



Academic Year



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 2024-2025 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.

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HELPFUL UNIVERSITY LINKS		
NAME	WEBLINK	PHONE
Academic Calendar	https://www.scranton.edu/academics/registrar/academic-calendar.shtml	NA

Remote Technology Tools and
Resources

Chapter 1

Program Overview

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 coursework 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 evaluat

The three interrelated themes of Jesuit Catholic education ó a focus on a diverse and open-minded education, moral reflection, and teaching for social justice ó 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 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 correlations.

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).

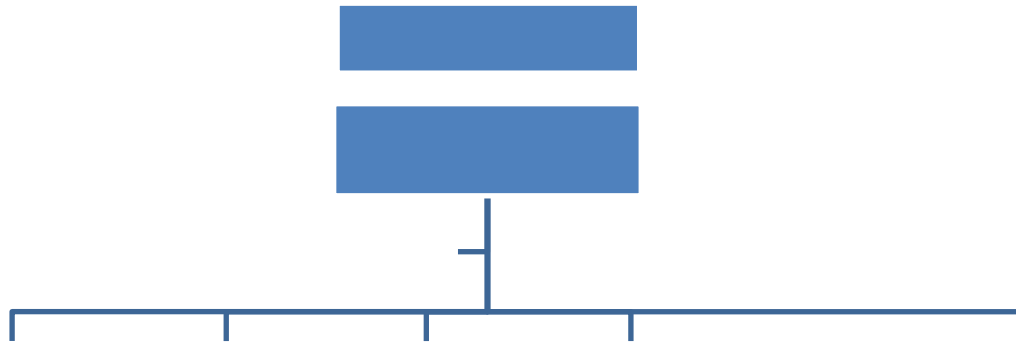
14) The student will pass the national examination adopted by ASHA to qualify for state and national credentials that are required for entry into professional practice (e.g., state license, certificate of clinical competence).

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

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 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 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 follows:

<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 { gct 424: 0Vj g r tqi tco ø Utcvgi le Rrcp, hqwpf gf qp qwt eqo o wpk{, qwt eqtg, cpf qwt eqo o ko gpv cpf crki pgf y kj qwt wpxgtuky{ø o kukqp cpf i qcn, 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 of 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/preceptors 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/preceptors, 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 301-296-7922. The program is a Candidate for Accreditation by the Council on Accreditation of Educational Programs for the Speech-Language Pathology and Audiology Professions (ECC), 1000 North 17th Street, Tallahassee, FL 32310, 904-487-2200. The program is designed to develop 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 full-time faculty (4) and the Clinical Education Coordinator (1). You will also meet with your programmatic academic advisor. In addition, some of your classes may also be taught by part-time Adjunct Instructors, whom you will have an opportunity to 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 whom you will meet with at least once each semester when you are 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, this program will be completed in 24 months as outlined below:

YEAR 1					
<i>Fall Cycle I</i>	<i>Fall Cycle II</i>	<i>Intersession</i>	<i>Spring Cycle I</i>	<i>Spring Cycle II</i>	<i>Summer</i>
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
<u>Advisement</u> Review of Student CBL Project and ePortfolio with Graduate Advisor	<u>Advisement</u> Review of Student CBL Project, ePortfolio, Research Proposal, and POS with Graduate Advisor		<u>Group Residential Field Placement Meeting</u> for Fall Year II (week #1)	SLP 580C Virtual Clinical Simulation III	<u>Group Residential Field Placement Meeting</u> for Spring Year II
			<u>Individual Residential Field Placement Meeting</u> with CEC for Fall Year II (weeks #2-7) <u>Advisement</u> Meet with Graduate Advisor CBL		<u>Individual Residential Field Placement Meeting</u> with CEC for Spring Year II

SLP 536 Motor Speech Disorders	SLP 580D Virtual Clinical Simulation IV	<u>Individual Residential Field Placement Meeting</u> with CEC <i>(Healthcare Specialization only)</i>	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

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 the integration of 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.

