to anyone other than the person to whom they were assigned. Students are responsible for any use and activity of their accounts. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited. Students are also responsible for knowing and abiding by the information contained within the Student Handbook, the Academic Code of Honesty, as well as other Information Technology Policies. Failure to read university guidelines, requirements, and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

All sensitive data, including FERPA-governed and enrollment-related records, are presented to students via encrypted transport methods, predominantly HTTPS. Access to such information requires valid credentials, in addition to authorization controls within the portal and LMS.

### **Costs**

The University does not currently charge students to verify their identity; however, if a charge for student identification verification is implemented, students would be notified in writing at the time of registration.

### **Privacy**

The University of Scranton is committed to maintaining the highest standards in ethics and compliance. Departments abide by the University Privacy and Confidentiality Policy, which guides practices to protect the privacy and confidentiality of students.



Personally identifiable information is collected by the University and may be used as the basis for identity verification at its discretion. For example, a student may be asked to provide unique information that could be compared to data in the University's records, such as date of birth, phone number, street address, student Royal Identification number, or other bio-demographic information, when requesting to have his/her password reset.

The University of Scranton recognizes the privacy rights of individuals who are or who have been students, as guaranteed by the Family Educational Rights and Privacy Act (FERPA) of 1974. No information from records, files, or data directly related to a student shall be disclosed to individuals or agencies outside the University without the express written consent of the student unless otherwise permitted or required by law. The Student Rights and Confidentiality of Information policy details students' rights and University disclosure practices.

### **Policy Contact**

The Office of the Registrar and Academic Services at 570-941-7721 or via email: [registrar@scranton.edu](mailto:registrar@scranton.edu)

For questions regarding the technical procedures described in this document or for technical support, contact the Division of Information Technology at 570-941-4357 or [techsupport@scranton.edu](mailto:techsupport@scranton.edu)

## **3.2 Speech-Language Pathology Program Policies**

### **3.2a Equitable Treatment**

#### ***I. Policy: Record of Student Complaints***

The policy of the graduate degree program in speech-language pathology is to maintain a record of student complaints regarding any of the program's policies and procedures or unlawful conduct.

The program aims to provide an environment that fosters the personal and intellectual growth and development of all students, where concerns can be discussed and resolved in a professional manner. The program's complaint process encourages informal resolution through direct communication with the individual(s) directly involved. Formal complaints will be considered if the student has followed and exhausted the informal processes. The program will make every effort to resolve student complaints internally, using policies and procedures outlined herein. It is expected that students will fully use any and all procedures to address concerns and/or complaints in as timely a manner as possible.

This Policy applies to all students (full-time or part-time, onsite or online) enrolled in the graduate degree program in Speech-Language Pathology when the complaint is filed. Parents, relatives, employers, agents, and other persons acting for or on behalf of a student are not considered students under this policy.

### ***Informal Complaints***

Informal complaints (concerns or expressions of dissatisfaction or disagreement) should be handled through direct communication (conversation, email, letter) between the student and the individual involved. The expectation of the program is that most student complaints will be addressed through communication with the individual(s) involved.

The informal complaint should be directed to the program director if the issue remains unresolved. Students may also consult with the Chair of HHP if they are unsure about where or how to address a concern.

### ***Formal Complaints***

A student may file a formal complaint if (a) the issue remains unresolved after attempting an informal resolution or (b) the student believes they have been unfairly treated, that the program's policies or procedures have not been followed, or unlawful conduct has occurred. Formal complaints must be made in writing and submitted to the program director by a student (not anonymously or by a parent or other agent). Formal complaints must be filed within six months of the occurrence that prompted the complaint. Students may also consult with the Chair of HHP if they are unsure about where or how to address a concern.

### ***Procedures for Filing a Formal Complaint***

1. Attempt an informal resolution of the matter as noted above.
2. Submit a formal complaint to the program director in writing.
3. A student should expect a preliminary response from the program within five (5) business days (when the University is open) to seek any additional information required to address the concern.

### ***Formal Complaint Review and Resolution Process***

Formal complaints submitted in writing to the program director are directed to the Chairperson of Health and Human Performance and the Dean of the Leahy College of Health Sciences. These offices do not act as advocates for any party to a dispute but are facilitators to ensure a fair process. These offices will review and resolve any issues. Any individual who is named in a formal complaint will be notified and asked to provide information related to the complaint.

The program will maintain a record of formal complaints (as per the university Retention of Records policy <https://www.scranton.edu/information-technology/documents/policies/info-classification.pdf>) and their resolution, including those complaints reported to external agencies. The record will be housed electronically by the program director within the Department of Health and Human Performance and made available to the Council on Academic Accreditation for Audiology and Speech-Language Pathology evaluators for their review.

### ***Additional Resources***

In the unlikely event that an issue cannot be resolved internally that addresses the program's compliance with Standards for Accreditation, students may file a complaint with the Council on Academic Accreditation for Audiology and Speech-Language Pathology and/or the Middle States Commission on Higher Education. These agencies should be contacted only after the student has used the established informal and formal complaint processes.

<https://www.scranton.edu/pir/planning/middle-states.shtml>

<https://caa.asha.org/programs/complaints/>

Retaliation against a student for filing a complaint is harassment and will be addressed as described in The University of Scranton's Discrimination and Harassment Policy.

<https://www.scranton.edu/equity-diversity/non-discrimination.shtml>

## ***II. Policy: Corrective Action for Violations of Compliance with Nondiscrimination Laws and Regulations***

The policy of the graduate degree program in Speech-Language Pathology is to follow the University's Non-Discrimination and Anti-Harassment policy to ensure appropriate corrective action.

The University Non-Discrimination and Anti-Harassment policy is located at:

<https://www.scranton.edu/equity-diversity/docs/nondiscrimination-antiharassment-policy.pdf>

The University Sexual Harassment and Sexual Misconduct Policy is located at:

<https://www.scranton.edu/equity-diversity/docs/sh-sm-policy.pdf>

### **3.2b Clinical Education – Students**

#### ***I. Policy: Manner and Amount of Supervision***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will ensure that the manner and amount of supervision are adjusted to reflect each student's ability, in turn allowing each student to master clinical competencies and acquire the independence to enter independent professional practice.

#### **Procedures**

1) Students will complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology.

- A minimum of 25 hours in guided clinical observation will be obtained prior to the initiation of graduate studies verified by a SLP or AUD who is in good standing with ASHA,
- A minimum of 300 hours will be spent in direct client/patient contact.
- A maximum of 75 hours (i.e., 20%) will be obtained through clinical simulation methods (i.e., standardized patients and/or simulation technologies).
- At least 325 of the 400 clock hours of supervised clinical experience will be completed while the student is enrolled in graduate study.

2) Supervision of students will be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, (2) a minimum of 2 hours of professional development in clinical instruction/supervision, and (3) evidence of implicit bias training.

- 3) The amount of direct supervision, which will be in real-time, will be commensurate with the student's knowledge, skills, and experience.
- 4) The amount of direct supervision will not be less than 25% of the student's total contact with each client/patient.
- 5) The amount of direct supervision, which will take place periodically throughout the practicum, will be determined and adjusted by the clinical educator/preceptor.
- 6) The amount of supervision provided to each student will be sufficient to ensure the welfare of the individual receiving services as determined and adjusted by the clinical educator/preceptor.
- 7) Clinical educators will be available and on-site to consult with a student who is providing clinical services to the clinical educator's client.
- 8) Clinical educators will provide guidance and feedback to facilitate the student's acquisition of essential clinical skills as determined by the supervisor. Should a student request additional assistance from the clinical educator/preceptor, the supervisor should make every effort to adjust the amount of supervision being provided to the student as deemed appropriate by the supervisor.
  - Clinical supervision for residency and residential experiential learning courses will be presented via a mentorship environment, in which the mentor provides professional support and personal guidance to the student. The assigned clinical educator will help the student improve clinical effectiveness through meaningful mentoring and feedback and assist the student in developing clinical skills. Throughout the clinical experience, the clinical educator will provide the student with performance feedback sessions, as these sessions are considered an integral part of the experience. Performance strengths and weaknesses will be discussed, and the student and the clinical educator will set realistic goals for the student to meet. Through discussion and goal setting, these sessions will assist the student in meeting the SLOs for each course.
- 9) Clinical educators should adjust the manner of supervision being provided to the student as necessary:
  - Samples: The supervisor may provide examples of lesson plans, session analysis, SOAP notes, or reports.
  - Joint Planning: The supervisor and clinician may write a lesson plan and/or objectives together. They may formulate step-by-step strategies for conducting the therapy activities.
  - Role Playing: The supervisor and clinician may role-play therapy procedures as each one assumes the client or clinician's stance.
  - Demonstration Therapy: A part of or an entire therapy session may be planned to be modeled by the supervisor while the student clinician observes.
  - Structured Observations: The student clinician may arrange to observe other clinicians who demonstrate strong clinical skills in specific areas, particularly those in which he/she is experiencing some difficulty. During the observation, the clinician should gather ideas and strategies that could be implemented in his/her therapy sessions. Data collection may be practiced as well.
  - Videorecording and/or Audiotape: Reviewing of taped sessions may be completed by the clinician and/or the supervisor to identify the strengths and weaknesses of the session. In

addition, the supervisor and the clinician can view recordings together. They can jointly find concrete solutions and strategies for the identified areas of weakness.