SLP 542 –

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.

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 base knowledge 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 the training of 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-~~vumtclp~~gtu cpf ctg eqttgrv~~gf~~ vj vj g uwf gpw~~u~~ 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 simulation clinical hours. Students will not earn hours unless attendance and meaningful participation is 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. ~~Kku vj g uwf gpw t gur qpukdkv vj o cng wr hqt vj g f g h e k p v j q w t u f v t k p i q p g q h v j g r t q i t c o u q y g t g z v g t p u j k g z r g t k p e g u~~ 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:

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

2.5b Residential and Residency Experiential Learning Activities

clinical educator will provide you with performance feedback sessions, as these sessions 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 rating forms (e.g., the Calipso Clinical Performance Evaluation and the Calipso Clinical Supervisor Feedback and Clinical Site Evaluation forms). Responses obtained 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 faculty and instructional staff.

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 is required to 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.

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2.7a Overview

The program uses 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 provide feedback and to guide learning. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills and includes both oral and written components as well as 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. Students are 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 that encompass course objectives in totality, and formal performance assessments of clinical skills (e.g., midterm and final performance evaluations).

Summative assessments will also be used by the program. 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 performance on this exam will not be used as a programmatic summative assessment and will not be used for licensure purposes. 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

To meet the identified student learning outcomes (SLOs) for each course, all formative and summative evaluations and student learning experiences must be completed by the course end date. Students must meet a (B) grade pass standard for each SLO. Students who do not meet a (B) grade pass standard for each SLO must complete remediation. It is possible, due to poor performance, that an instructor will require the student to remediate the entire course. At the time when final course grades are issued, remediation work in process will be considered **Incomplete**. Remediation work will have until the midpoint of the next online cycle to complete the remediation work and resolve the Incomplete grade. If a final course grade is not issued by the midpoint of the next online academic cycle, the Incomplete grade will ordinarily be converted to a grade of (F).

A written remediation plan, with a timeline for completion, will be developed by the course instructor no later than 7 days after the grade of Incomplete is posted. 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), which is a (B) grade pass standard, at a minimum. Once the student has met the grade pass standard for the relevant knowledge or skill, the specific SLO(s) will be considered remediated.

Should a student not successfully achieve the remediation plan criterion with a minimum grade of (B), the student will be required to retake the course. Students can remediate SLO(s) for two courses and retake one course during their tenure as graduate students in the SLP program. As the curriculum is lockstep, should a student be required to re-take a course, the program director will devise an alternate plan of study for the student. Failure to successfully achieve a minimum grade of (B) in the repeated course, any subsequent SLP course, or is required to remediate SLOs for a third course will result in dismissal from the SLP program. Students will not be allowed to repeat a course more than once. Students who are required to remediate SLOs for a third course will result in dismissal from the SLP program. Students will not be allowed to repeat a course more than once. Students who are required to remediate SLOs for a third course will result in dismissal from the SLP program. Students will not be allowed to repeat a course more than once.

Students are also required to maintain a minimum overall GPA of 3.0. Students who do not meet the minimum overall GPA will be placed on academic probation. Students on academic probation must achieve a 3.0 GPA within the next 9 graduate credits. Failure to meet these terms will result in dismissal from the SLP program.

The instructor has the discretion to modify due dates of course formative and summative assessments but is not required to do so. 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's dean. 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 during the Spring semester, Cycle II, for Year II graduate students. 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. Undergraduate 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 prior to taking the summative assessment (i.e., comprehensive examination).

The comprehensive examination will be a 2-hour assessment consisting of multiple-choice and case-based questions. To integrate academic and clinical material, the questions will be developed jointly between the academic and instructional faculty and the CEC. 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
- examination will include

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.

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 ensuring the honesty and fairness of the intellectual environment is upheld.

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>

Égf wecvg uchhy kj lp vj g cf o kplutcvkxg wplvlp wpf gtucpf lpi uqwpf tgeqtf o cpci go gpv practices, including protection of official records against misuse, misplacement, damage, destruction, or theft;

Éko r ngo gpvuchgi wctf u ci kpuvceekf gpvcnqt f grkdgtcvg f grgvkqp qt cngtcvkap qhgrgevtqple records;

Ér tgugtvg kpcvkvxg tgeqtf u (ugg<Ugevkqp XKK Definitions) of historic value, and transfer those records to the University Archives;

Égpwtg vj cvceeguu vq eqphkf gpvcnkkgu ku restricted, whether in the original department or after transfer to the University Archives;

Éko r ngo gpvcr r tqr tkvg ceeguu cpf cwf kveqpvtnu qp grgevtqple tgeqtf f cvc=

Édestroy 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 University Archives, located in Room 400 of the Weinberg Memorial Library (x6341). Call the University Archivist to:

ÉTgxkgy tgeqtf u vq dg ugpvq Wplxgtuk{ Ctej kxgu0

ÉRequest archival boxes (1 full file drawer = 2 boxes).

ÉRequest a transfer form.

ÉUej gf wvg c vko g hqt dqzgu vq dg r kengf wr 0

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:

ÉTge{ eng pqp-confidential paper records.

ÉUj tgf qt qvj gty kug tgpf gt wptgcf cdng eqphkf gpvcntgeqtf u0

ÉGtcug qt destroy electronically stored data.

Caution: Electronic records generated and maintained in university information systems or equipment (including mainframe, mini, and micro computing/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 vj g Wplxgtuk{ u F cvc cpf kphqto cvkqp Emuukhcvkqp Rqrle{ cpf vj g kphqto cvkqp Ugevtk{ Qhheg 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:

- ensure the availability and integrity of electronic records through system migration

- protect against medium deterioration, or software dependence

- ensure the security of electronic records

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.

- ensure the records are accessible for future operations.

- ensure the records are preserved in a secure and accessible format

- ensure the records are preserved in a secure and accessible format

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 maintained by or for the institution that are subject to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), 42 U.S.C. 1171 et seq. and regulations promulgated thereunder;

(d) records maintained by or for the institution that are subject to the safeguarding rules of the Gramm-Leach-Bliley Act of 2000 (GLBA).

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

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 go r v { k pi qh y j g f gumqr õt cu j õ qt õwastebasketö ku y j g h tu v u gr OKo w u v d g n gr v k p o k pf , however, that

Identity Management

Upon admission, each University of Scranton student is assigned a unique Royal Identification number (R number), username, and password. Upon receiving their Royal ID card, 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 of Scranton 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 the digital age, the University of Scranton is committed 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

Students are responsible 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 personally identifiable information 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.

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. It is the expectation of the program that most student complaints will be addressed through communication with the individual(s) involved.

If the issue remains unresolved, the informal complaint should be directed to the program director. 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, (b) 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.

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 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

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

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

It is the policy of the graduate degree program in Speech-Language Pathology to follow the 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) The amount of direct supervision, which will be in real-time, will be commensurate with the

6) Vj g co qwpvqh f k tgevuwr gtxkukqp y kmpqv dg rguu vj cp 47% qh vj g uwf gpvu vqncneqpvcevy kj 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/preceptors will be available and on-site to consult with a student who is

:) Enplecngf vecvtulr tgegr vqtu y kmr tqxkf g i wf cpeg cpf hggf dcemvq hcekkcvg vj g uwf gpvu 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.

É 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/preceptors should adjust the manner of supervision being provided to the student as necessary:

É Samples: The supervisor may provide examples of lesson plans, session analysis, SOAP notes, or reports.

É 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.

É Role Playing: The supervisor and clinician may role-play therapy procedures as each one assumes the client or enplekcpa stance.

É Demonstration Therapy: A part of or an entire therapy session may be planned to be modeled by the supervisor while the student clinician observes.

Clinical Educators (i.e., preceptors/clinical supervisors) 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

5) Following the simulation, the 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 mutually agreed upon time to meet with the student at either the student's request.