- **Script Taping:** The supervisor and/or clinician may transcribe the clinician's directions and models given during the therapy session. Those may further be analyzed and evaluated. The supervisor should provide specific feedback regarding alternatives to the clinician's choice or implementation of strategies.

- **Observation of the Clinician's Therapy by Other Supervisors:** Other supervisors may observe the clinician to provide additional specific feedback based on the data collected during the observation.

- **Joint Evaluation:** The supervisor and clinician may evaluate the clinician's session through written analysis. These evaluations would be shared and compared to obtain supervisor-clinician accuracy and agreement.

10) Students will only earn clinical hours for the time spent in active engagement with clinical simulations. Debriefing activities will not be included as clinical clock hours.

- **Virtual Clinical Simulation** courses will be presented via Simucase, a patented simulation technology that allows students to observe, screen, assess, diagnose, make recommendations, and/or provide intervention for virtual patients. Students will also participate in part-task simulations, which allow for the training of specific skills required by the profession. Students will be monitored and guided by faculty specifically trained in Simucase to acquire specific clinical skills, meet clinical competencies, and engage in interprofessional collaboration.

- Students will use Simucase for all Virtual Clinical Simulation course activities. Each week of the specific course, specific virtual patient simulations will be assigned, prebriefed, and completed by a specific day and time as outlined in each course syllabus. Each case will then be debriefed according to the course schedule. All cases are either screening, assessment, treatment, or part-task trainers and correlate to the student's level of clinical development.

- The debrief (i.e., review and application) sessions are required by ASHA, Simucase, and our program for students to earn virtual simulation clinical hours. Students will not earn hours unless attendance and meaningful participation are demonstrated in every pre- and debrief session as determined by the course instructor/clinical educator. Students must earn an overall competency score of 90% accuracy on each case to move on to the next assigned activity. Additionally, students must meet or exceed the minimum completion time for each case. Students are to repeat a case until the criteria are met. Should a student request additional assistance from the clinical educator, the supervisor should make every effort to adjust the amount of supervision provided to the student as deemed appropriate.

11) The student-clinical educator relationship should strive to demonstrate an ongoing and open means of communication.

### **3.2c Clinical Education – Client Welfare**

#### ***Introduction***

The clinical externship experience is a time for students to begin to apply the knowledge obtained from didactic coursework to a clinical environment. Students are expected to develop a sense of confidence and competence in a clinical setting. Building awareness of self as an individual with the new role of a professional and begin to learn to function as a therapist.

Clinical Educators and others recognize students as individuals who are in the process of becoming therapists; that is, students are still learning, asking questions, seeking assistance, researching evidence-based treatment, planning sessions, and seeking solutions to any possible mistakes. It is equally important that students recognize these expectations and use these externship opportunities to learn under guided supervision. By the end of the externship placements, students should be performing at or above the level of an entry-level SLP as determined by meeting each course's student learning outcomes (SLOs) and a passing score on each *Calipso* rating scale.

## ***FERPA***

The University of Scranton recognizes the privacy rights of students and former students as guaranteed by the federal Family Educational Rights and Privacy Act (FERPA) of 1974. FERPA governs the release of and access to student education records.

All documentation collected from students in preparation for each experiential learning activity is confidential. Students will upload the required documents to *Exxat*. Student permission is obtained via a signed Information Access Consent Form: Family Educational Rights and Privacy (FERPA) before releasing information to any and each potential or assigned externship placement. Each student is required to sign a FERPA form in a timely manner for the full execution of potential and assigned placements.

For further University information regarding FERPA, see:

[https://www.scranton.edu/academics/registrar/ferpa\\_faculty\\_staff.shtml](https://www.scranton.edu/academics/registrar/ferpa_faculty_staff.shtml)

### ***I. Policy: Supervision of Students***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will ensure that the amount of supervision provided to each student is adjusted so that the specific needs of each individual who is receiving services are met.

#### ***Procedures: Supervision of Students – Virtual Clinical Simulations***

1) Course Instructors will assign students specific patient simulations commensurate with the student's knowledge, skills, and experience and correlated to the student's level of clinical development. A sufficient knowledge base implies the student has already taken the course (i.e., undergraduate foundational and/or graduate-level) or is concurrently taking the course for a particular disorder or practice. In the case of concurrency, the Clinic Instructor will provide additional instruction and guidance at a level that will assist the student in successfully evaluating and/or treating the client (e.g., discussions, observations using Master Clinician Network, additional readings, etc.).

2) Course Instructors will pre-brief the patient simulation activity with the students.

- 3) Following the student's completion of the assigned patient simulation activity, the course Instructor will debrief the simulation case with the students.
- 4) Pre- and debriefing student-centered supervisory meetings will be mandatory for each student, and students will be required to demonstrate meaningful participation, as evidenced by earning at least a 90% accuracy on each case to move on to the next assigned activity. Students will repeat the case until the criteria are met.
- 5) Additional pre- and debriefing student-centered supervisory experiences are available from the course's Instructor as required by the student on an individual basis. Instructors will arrange a mutually agreed upon time to meet with the student at either the student's and/or the instructor's request.
- 6) Students will use the Calipso Clock Hour feature to maintain a record of the time spent in observations, meetings, and conferences.
- 7) The CEC and/or Program Director will verify each student's Clock Hour form following the preceptor's approval.

**Procedures: Supervision of Students – Residency and Residential Field Placements**

- 1) The amount of direct supervision, which will be in real-time, will be commensurate with the student's knowledge, skills, and experience. A sufficient knowledge base implies the student clinician has already taken the course or is concurrently taking the course for a particular disorder or practice. In the case of concurrency, the Clinic Instructor will provide additional instruction and guidance at a level that will assist the student clinician in successfully treating the client (e.g., discussions, observations using Master Clinician, additional readings, etc.).
- 2) Direct supervision will not be less than 25% of the student's total contact with each client/patient.
- 3) Direct supervision will take place periodically throughout the practicum and be deemed sufficient by the preceptor to ensure the welfare of the individual receiving services.
- 4) At all times, a clinical educator will be available on-site to consult with a student who is providing clinical services to the clinical educator's client.
- 5) Supervision of clinical practicum will be provided in a mentorship environment and be intended to provide guidance and feedback to facilitate the student's acquisition of essential clinical skills.
- 6) Additional student-centered supervisory meetings are available from the preceptor as required by the student. Clinical educators will arrange a mutually agreed upon time to meet in person with the student at either the student's and/or preceptor's request.

7) Students will use the Calipso Clock Hour Log Form to maintain a record of the time spent in observations, meetings, and conferences. This form will be verified by the assigned clinical educator at the end of the semester.

8) The CEC and/or Program Director will verify each student's Clock Hour Summary Form as a component of the KASA summative assessment.

9) Certificate of Insurance

The University of Scranton provides each hosting externship placement site with a Certificate of Insurance (COI) confirming professional liability coverage for the student while completing their externship experience. Students are encouraged to consider purchasing personal liability insurance coverage; however, the university does not require this.

Note: Some externship placement sites require that students carry their own malpractice (liability) insurance, which is the student's financial responsibility.

## ***II. Policy: Ensuring the Welfare of Each Individual Served***

The policy of the graduate degree program in speech-language pathology is that the program will ensure that the welfare of each individual served is protected.

### **Procedures**

1) Students will update or verify their contact information in their Calipso account within the first week of their residency and residential field placements.