6) Students will use the Calipso Clock Hour feature to maintain a record of the time spent in observations, meetings, and conferences.

9) The EGE will be used to track the time spent in observations, meetings, and conferences.

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 base. 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.

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.

:) Vj g EGE cpf lqt Rtqi tco F ktgevqt y km

evqt y `

y `

- 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

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.

Students seeking vaccination exemptions or accommodation must follow university procedures through the Accommodate system in the Office of Student Support and Success (OSSS). Each individual vaccine for which

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 will 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 such information 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 outside the care team. Client information may be shared with law enforcement for 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.

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 (restroom or if potential exposure to spore-forming organisms)

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), as well as other externship placement related expenses such housing, transportation, and tolls.

2) Externship placements may also require specific training, or verification of onboarding information or processes the externship placement may require.

3) Health Insurance

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

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

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 and placement in externship sites. All clinical assignments will be made with respect to the clinical education needs and skill level of the student.

Procedures

1) Dvend plac0.1 72.024 429.77 Tm0 G{e}4(duc)4(a)4(ti)-3(on c)4(ours)-7(e)4(s.)JTJ8.58 Tm05courses.

uwf gpvau ngxgnqh npqy ngf i g lu crki pgf y kj r qvkvknukgu v f kt gevj g r rægo gpvqh gcej
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 that 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 etc. 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

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

;) Qpeg vj g r tgegr vtø etgf gpvcu j cxg dggp xgtkhef, vj g EGE y kmpqwh{ vj g uwf gpvand 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. Qpdqctf kpi ku vj g uwf gpvø responsibility. The CEC is available to assist the student with the clearance and onboarding r tqegu u wr qp vj g uwf gpvø tgs vguø

13) Changes of any kind in externship placement after it has been assigned will be considered and approved only in extreme circumstances. EmergeW12 Tf0y9(re)7(quir)(e)4(r Csts(be)fo(a)44(stu(c)4(e)4h

2) 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 clinical educator.

3) 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.

4) 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.

5) The CEC will disseminate analytic information related to the clinical populations accessible to the students and preceptors who represent culturally and linguistically diverse groups and who have experience in service delivery to linguistically and culturally diverse individuals with communication disorders.

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 and preceptors who represent culturally and linguistically diverse groups and who have experience in service delivery to linguistically and culturally diverse individuals with communication disorders.

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.

conjunction with the LCHS Field Placement Office, will update active agreements during the summer term preceding the next academic cycle of the expiring agreement.

2) Any member of the University community may file a complaint against any student or student organization for a violation of the Student Code of Conduct. The complaint shall be prepared in writing by the complainant and directed to the Office of Student Conduct. Upon receipt of a

It is the policy of the graduate degree program in Speech-Language Pathology that the program

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, three letters of recommendation with at least two from previous instructors, a one-page statement of interest in the program at The University of Scranton, video responses (2) to supplemental noncognitive admissions questions, and timed written responses (1) to supplemental noncognitive admissions questions. In certain cases, applicants with lower grades on the prerequisite/foundational coursework, insufficient letters of recommendation and/or statement of interest, and/or unsatisfactory performance on the video responses and/or timed written response may be considered for *conditional admission* (i.e., provisional and/or probationary). If accepted to the degree program with *provisional status*, the student must meet the stipulated provisions, the status of *Provisional Acceptance* will be 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* will be 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 all 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 *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 Standard American English (SAE). This includes the ability to understand oral and written instructions and to write reports of clinical observations, evaluation and treatment sessions, and outcomes. Students must demonstrate SAE writing that is grammatically correct and uses basic rules of technical writing in speech-language pathology.