2) Students will obtain background clearance and proof of completion of a state-approved Child Abuse course prior to the initiation of the residency and residential field placements, at a minimum. Specific clearances and requirements will be site-specific. The cost of the liability insurance and clearances and the timely submission of such documents prior to engaging in the experiential learning activity are the responsibility of the student.

- Residency Field Placement I at The University of Scranton will require the student to obtain PA State Police Clearance, PA Child Abuse Clearance, and FBI clearance (fingerprinting required). These clearances need to be less than 1 year old and cover the entire externship placement.
  - 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, it is imperative that students begin to process these clearances during Cycle II of the Spring semester.
  - 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.



- The FBI clearance can be obtained by registering through Identogo <https://www.identogo.com/>. Instructions are available at the following: <https://www.scranton.edu/hr/.documents/minors-on-campus/FBI-Fingerprint-Check.pdf>.
- Certificate for Reporting Child Abuse (CFRCA): Instructions are available at the following: [www.reportabusepa.pitt.edu](http://www.reportabusepa.pitt.edu)

3) Students will participate in the SLP Orientation program to include training in cultural diversity, equity, and inclusion (e.g., implicit bias training), HIPAA, Universal Precautions, University Safety, and Safe Zone training. Students are required to adhere to HIPAA, Universal Precautions, and all on- and off-site clinical placement regulations when enrolled in experiential learning courses (i.e., virtual and in-person).

4) Students must submit proof of First Aid and CPR certification before initiating the Residency field placement at The University of Scranton (i.e., Summer Session Year I). Copies of the certifications must be uploaded to Exxat. Minimum requirements include Adult, Child, and Infant CPR with AED and Basic First Aid.

- Recommended certifications include the following: 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.

5) Students must meet all health screening requirements outlined by each field placement assignment before initiating each Residency/Residential Field Placement.

6) The SLP program assumes that enrolled students have received typical childhood immunizations including, but not limited to, MMR, Varicella, Hepatitis B series, TDap, and Polio and that students have continued to update these (as needed) as directed by their physician. The SLP program also requires annual PPD testing and flu vaccinations as part of the externship placement documents. Students should be aware that many sites also require COVID-19 vaccinations. Students providing vaccination documentation to the program are responsible for the accuracy of the information they provide. Proof of immunizations should be uploaded to Exxat as instructed by the CEC.

Students must upload information and documents into Exxat, which is a true and complete representation of externship requirements. Not having all the required documents may affect the student's ability to attend clinical externships. Students are responsible for communicating any issues and can contact the Clinical Education Coordinator with any questions or concerns.

The program is aware that some students may not have received typical childhood vaccinations due to religious beliefs, previous illness, and/or other personal preferences. We respect and understand the individual choices of all students and their families but need to make students aware that a limited or non-existent vaccination history may impact a student's ability to complete experiential learning activities in certain settings. Most externship placements have

specific requirements regarding immunizations and health clearances, and the university is obligated to comply with their standards. If you are a student with a limited or non-existent vaccination history, the CEC will work with you in an attempt to secure viable externship placements. Be aware if these sites exist, they may not be sites in which you had hoped to be placed (e.g., hospitals, skilled nursing facilities, pediatric hospitals/centers). If you have questions or concerns about your vaccination history, please make an appointment with the CEC.

It is the student's responsibility to notify the CEC of intent to initiate the approval process with the Office of Student Support and Success (OSSS) for any immunization declination to ensure documentation can be evaluated and a determination made. Students seeking vaccination exemptions or accommodation must follow university procedures through the Accommodate system in OSSS. For each vaccine for which the student requests an exemption, the student must specify it and provide medical documentation. The student should submit under "Medical" to seek exemptions from multiple vaccines. Requests for an exemption from vaccination for non-medical reasons must also be submitted through the Accommodate system. If the student has questions about seeking an exemption or accommodation, they should contact OSSS at 570-941-4154. The student is responsible for starting this process early on in their academic studies (i.e., First Year, fall semester, cycle I) because it takes some time for the process to be completed. Approved medical or non-medical exemption(s) for an immunization from the university does not guarantee that clinical agencies will accept/honor the exemption. Clinical agency requirements supersede the university's requirements.

Whether or not requested exemptions or accommodations are granted by the University, the clinical agencies reserve the right to refuse to accept students who fail to meet the agency and facility health screening and vaccination. An approved medical exemption for immunization from the University of Scranton does not guarantee that clinical agencies will accept/honor the exemption. Clinical agency requirements supersede the university's requirements.

In the event of such refusal, the program will reasonably attempt to place the student in an experiential learning activity with an alternate agency/facility to meet the degree requirements; however, such placement cannot be guaranteed.

7) Supervision of students will be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, (2) a minimum of 2 hours of professional development in clinical instruction/supervision, and (3) evidence of implicit bias training.

8) The amount of direct supervision, which will be in real-time, will be commensurate with the student's knowledge, skills, and experience; will not be less than 25% of the student's total contact with each client/patient; and will take place periodically throughout the practicum.

9) Supervision will be sufficient to ensure the welfare of the individual receiving services. At all times, a clinical educator will be available on-site to consult with a student who is providing clinical services to the clinical educator's client.

10) Student Clinicians will communicate major clinical decisions to a client only after approval from the Clinical Instructor. Major decisions are those that affect more than the daily plan or reflect a change in direction from the long-term therapy plan.

11) Student Clinicians will communicate with Clinical Instructors via The University of Scranton email only on an as-needed basis. When communicating via The University of Scranton email, students will not transfer any personally identifiable information of the patient/client electronically to maintain patient privacy and confidentiality.

12) In-person and synchronous remote supervisory meetings will take place in a private, one-to-one environment to maintain patient/client privacy and confidentiality.

### ***III. Policy: Delivery of Care***

It is the policy of the graduate degree program in speech-language pathology that the student and clinical educator team deliver care in accordance with recognized standards of ethical and best practice and relevant state and federal regulations.

#### ***Procedures***

1) The student and clinical educator team will maintain client confidentiality.

- Privacy is a client right. Speech-language pathologists and audiologists have an ethical and legal responsibility to safeguard client information. Client information includes information such as personal data, medical history, diagnosis, treatment, and financial situation. A violation of client confidentiality could cause the client to suffer from emotional trauma, loss of job, family, and friends; harassment from others, including the media; and loss of insurance coverage.
- Client information will be shared only on a need-to-know basis with those who participate in the care of the client. Client information should not be shared with anyone else without the client's/next of kin's written permission. Court orders, subpoenas, and OPD investigations may all be examples of the required disclosure.
- Client information, written or electronic, will be kept secure from loss, theft, or unauthorized access, use, or disclosure. Confidential information will be kept out of plain view and stored in a secure environment. Care will be taken not to talk about clients in public places, even without using the client's name.
- It is unprofessional conduct to reveal personally identifiable facts, data, or information obtained in a professional capacity without the prior consent of the client/next of kin, except as authorized or required by law. Violation of this confidentiality rule may result in disciplinary action for one or all persons involved.

2) The student and clinical educator team will refrain from:

- Undue influence of patients/clients regarding products, services, goods, appliances, or drugs
- Accepting or soliciting fees for referral
- Questionable moral practices
- False reporting of services

- Withholding patient/client records from the client
- Violating patient/client confidentiality
- Performing duties outside their legal scope of practice/competence
- Delegating professional responsibilities to others who are not qualified to perform such services
- False or deceptive advertising
- Engaging in practice without patient/client consent
- Withholding services from individuals in need of immediate care
- Harassing, abusing, or intimidating patients/clients
- Failing to provide necessary supervision when supervision is indicated
- Guaranteeing satisfaction or cure
- Ordering unwarranted tests or treatments

3) The clinical educator will obtain informed consent for services rendered.

- It is the responsibility of the clinical educator to ensure that the client and/or the client's parents or guardians understand the nature of the services being provided and have agreed to the provision of those services. A licensee will document that s/he has the informed consent of the client or the client's parent/guardian before providing services.
- The clinical educator will give clients or their parents/guardians clear information on
  - the nature of the services that will be provided
  - the approximate duration of treatment
  - the expected effects of treatment, including benefits and possible negative effects
  - clients will be made aware that no persons or agencies will have access to information about them and their treatment without their written permission

4) The student and clinical educator team will perform, conduct, and communicate consistently with the guidelines and policies in the ASHA Code of Ethics and ASHA Scope of Practice documents.