Students must be able to comprehend the SAE 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 appropriately model the articulation, voice, fluency, vocabulary, and grammar of SAE. C uwf gpv 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. An informal screening technique will be used by the CEC to determine communication adequacy for clinical education during *Orientation* to the graduate degree program. Although all students would have been screened for SAE skills during the admissions r tqegu (õej genö), v kucxgpwg i kxgu vj g r tqi tco c õtg-ej genö o qf ctkv (Uwf gpv y j q f q pqv

<https://www.scranton.edu/academics/ctle/disabilities/index.shtml>

III. Essential 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 *Essential 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 accommodations from the Office of Student Success and Support (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 essential function program, it is the responsibility

ÉXkwcrk g cpf f kuetlo kpcvg cpcvqo ke utwewtgu cpf lo ci kpi hpf kpi u (gd Q O DUU, FEES).

ÉF kuetlo kpcvg vgzv pwo dgtu, vdrigu, cpf i terj u cuuqekvdf y kj f kci pquwe kputwo gpw and tests (e.g., acoustic and aerodynamic analysis).

ÉTgeqi pk g y j gp c enkpvcpf lqt enkpvu ectgi kxgt(u) f qgu qt f qgu pqvwpf gtucpf vj g enplekcpou y tkwgp cpf lqt xgtdcneqo o wplecvkp0

Essential Function Domain 5 – Behavioral / Professional / Social

A student must possess adequate behavioral, professional, and social attributes (with or without accommodations) to:

ÉF kur r{ o cwtg, empathetic, and effective professional relationships by exhibiting compassion, collaboration, responsibility, integrity, and concern for others.

ÉTgeqi pk g cpf uj qy tgur gevht kpf kxf wcu y kj f kudkklgu cpf kpf kxf wcu qhf khtgpv ages, genders, races, religions, sexual orientations, and cultural and socioeconomic backgrounds.

ÉEppf wevqpgughethically and legally, upholding the ASHA Code of Ethics and university and federal privacy policies.

ÉO kpvk i gpgtnci qqf r j { ukncpf o gpcnj gcnj cpf ugrh-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.

ÉCf cr vq ej cpi kpi cpf f go cpf kpi gpxkqpo gpw (y j lej kpenw gu o kpvk kpi dqj professional demeanor and emotional health).

ÉO cpci g vj g wug qh vo g ghgevkgn{ vq eqo r ngv r tqhguukppncpf vej plectvumu y kj k realistic time constraints.

ÉCeegr vcr r tqr tkvg suggestions and constructive criticism and respond by modification of behaviors.

ÉF tguu cr r tqr tkvgn{ cpf r tqhguukppcm{0

ÉGpi ci g k r cvkpvectg k cmerplecnugwki u0

ÉF grkxgt ectg vq cmerkpvlr cvplr

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) course grade pass standard for all M.S., SLP programmatic requirements.
4. Students who do not meet the (B) pass standard must complete course remediation.

II. Policy

7. Students must meet a (B) course grade pass standard for all M.S., SLP programmatic requirements.

Students are encouraged to purchase the *Publication Manual of the American Psychological Association, seventh edition* <https://apastyle.apa.org/>

3.3e Scoring Criteria and Evaluation Scale

Grade	Quality Point	Numerical Points	Final Virtual Clinical Simulation Score
A	4.0	92.5 ó 100	4.00 ó 5.00
A-	3.67	89.5 ó 92.4	3.50 ó 3.99
B+	3.33	86.5 ó 89.4	3.25 ó 3.49
B	3.0	82.5 ó 86.4	3.00 ó 3.24
B-	2.67	79.5 ó 82.4	2.75 ó 2.99
C+	2.33	76.5 ó 79.4	2.50 - 2.74
C	2.0	72.5 ó 76.4	1.25 ó 2.49
F	0.0	72.4 and below	1.00 ó 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 has the responsibility to inform the instructor. A recording of the live lecture will be posted to the

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

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)

É **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.

É **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.

g **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.

É **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

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 Inves

DISCLOSURE REGARDING BACKGROUND INVESTIGATION

The University of Scranton (USC) has hired a third-party consumer reporting agency for purposes of evaluating your application for participation in an

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

Acknowledgment

The University of Scranton acknowledges the original inhabitants and nations of this land: the Lenape, the Munsee, the Shawnee, and the Uwas wj cqqnu. 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.