- ASHA Code of Ethics: <http://www.asha.org/policy/ET2010-00309/>
- ASHA Scope of Practice: <http://www.asha.org/policy/SP2007-00283/>

5) The student and clinical educator team will perform, conduct, and communicate consistently with the state practice guidelines of the state where the services are being rendered.

6) Students are expected to be at their externship placement unless the facility is closed due to a holiday, or the student is sick or has an emergency. Should a student need to take time off (e.g., illness, an emergency, or for religious reasons), they are required to contact their site-supervisor and the CEC either in advance (e.g., religious holiday) or immediately (e.g., sickness or emergency) via email or phone. Personal time off should not be scheduled during the time the externship experience occurs. Students are expected to be available during the entire academic term (i.e., 15 weeks during the fall and spring and 10 weeks during the summer) the externship takes place and follow the calendar provided by the placement supervisor.

#### ***IV. Policy: Universal Precautions***

It is the policy of the graduate degree program in speech-language pathology that the student and clinical educator team follow universal precautions in accordance with recognized standards of ethical and best practice and relevant state and federal regulations.

Standard precautions apply to the care of all clients/patients, irrespective of their disease state or presenting disorder. These precautions apply when there is a risk of potential exposure to (1) blood; (2) all body fluids, secretions, and excretions, *except sweat*, regardless of whether they contain visible blood; (3) non-intact skin, and (4) mucous membranes. This includes hand hygiene and personal protective equipment (PPE), with hand hygiene being the single most important means to prevent the transmission of disease.

Personal protective equipment serves as a barrier to protect the skin, mucous membranes, airway, and clothing. It includes gowns, gloves, masks, and face shields or goggles.

### **Hand Hygiene**

Handwashing with soap and water for at least 40 to 60 seconds, making sure not to use clean hands to turn off the faucet, must be performed if hands are visibly soiled after using the restroom or if potential exposure to spore-forming organisms.

Hand rubbing with alcohol applied generously to cover hands completely should be performed, and hands should be rubbed until dry.

#### **Hand Hygiene Indications**

- Before and after any direct patient/client contact and between patients/clients, whether gloves are worn or not.
- Immediately after gloves are removed.
- Before handling an invasive device (e.g., tongue depressor).
- After touching blood, body fluids, secretions, excretions, non-intact skin, and contaminated items, even when gloves are worn.

### **Gloves**

Must be worn when touching blood, body fluids, secretions, excretions, mucous membranes, or non-intact skin. Change gloves when there is contact with potentially infected material in the same patient/client to avoid cross-contamination. Remove before touching surfaces and clean items. Wearing gloves does not mitigate the need for proper hand hygiene.

### **Mask, Goggles/Eye Visor, and/or Face Shield**

Wear a mask and eye protection or face shield during procedures that may spray or splash blood, body fluids, secretions, or excretions.

### **Gown**

Wear to protect skin or clothing during procedures that may spray or splash blood, body fluids, secretions, or excretions.

## **3.2d External Placements**

### ***I. Policy: Role of the Student in the Selection of Externship Sites***

It is the policy of the graduate degree program in Speech-Language Pathology that all students will be actively involved with the CEC in the selection of externship sites. All clinical assignments will be made with respect to the clinical education needs and skill level of the student.

### ***II. Policy: Placement of the Student in the Externship Site***

The policy of the graduate degree program in Speech-Language Pathology is that all students will be actively involved with the CEC in placing students in externship sites. All clinical assignments are made with respect to the clinical education needs and skill level of the student. Assigned placements are provided as close as possible to the address given by the student in *Exxat*; however, it may not be possible to place a student within close proximity to their residence. Students may be assigned an externship placement in a surrounding area. Students are obligated to accept their assigned/published externship placement. The program will not accommodate student requests for alterations to the externship schedule once assigned.

### ***Requirements***

1) Students are responsible for assuming the cost of required site-specific health and background clearances (e.g., drug screen, titer lab work) and other externship placement-related expenses such as housing, transportation, and tolls.

2) Externship placements may also require specific training or verification of onboarding documentation. The student must verify and comply with any additional information or processes the externship placement may require.

3) Health Insurance

Students completing externship placements must upload evidence of current healthcare coverage to *Exxat* as part of the required externship placement documents. Students must provide evidence of qualified healthcare insurance coverage annually while enrolled in clinical education courses. Students are not permitted to attend any externship placement experience without active healthcare coverage. The University of Scranton or the assigned externship placement site provides no student healthcare coverage. The University, through its Affiliation Site Agreement, assures that each hosting externship placement site that students are assigned to by the University is adequately covered by their healthcare insurance policy. Students providing health insurance information to the program are responsible for the accuracy and active status of their policy information.

### ***III. Policy: Selection and Placement of Students in External Facilities***

The policy of the graduate degree program in speech-language pathology is that all students will be actively involved with the CEC in selecting and being placed in externship sites. All clinical

assignments are made with respect to the clinical education needs and skill level of the student. Some off-campus placements have specific requirements on student availability, skills, and interests; others include an interview process. While student preference is considered, decisions related to practicum are at the discretion of the CEC and are scheduled to ensure that each student gains balanced experience in the evaluation and treatment of communication and swallowing disorders in children and adults.

### **Procedures**

- 1) During the Fall semester, Year I, Cycle I, following the bi-annual Residential Field Placement meeting, each student will schedule a virtual 1:1 externship placement meeting with the CEC to develop an experiential learning plan for their first Year 2 placement. During the Spring semester, Year I, Cycle I, following the bi-annual Residential Field Placement meeting, each student will schedule a virtual 1:1 externship placement meeting with the CEC to develop an experiential learning plan for their second Year 2 placement.
- 2) Placement of students to externship sites is based upon the student's obtained knowledge from their academic coursework and the program's data bank of active affiliation agreements. The student's level of knowledge is aligned with potential sites to direct the placement of each student. Other factors, such as location and scheduling, are given consideration when possible.
- 3) Prior to the virtual 1:1 externship placement meeting with the CEC, students will provide the CEC with a list of three potential externship sites they would like to be considered for using Exxat. Students will create a list using sites with existing affiliation agreements or by adding new potential university partners. The CEC is the primary contact with all externship placements. Any student correspondence with potential or assigned externship sites occurs only after receiving a directive from the CEC. Neither students nor family members or friends are permitted to contact externship sites regarding fieldwork placements. Violation of this policy will result in forfeiture of that site as a potential fieldwork placement option.
- 4) During the virtual 1:1 externship meeting, the student and the CEC will discuss potential training opportunities based on the student's knowledge obtained from their academic coursework and the program's data bank of active affiliation agreements. The student's level of knowledge will be aligned with potential sites to direct the placement discussion. The CEC will use the automated placement algorithm, a feature of the EXXAT software, to determine the appropriateness of a potential site. Matches will then be identified and correlated to the site's availability. The CEC will request a placement slot for the student as appropriate.
- 5) Should more than one student match with an externship site, the CEC and/or program director, along with the student's assigned academic mentor/advisor, will select the student who is determined to be more qualified based upon the student's academic standing in the program (i.e., grade-point average, performance in *Virtual Clinical Simulation courses I-III, Residency Field Placement I*, community-based learning activities, and overall participation in the SLP graduate program).
- 6) Should the student request an alternate training site (i.e., a non-affiliated site), the CEC will contact the potential site and determine if the site has the clinical population and personnel to

meet the educational needs of the student. If so, a new affiliation agreement with this institution will be initiated by The University of Scranton in consultation with the LCHS Field Placement Office and the university's General Counsel. Once the executed affiliation agreement is obtained, it will be securely stored in a digital and hard-copy format by the LCHS Field Placement Office. Should the student's request for an alternate training site be unable to be met, the CEC and student will have an additional virtual 1:1 externship placement meeting to discuss and determine an alternate placement. Students should be aware obtaining newly formulated affiliation agreements may take a substantial amount of time; therefore, in cases in which the affiliation agreement cannot be executed in a timely manner, students will be assigned a mutually agreeable placement. The program will endeavor to accommodate student placement requests but reserves the right to reject a request if, in the determination of the program, the proposed site is not suitable. Student complaints related to the rejection of placement requests will be subject to the process outlined in Standard 4.5 of the application.

7) The CEC will use the EXXAT software to monitor the status of placement requests.

8) Once the CEC receives confirmation from the training site for the student's upcoming placement, the Clinical Education Coordinator will verify the preceptor's credentials are consistent with state requirements (e.g., licensure, teacher certification) by way of using the Calipso software program. The clinical educator/supervisor credentialing feature will be used to track ASHA certification, Clinical Educator Eligibility, State Licensure (up to 3 or 4 states), and Teacher Certification. Site Clinical Educators will input the data and upload the required documentation for verification. The program's CEC or Program Support Coordinator verifies the preceptor's documents prior to student placement, including evidence of implicit bias training.

9) Once the clinical educator's credentials have been verified, the CEC will notify the student and assist the student in planning and arranging an interview with the site, a meet and greet, or a resume review if required.

10) Should the status of the placement site change at any time during the placement process, or should a student not be selected, the practicum placement process will be re-initiated and continue until a final externship site is obtained.

11) Within the initial notification of site placement to the student, the name of the preceptor and site requirements/onboarding procedures (e.g., background clearance, vaccines, health screen, etc.) will be discussed.

12) The student is required to meet the assigned site clearance requirements (i.e., onboarding requirements) based on the timeline provided by the training facility. Onboarding is the student's responsibility. The CEC is available to assist the student with the clearance and onboarding process upon the student's request.

13) Changes of any kind in externship placement after it has been assigned will be considered and approved only in extreme circumstances. Emergency requests for a change in placement must follow a formal appeal process. Students wishing to appeal their assigned placement must provide the following in writing:

- Specific reason for requesting a change in placement.



- Detailed rationale as to how the assigned placement will not meet the student's educational goals.
- A written statement must be provided to the CEC.
- The program director, the CEC, and the Chair of HHP will evaluate the request.
- The student will be notified of the decision.

#### ***IV. Policy: Externship Clinical Population and Personnel***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will demonstrate due diligence to ensure that each external facility has the clinical population and personnel to meet the educational needs of each student assigned to that site.

##### ***Procedures***

- 1) The CEC will track and manage external site information annually, at a minimum, to include accessible client populations and personnel available to serve as clinical educators using the Exxat and Calipso software programs.
- 2) The CEC will seek out "high-need" placements with clinical educators who represent culturally and linguistically diverse groups and who have experience in service delivery to linguistically and culturally diverse individuals with communication disorders.
- 3) The CEC will contact each potential site and request the site update its demographic information to include its clinical population and personnel available to serve as clinical educators in the Exxat web-based platform. In turn, the CEC will be able to use the Exxat automated algorithm to match the educational needs of each student to an appropriate external training facility during the student's virtual 1:1 externship placement meeting each semester.
- 4) Once site-specific personnel is identified, the CEC will contact the potential clinical educator and instruct the preceptor to complete their portion of the clinical educator/supervisor credentialing feature of Calipso.
- 5) Should a student subsequently be assigned to the site, the CEC will verify the preceptor's credentials and eligibility to serve as a clinical educator as per the *Selection and Placement of Students in External Facilities* policy and procedures.
- 6) As a component of the Annual Reporting and Strategic Planning processes, the CEC will disseminate analytic information related to the clinical populations accessible to the students during the residency and residential field placements. The need for "high-need" placements with clinical educators who represent culturally and linguistically diverse groups and who have experience in service delivery to linguistically and culturally diverse individuals with communication disorders will be evaluated.

#### ***V. Policy: Validity of Affiliation Agreements***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will demonstrate due diligence to ensure that each external facility has a valid affiliation agreement with the university to meet the educational needs of each student assigned to that site.

**Procedures:**

- 1) The CEC will track and manage external site information annually, at a minimum, to include the status of affiliation agreements using the Exxat software program.
- 2) The University of Scranton will initiate new or amended affiliation agreements in consultation with the LCHS Field Placement Office and the university's General Counsel.
- 3) Executed affiliation agreements will be securely stored in a digital and hard-copy format by the LCHS Field Placement Office. The program will incorporate the use of *EXXAT – Education Management Solution for Allied Health Sciences* to streamline handling data, documents, and relationships with students and clinical sites.
- 4) Affiliation agreements will be executed for a period of three academic years (i.e., September through August) unless a site-specific request is made for an alternate timeline. The CEC, in conjunction with the LCHS Field Placement Office, will update active agreements during the summer term preceding the next academic cycle of the expiring agreement.
- 5) Affiliation agreements executed with an alternate timeline will be updated on an as-needed basis by the CEC in conjunction with the LCHS Field Placement Office.
- 6) Virtual 1:1 student externship placement meeting(s) will occur with the CEC to develop the experiential learning plan (i.e., Fall semester, Year 1, Cycle 1 and Spring semester, Year 1, Cycle 1).
- 7) Placement of students to externship sites is based upon the student's obtained knowledge from their academic coursework and the program's data bank of *active* affiliation agreements. The student's level of knowledge will be aligned with potential sites to direct the placement of each student.

**3.2e Student Conduct**

***I. Policy: Student Integrity & Conduct***

It is the policy of the graduate degree program in Speech-Language Pathology that the program's students will follow all University and programmatic policies and procedures regarding student academic and clinical integrity and conduct as described in The University of Scranton, Academic Code of Honesty and Standards of Conduct and *SLP Graduate Student Handbook*.

**Procedures**

- 1) The University of Scranton, Academic Code of Honesty and Standards of Conduct, and the *SLP Graduate Student Handbook* will be introduced and reviewed with the student during the Orientation process.
- 2) Students will acknowledge *The Honor Pledge* and ASHA Code of Ethics via a signature during Orientation.
- 3) The signed *Honor Pledge* and acknowledgment of the *ASHA Code of Ethics* will be kept in the student's programmatic file by the program director.
- 4) Students are expected to be available for clinical assignments Monday through Friday from 8-5:00 in their time zone. If a student is not available for their assigned placement, finding a different placement for that semester may not be possible, thus possibly delaying graduation.

## ***II. Policy: Violations of Student Academic and Clinical Conduct***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will address violations of expectations regarding academic and clinical conduct.

### ***Procedures***

- 1) Students will follow all University policies and procedures regarding student academic and clinical conduct as described in The University of Scranton, Academic Code of Honesty and Standards of Conduct documents, as well as the *ASHA Code of Ethics*.
- 2) Any University community member may file a complaint against any student or student organization for violating the Student Code of Conduct. The complainant shall prepare the complaint in writing and direct it to the Office of Student Conduct. Upon receipt of a complaint, the Director of Student Conduct reviews the complaint and arranges for a preliminary investigation, if necessary. If the complaint is found, the Conduct Officer assigned to the case will consult with the complainant and determine the appropriate charge.
- 3) The program will follow all University policies and procedures regarding student academic and clinical conduct as described in the Student Conduct Process documents. The University considers academic and clinical conduct as distinct, separate conditions.  
<https://www.scranton.edu/studentlife/studentaffairs/student-conduct/conduct-process.shtml>
- 4) [Academic Code of Honesty | Academic Integrity | Center for Teaching Excellence \(scranton.edu\)](#)
- 5) [Code of Ethics \(asha.org\)](#)

### **3.2f Student Admission Criteria**

## ***I. Policy: Requirements for Admission***

It is the policy of the graduate degree program in Speech-Language Pathology that the program criteria for accepting students for graduate study in speech-language pathology meet or exceed the institutional policy for admission to graduate study.

The program requirements for admission to the graduate program include the following:

- Baccalaureate degree in the arts or sciences with an overall undergraduate and foundational coursework GPA of 3.0 or higher on a 4.0 scale.
- Two letters of recommendation
- One-page Statement of Interest in the Program at The University of Scranton (Times New Roman 12 font, double-spaced)
- Written responses to two questions targeting non-cognitive variables.
- Review and acknowledge the Core Functions in Speech-Language Pathology document.
- A minimum of 15 credit hours of foundational coursework from a university with accreditation from the American Speech-Language-Hearing Association (ASHA). No grade of a B- or below will be accepted to meet the required foundational coursework and include:
  - Anatomy and Physiology of the Speech and Hearing Mechanism
  - Speech and Language Development
  - Speech and Language Disorders
  - Audiology
  - Speech and Hearing Science
  - Phonetics
  - Students must show evidence of a minimum of 25 hours in *guided clinical observation* in speech-language pathology and audiology prior to initiating graduate-level coursework. Guided Clinical Observation hours must be verified by a clinician in good standing with the American Speech-Language-Hearing Association (ASHA), who holds the CCC-SLP and/or CCC-A and meets the supervisory requirements set forth by ASHA.
- Required prerequisite cognate coursework with a minimum grade of C:
  - Statistics (this must be a stand-alone course)
  - Biological sciences
  - Physical sciences (Chemistry or Physics only)
  - Social/Behavioral sciences

## ***II. Policy: Conditional (Provisional/Probationary) Acceptance***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will consider exceptions to the admission criteria as determined on an individual basis.

Each applicant will be evaluated on the individual merits put forth through the application process. The admission criteria outlined in the *Requirements for Admission* policy will be used as a benchmark. Should an individual applicant not meet all requirements set forth by the program, the program faculty members will meet as a *Graduate Admissions* advisory group to the

department of HHP to determine the appropriateness of a conditional admissions (i.e., provisional and/or probationary) invitation to the program, for the applicant in question.

To be considered for unconditional admission to the graduate program in speech-language pathology, all applicants must have a baccalaureate degree in the arts or sciences with at least a 3.0 GPA, a minimum final grade of B- on each course that makes up a minimum of 15 credit hours of foundational coursework within the major, a minimum grade of C on each course that makes up the prerequisite cognate coursework, two letters of recommendation a one-page statement of interest in the program at The University of Scranton, and written response to two questions exploring noncognitive variables. In certain cases, applicants with lower grades on the prerequisite/foundational coursework, insufficient letters of recommendation and/or statements of interest, and/or unsatisfactory performance on the written responses may be considered for *conditional admission* (i.e., provisional and/or probationary). If accepted into the degree program with *provisional status*, the student must meet the requirements outlined in the student's acceptance letter. If the student does not meet the stipulated provisions, the status of *Provisional Acceptance* is withdrawn. If accepted to the degree program with a *Probationary Acceptance*, the student must maintain a minimum 3.0 GPA within the first nine credit hours of work completed. If the graduate coursework is taken and a GPA of less than 3.00 is achieved, the status of *Probationary Acceptance* is withdrawn.

### **3.2g Student Adaptations**

#### ***I. Policy: Proficiency in Spoken and Written English***

It is the policy of the graduate degree program in Speech-Language Pathology that the program's students will demonstrate proficiency in spoken and written English for service delivery and other performance expectations.

Using supplementary noncognitive admissions questions via a remote admissions platform (i.e., timed video and written responses), applicants will be screened to determine communication adequacy for service delivery in the profession. Within the acceptance process, students not meeting communication competency will be notified and provided with the program's policy on *Proficiency in Spoken and Written English*. Once *enrolled*, the CEC will develop an accent modification/intelligibility enhancement plan with the student and assist the student in seeking services as needed to demonstrate the adequacy of SAE language skills.

Before participating in clinical practicum (i.e., SLP 581A), students must be able to comprehend and communicate intelligibly and effectively in English. This includes understanding oral and written instructions and writing reports of clinical observations, evaluation and treatment sessions, and outcomes. Students must demonstrate that English writing is grammatically correct and that they use basic rules of technical writing in speech-language pathology.

Students must be able to comprehend the English language expressed orally and in written form. Also, they must demonstrate oral English speech and language production that is readily understandable by individuals served. Moreover, students must be able to model the articulation, voice, fluency, vocabulary, and grammar of English appropriately. A student's speech and language must be intelligible and comprehensible enough for the administration of speech,

language, and hearing screening/assessment techniques and intervention strategies in a reliable and valid manner. The CEC will use an informal screening technique to determine communication adequacy for clinical education during *Orientation* to the graduate degree program. Although all students would have been screened for English skills during the admissions process (“check”), this avenue gives the program a “re-check” modality. Students who do not meet communication competency will not be able to participate in clinical education until the adequacy of English language skills is demonstrated. The CEC will either develop or revise (revision would occur only if a student had a plan developed within the time interval between enrollment and orientation) the accent modification/intelligibility enhancement plan with the student and assist the student in seeking services or additional services as needed to demonstrate the adequacy of English language skills. Any concerns regarding student communication competence should be brought to the CEC’s attention in a timely manner. Faculty members, instructional staff, and/or clinical educators may also identify students who are not demonstrating adequate communication competence in one or more areas; however, all personnel associated with the program will adhere to ASHA’s *Strategies for Supporting Students When There Are Concerns About Their Accents*.

<https://www.asha.org/policy/PI2011-00324/#sec1.5>

## ***II. Policy: 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](mailto: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.

Students should contact the Office of Equity and Diversity at non-academic-accom@scranton.edu or (570) 941-6645 for non-academic accommodations. 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 at 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](mailto:writing-center@scranton.edu).

For quick tips, user-friendly guides, and other writing resources, check out our blog at <https://sites.scranton.edu/writingcenter>.

### ***III. Core Functions in Speech-Language Pathology***

As part of the CSDCAS application process, applicants will be introduced to and be required to review and acknowledge the *Core Functions in Speech-Language Pathology* document. The M.S., SLP distance learning degree program requires the student to engage in diverse, complex, and specific experiences essential to the acquisition and practice of speech-language pathology. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential for the completion of the requirements for the M.S. SLP degree, these functions are necessary to ensure the health and safety of patients/clients, fellow candidates, faculty, and other providers. Once a candidate is admitted into the graduate degree program, it is the responsibility of the student to seek accommodation from OSSS and communicate the approved accommodations to the faculty, instructional staff, and/or clinical educators, as appropriate to complete the program. Many of the skills within each core function domain will be taught to the student during their tenure at The University of Scranton; however, it will continue to be the responsibility of the student to demonstrate the required communication, motor, sensory, intellectual/cognitive, and interpersonal abilities, and cultural responsiveness to effectively obtain and apply the necessary proficiencies.

The core functions required for successful admissions and continuance by candidates for the Master of Science in Speech-Language Pathology program at The University of Scranton include but are not limited to the following abilities:

#### **Communication**

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that their clients/patients and others understand. It is recognized that linguistic, paralinguistic, stylistic, and pragmatic variations are part of every culture, and accent, dialects, idiolects, and communication styles can differ from general American English expectations. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs. Some examples of these accommodations include augmentative and alternative communication (AAC) devices, written displays, voice amplification, attendant-supported communication, oral translators, assistive listening devices, sign interpreters, and other non-verbal communication modes.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes, such as in person, over the phone, and in electronic format.

#### **Motor**

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involve a variety of tasks that require the manipulation of items and environments. It is recognized that this may be accomplished through a variety of means, including, but not limited to, independent motor movement, assistive technology, attendant support, or other accommodations/modifications as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process.

- Respond in a manner that ensures the safety of clients and others.

### Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies. Some examples of these strategies include visual translation displays, text readers, assistive listening devices, and perceptual descriptions by clinical assistants.

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.

- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.

- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

### Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means, including assistive technology and /or accommodations/modifications as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies

- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs

- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

### Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical



interactions

- Adhere to all aspects of relevant professional codes of ethics, privacy, and information management policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities

### Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

If a student requires assistance to demonstrate any of the above-stated skills and abilities, it is the student's responsibility to request accommodation through OSSS once admitted to the institution. The University and the Department of Health and Human Performance will provide reasonable accommodation as long as 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.

## **3.2h Student Intervention**

### ***I. Policy: Meeting Program Expectations – Identification - Academic***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will identify students who need intervention to meet program expectations for the acquisition of knowledge and skills in all aspects (academic and clinical) of the curriculum.

### ***Procedures***

1. Students, once admitted to the graduate program, will maintain a minimum graduate GPA of 3.00 to remain in the program.
2. Students will complete and submit all formative evaluations and student learning experiences, as per the schedule provided by the instructor, to meet the identified student learning outcomes for each course.
3. Students must meet a (B) grade pass standard for all course SLOs. Students who do not meet this standard must complete remediation.

### ***II. Policy: Meeting Program Expectations – Identification – Clinical***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will identify students who need intervention to meet program expectations for the acquisition of knowledge and skills in all aspects (academic and clinical) of the curriculum.

### **Procedures**

1. Students, once admitted to the graduate program, will maintain a minimum graduate GPA of 3.00 to remain in the program.
2. Students will receive a formal midsemester and final appraisal of their clinical performance submitted to the course instructor by the clinical educator from the student's assigned site.
3. The Clinical Educator will review and discuss each appraisal with the student prior to submission to the course instructor.
4. Students earning individual scores of 1.00 (Not Evident: Fails to demonstrate the behavior regardless of the amount of supervisory input) or 2.00 (Emerging: Skill is emerging but is inconsistent or inadequate) using a 5-point Likert scale on any skill during the midterm Clinical Performance Assessment will have a midterm remediation plan developed by the assigned Clinical Educator and the program's CEC. The student will use this written development plan to target areas of weakness. Students can be removed from a placement due to performance issues, at the discretion of the CEC, if the midterm Clinical Performance Assessment overall rating is below the target number for the placement using a 5-point Likert scale.
5. Students must earn an overall minimum score using a 5-point Likert scale on the Calipso final Clinical Performance Assessment, indicating overall skills assessed are "adequate" or better.
  - a. SLP 580 A-E Clinical Simulations - minimum 3.0
  - b. SLP 581A Summer Academy - minimum 2.50
  - c. SLP 581B & C School and Adult Placement - minimum 3.00
  - d. SLP 586 Healthcare Residency - minimum 3.5
6. Course Instructors will issue final grades; however, the assessment will be based on the student's performance description from the site clinical educator.
7. Students must meet a (B) course grade pass standard for all M.S., SLP programmatic requirements. Students who do not meet the (B) pass standard must complete course remediation.

Scoring Criteria and Evaluation Scale:

<b>Grade</b>	<b>Quality Point</b>	<b>Numerical Points</b>	<b>Final Virtual Clinical Simulation Calipso Score (SLP 580A-E)</b>	<b>Summer Academy Calipso Score (SLP 581A)</b>	<b>Speech-Language-Hearing Placement I &amp; II Calipso Score</b>	<b>Healthcare Residency Calipso Score (SLP 568)</b>

					(SLP 581 B & C)	
A	4.0	92.5 – 100	4.00 – 5.00	3.00-5.00	4.00-5.00	4.50-5.00
A-	3.67	89.5 – 92.4	3.50 – 3.99	2.80-2.99	3.50-3.99	4.00-4.49
B+	3.33	86.5 – 89.4	3.25 – 3.49	2.65-2.79	3.25-3.49	3.75-3.99
B	3.0	82.5 – 86.4	3.00 – 3.24	2.50-2.64	3.00-3.24	3.50-3.74
B-	2.67	79.5 – 82.4	2.75 – 2.99	2.35-2.49	2.75-2.99	3.25-3.49
C+	2.33	76.5 – 79.4	2.50 - 2.74	2.20-2.34	2.50-2.74	3.00-3.24
C	2.0	72.5 – 76.4	1.25 – 2.49	2.05-2.19	1.25-2.49	2.75-2.99
F	0.0	72.4 and below	1.00 – 1.24	1.0-2.04	1.0-1.24	1.00-2.74

### ***III. Policy: Meeting Program Expectations - Implementation***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will ensure that intervention plans are implemented, documented, and provided to students.

#### **Procedures**

1. A written remediation plan, with a timeline for completion, will be developed by the course instructor no later than seven days after the final grade is posted and be provided to the student and the program director.
2. The specific SLO(s) determined by the instructor to be deficient will be identified in the plan with coinciding remediation learning experiences.
3. The student must meet the remediation plan criterion to meet the course's SLOs.
4. Remediated learning experiences must meet the (B) grade level standard at a minimum.
5. Once the student has met the minimum level, the specific SLO(s) will be considered remediated.
6. The course grade will not change.
7. For clinical courses, students are also to use the midsemester and final rating scales in self-assessment to improve their effectiveness in the delivery of services.
8. Should a student not successfully complete the remediation plan, the student will be required to retake the course.
9. Students are only allowed to remediate two courses and retake one course during their tenure as graduate students in the program.
10. Failure to successfully pass the re-taken course with a grade of (B) following unsuccessful remediation will result in dismissal from the SLP program.
11. Students are also required to maintain a minimum overall GPA of 3.00.
12. Students who do not meet the minimum standard will be placed on academic probation.
13. Students on academic probation must achieve a 3.00 GPA within the next 9 graduate credits.
14. Failure to meet these terms will result in dismissal from the SLP program.
15. Students will also pass the Comprehensive Evaluation, complete the Knowledge and Skills Assessment (KASA) outcomes measure with appended professionalism and

professional behavior document, create a student e-portfolio, and present their CBL and research proposal projects as summative assessment measures.

#### ***IV. Policy: Appeal of a Graduate Course Grade***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will follow the university's policy and procedures regarding the "Appeal of a Graduate Course Grade" as stated in the Graduate Catalog concurrent with the academic year the student enrolled in the university for graduate SLP studies.

##### ***Procedure***

A student who wishes to appeal the final grade in a graduate course should first contact the instructor of the course to remedy the situation informally. If, having met with the instructor, the student still thinks that they have been inappropriately evaluated in the course, they may make a written request that the chairperson of the faculty member's department review the process by which the grade was determined. The written request must describe, in detail, the situation and reason for appealing the course grade. The chairperson will attempt to facilitate a reasonable solution at the departmental level. The chairperson may make a written recommendation to both the student and faculty member following the review. If the matter is not resolved at the departmental level, then the student may request, in writing, that the dean of the program review the matter. The dean will conduct a review and provide a written decision to the student and faculty member. The dean's decision is final. Ordinarily, no grade appeal will be considered unless the dean's office has received it within thirty calendar days of the time the original grade was available to the student.

### **3.2i Availability of Student Records**

#### ***I. Policy: Retention of Student Records***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will retain student records for a period of 5 years. The program will comply with the university's *Retention of Records* policy and *Records Retention Schedule*.

### **3.2j Verification of Student Identity for Distance Education**

#### ***I. Policy: Distance and/or Online Student Verification of Identity***

The University of Scranton complies with the Middle States Commission of Higher Education (MSCHE) and United States Federal Higher Education Opportunity Act (HEOA) regulations regarding policies and procedures to ensure student identity verification in distance education.

##### ***Procedures***

#### **Identity Management**

Upon admission, each University of Scranton student is assigned a unique Royal Identification number (R number), username, and password to log into the University's portal. At the initial

login, the student is responsible for providing their complete and true identity information in the identification verification process and is prompted to set up unique credentials to create a secure login. Students are encouraged to use the guidelines set forth by the University's Strong Passwords Guidelines when creating a password.

Students utilize their secure login information and unique password to access the Learning Management Systems (LMS) and other content contained in The University of Scranton portal. Furthermore, students may register for courses, view grades, view their accounts, and link to online courses through the portal. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

In the event that a student enrolling in an online course or program is required to engage in an educational experience in person, faculty are encouraged to verify their identity via a photographic ID.

### **Information Security**

It is the student's responsibility to maintain the security of usernames, passwords, and any other access credentials assigned to them. This information may not be shared or given to anyone other than the person to whom they were assigned. Students are responsible for any use and activity of their accounts. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited. Students are also responsible for knowing and abiding by the information contained within the Student Handbook, the Academic Code of Honesty, as well as the Information Technology Policies. Failure to read University guidelines, requirements, and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

All sensitive data, including FERPA-governed and enrollment-related records, are presented to students via encrypted transport methods, predominantly HTTPS. Access to such information requires valid credentials, in addition to authorization controls within the portal and LMS.

### **Costs**

The University does not currently charge students to verify their identity; however, if a charge for student identification verification is implemented, students would be notified in writing at the time of registration.

## ***II. Policy: Fees Associated with Verification of Identity***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will follow the University policy for notifying students, upon enrollment, of any fees associated with verification of identity for distance education. Currently, the University does not charge students to verify their identity; however, if a charge for student identification verification is implemented, students would be notified in writing at the time of registration.

### ***III. Policy: Verification of Identity – Registration/Participation/Completion/Academic Credit***

It is the policy of the graduate degree program in Speech-Language Pathology that the program will require students to utilize their secure login information and unique password to access the Learning Management Systems (LMS) and other content contained in The University of Scranton portal.

#### **Procedures**

1. Students will be assigned a unique Royal Identification number (R number), username, and password to log into the University's portal upon admission.
2. Students will be responsible for providing their complete and true-identity information in the identification verification process at initial login.
3. Students will then set up unique credentials to create a secure login.
4. Students will access all online courses, advising sessions, faculty and instructional staff office hours, and any other additional meetings through the Desire2Learn (Brightspace) LMS platform.
5. Faculty and instructional staff may elect to utilize a variety of other educational technologies to ensure the identity of students in their classes.

Online courses within the SLP graduate degree program are designed to have a strong focus on reading, writing, and project-based activities. Courses include multiple forms of assessment that allow the instructor to verify consistency in the overall tone and level of work from any individual student over the entire course term. Turnitin is available to prevent and, if necessary, identify issues of plagiarism within student work. Desire2Learn (Brightspace), a web conferencing technology, is available to all online courses to allow instructors and students to meet virtually using both video and audio. Instructors can use these interactions to visually verify the identity of students. Instructors have certain information available to them about each student enrolled in their courses through the student information system, *Degree Works*, such as an address, previous enrollment and course grades, and courses that were transferred from other institutions. An instructor may use this information to verify the identity of a specific student as needed. The University of Scranton, specifically the Office of Information Technology, will continuously monitor and evaluate the evolution of identity verification technologies on the market and will work to implement new technologies and procedures that are available and cost-effective into the processes of the Institution and, subsequently, the program.

### **3.3 Additional Departmental/Programmatic Policies**

#### **3.3a Classroom Expectations**

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, as well as 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: All emails must be sent from your university account to clarify the sender's identity. 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 very practical way to contact your professor; however, sometimes, your professor may not be able to 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 to 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, auditory) 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 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/>

7. As you enter your second year of the University of Scranton speech-language pathology graduate program, we want to emphasize that the demands of the second year will be significant, encompassing both rigorous coursework and clinical training experiences. We strongly advise against taking on outside work/employment during this time, as it may interfere with your progress in the SLP graduate program.

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

### **3.3b Computer**

For a student to participate in the distance learning degree program, the student will have to commit the resources to obtain a computer with the following basic specs:

<https://www.scranton.edu/information-technology/services/student-laptop-program.shtml>

### **3.3c First Aid and CPR Requirement**

All SLP students must submit proof of First Aid and CPR certification prior to the initiation of the Summer Year I externship experience. Copies of the certifications must be submitted via email to the Program Support Coordinator no later than Day #1 of the externship experience. Minimum requirements include Adult, Child, and Infant CPR with AED and Basic First Aid.

Recommended certifications include the following: 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.

### **3.3d Research Reference Styling**

All assignments/papers/presentations for any course within the SLP program must use citation guidelines as indicated by the American Psychological Association, Seventh Edition (APA). 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 <https://apastyle.apa.org/>

### **3.3e Scoring Criteria and Evaluation Scale**

<b>Grade</b>	<b>Quality Point</b>	<b>Numerical Points</b>	<b>Final Virtual Clinical Simulation Score</b>
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A	4.0	92.5 – 100	4.00 – 5.00
A-	3.67	89.5 – 92.4	3.50 – 3.99
B+	3.33	86.5 – 89.4	3.25 – 3.49
B	3.0	82.5 – 86.4	3.00 – 3.24
B-	2.67	79.5 – 82.4	2.75 – 2.99
C+	2.33	76.5 – 79.4	2.50 – 2.74
C	2.0	72.5 – 76.4	1.25 – 2.49
F	0.0	72.4 and below	1.00 – 1.24

### 3.3f Synchronous Attendance Policy

Regular class attendance is important to student success. While some portions of the course will be offered in an asynchronous format, students are expected to attend all live format (i.e., synchronous) class meetings. If a student cannot attend a live lecture, the student is responsible for informing the instructor, CEC, and the program director in a timely manner (e.g., 24 hours). A recording of the live lecture will be posted to the course's Brightspace page for the student to review at an alternate time.

- **Live Synchronous Sessions:** Students attending the live sessions will actively participate in live discussions with the instructor and classmates using a webcam and microphone. Live discussions will incorporate various pedagogical techniques to address the course objectives and student learning outcomes (SLOs). Webcams are expected to be on.
- **Recorded Asynchronous Session:** Students not attending the live sessions are expected to watch the recording of the live class session in its entirety and are responsible for its contents. If a live class is not attended and a student presentation is due on that day, students will be required to submit a recorded presentation in lieu of the live class presentation to the instructor as per the assigned due date and/or make individual arrangements with the instructor.

### 3.3g Graduate Contact Hours per Academic Credit Hour

Credits Awarded	Total Instruction Time	Minimum Total Instruction Time in Carnegie Hour Minutes	Minutes for Final Exam/Project (Final Exam/project cannot be administered during allocated instructional time)	Weeks	Minimum Synchronous Instruction Time in "Literal" Minutes per Week	Minimum Asynchronous Instruction Time in "Literal" Minutes per Week	Expected Student Preparation Time Outside of Instructional Time	Final Exam/Project Contact Time in "Literal" Minutes
4	56	2800	120	7	300 (5hr)	100 (1hr40min)	16 hours per week	120

3	42	2100	120	7	225 (3hr45min)	75 (1hr15min)	12 hours per week	120
3	42	2100	120	6	265 (4hr25min)	85 (1hr25min)	14 hours per week	120
3	42	2100	120	4	395 (6hr35min)	130 (2hr10min)	21 hours per week	120
2	28	1400	120	7	150 (2hr30min)	50 (50min)	8 hours per week	120
2	28	1400	120	4	265 (4hr25min)	85 (1hr25min)	14 hours per week	120
1	14	700	120	7	75 (1hr15min)	25 (25min)	4 hours per week	120
1	14	700	120	4	130 (2hr10min)	45 (45min)	7 hours per week	120

### 3.4 Co-curricular Activities and Opportunities

#### 3.4a Student Research

Students are encouraged to participate in research. As such, students may participate as research assistants (non-funded) 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/SLP faculty member.

#### 3.4b National Student-Speech-Language-Hearing Association (NSSLHA) Club

The National Student Speech Language Hearing Association (NSSLHA) is the only national student organization for pre-professionals 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. The University of Scranton NSSLHA chapter was founded in 2022 by Destiny Carpitella, M.S., SLP, 2025 (B.S., Ed., NSSLHA President Class of 2022) and is managed by

members from the undergraduate CSD major. All graduate students are encouraged to participate.

### ***3.4c Professional Associations and Memberships***

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

#### ***I. 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. For details and deadlines to apply, go to <https://www.nsslha.org/membership/conversion-discount/>

##### ***2. Reduced Convention Registration***

Receive a significantly reduced registration rate for the ASHA Convention and ASHA Connect.

##### ***3. Discounted ASHA Special Interest Group (SIG) Membership***

Join SIGs for just \$10 per SIG each year.

##### ***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. Be eligible for ten undergraduate scholarships through National NSSLHA and graduate-level scholarships through the ASHFoundation.

### Student Leadership

1. Be eligible to volunteer at the national level, hone your leadership skills, work with professional mentors, and positively contribute to CSD students across the country.

## **II. *Dysphagia Research Society***

<https://www.dysphagiaresearch.org/>

## **III. *American Board of Swallowing and Swallowing Disorders (ABSSD)***

<https://www.swallowingdisorders.org/default.aspx>

## **IV. *The Voice Foundation***

<https://voicefoundation.org/>

## **V. *Academy of Neurologic Communication Disorders and Sciences (ANCDS)***

<https://www.ancds.org/board-certification>

## **VI. *National Stuttering Association***

<https://www.westutter.org/>

## **3.5 ASHA Code of Ethics: [ASHA Code of Ethics \(2023\)](#)**

**3.6 ASHA Scope of Practice:** [Scope of Practice in Speech-Language Pathology \(asha.org\)](https://www.asha.org/policy/PI2011-00324/#sec1.5)

**3.7 ASHA's *Strategies for Supporting Students When There Are Concerns About Their***

***Accents:*** <https://www.asha.org/policy/PI2011-00324/#sec1.5>

### **3.8 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 <https://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 <https://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](https://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 ten 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 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 <https://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 <https://www.consumerfinance.gov/learnmore/>

**States may enforce the FCRA, and many states have 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:**

1. TYPE OF BUSINESS and CONTACT: 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 the 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 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. A third-party consumer reporting agency will conduct these searches. 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: \_\_\_\_\_

## Speech-Language Pathology Student Handbook Verification Form

Your signature on this form indicates that you have read and understand your responsibilities regarding policies, procedures, and curricular information set forth in this handbook. Please complete this form and the 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](mailto: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 Speech-Language Pathology 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.

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Student Name (printed)

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Student's Enrollment Year

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Student Signature

---

Date

**Acknowledgment**

The University of Scranton acknowledges the original inhabitants and nations of this land: the Lenape, the Munsee, the Shawnee, and the Susquehannock's. 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.