Marywood University
Department of Communication Sciences and Disorders
CSD 5-Year Program Leading to a
Master’s Degree in Speech-Language Pathology
and
CSD Undergraduate Only
Pre-Professional Phase Student Information Packet
CSD Policies and Procedures

Effective: Fall 2017 for Cohort #12: Pre-Professional Phase (5-Year and UG Only)
Dear CSD Student,

The Department of Communication Sciences and Disorders (CSD) at Marywood University welcomes you to the Pre-Professional Phase of both the five-year program leading to a Master’s Degree in Speech-Language Pathology and the undergraduate only program leading to a Bachelor’s Degree in Communication Sciences and Disorders! The CSD faculty is dedicated to providing students with a quality education and opportunities to integrate theory and research into clinical practice. The program prepares students to serve children and adults with communication disorders from a family-centered perspective, according to the standards set forth by the American Speech-Language-Hearing Association.

This packet is designed to provide students in the pre-professional phase of the program with information regarding various policies and procedures that are pertinent to successful study in the CSD program and department. This information packet is in addition to the regulations, rules, and polices delineated in the current Marywood University undergraduate catalog used by the College of Health and Human Services. It is expected that all established policies and procedures delineated in these documents would be followed. To that end, students are required to sign the signature page that can be found on the last page of this packet and return it to their academic advisor by the date specified.

The CSD faculty believes in forming a professional partnership with students for the purpose of encouraging critical thinking and facilitating learning. We wish you much success as you begin your journey and very much look forward to working with you! If I can be of any assistance, please feel free to see me during my office hours or by scheduling an appointment.

Sincerely,

[Signature]

Andrea M. Novak, MA, CCC-SLP
Chairperson, Department of Communication Sciences and Disorders
MISSION OF MARYWOOD UNIVERSITY

A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as leaders in service to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a diverse and interdependent world.

CORE VALUES

In support of the mission, the Marywood University community actively espouses five core values:

**Catholic Identity**
The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews.

**Respect**
Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability.

**Empowerment**
Access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society.

**Service**
A commitment to promoting social responsibility which fosters community engagement to meet real needs.

**Excellence**
Manifesting Marywood University's pursuit of the highest level of achievement in support of Sanctitas, Scientia, Sanita.
GOALS AND OBJECTIVES OF MARYWOOD UNIVERSITY

Provide a values based context for university experiences.
- A majority of students will participate in service opportunities in an on-going way.
- Students will demonstrate an understanding of the ethical dimensions of their fields of study.
- A majority of students will participate in spiritual development activities.
- Employees will demonstrate core values in the workplace.

Foster an awareness and appreciation of the pluralistic nature of contemporary society.
- Graduates will choose to study or work in multicultural settings either at home or abroad.
- Students will demonstrate a deeper appreciation for cultural diversity and an understanding of global issues.
- Enrolled students will travel abroad during their college years.
- Employee groups and governing bodies will reflect the pluralistic nature of contemporary society.

Provide a supportive and welcoming environment to a diverse academic community.
- Students enrolled in any program will fulfill their academic goals by successfully completing their degree work.
- An increasing number of racially and culturally diverse students and employees will choose Marywood as a welcoming community.
- Students from a cross-section of socio-economic groups will enroll in each incoming class.
- Campus constituencies will express satisfaction with all campus services.

Prepare people for socially responsible leadership roles.
- Students will participate in an internship or practicum experience.
- Students will demonstrate a significant level of co-curricular activities.
- Students will experience positive interactions with faculty members outside of class.
- Employees will serve as role models of socially responsible leaders.

Provide a challenging instructional program.
- Students will demonstrate achievement of cognitive skills at a level comparable to peers on standardized tests.
- Students will demonstrate the ability to think critically by engaging in research activities and by developing problem solving strategies.
- Students will demonstrate the ability to integrate the liberal arts tradition with their professional specializations.
- Students will demonstrate competence in both information literacy skills and communications skills.
- Faculty will provide evidence of ongoing scholarly activity.

Inspire a sense of personal responsibility for responding to social justice issues.
- Faculty, staff, and students will participate in projects designed to address social inequities.
- Students will demonstrate knowledge of both national and international social justice issues.
- Faculty, students, and staff will serve as advocates for justice in their personal and professional lives.
MISSION OF THE COLLEGE OF HEALTH AND HUMAN SERVICES

The mission of the College of Health and Human Services is to educate under-graduate, graduate, and doctoral students in an atmosphere of respect, individuality, and flexibility for best collaborative practices to address current and emerging health and human service needs in a multicultural, interdependent, global environment, and to promote nationally, as well as internationally recognized scholarship and service.

MISSION OF THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

The program is designed to provide students with a variety of academic coursework and clinical practicum experiences, according to the standards set forth by the American Speech-Language-Hearing Association (ASHA), to prepare them, from a family-centered perspective, for professional careers as speech-language pathologists, serving children and adults who have communication disorders. The faculty of the Department of Communication Sciences and Disorders is dedicated to providing students with a quality education and opportunities to integrate theory and research into clinical practice.

The pre-professional program prepares students for graduate study where they will:

- Acquire academic knowledge and develop clinical skills pertaining to the scientific study of human communication processes that are necessary to perform competent practice of speech-language pathology, according to the current ASHA certification standards.
- Evaluate the etiologies, pathologies, social-emotional, cognitive, and educational factors associated with disorders of language, articulation-phonology, voice, fluency, swallowing, and hearing.
- Exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional clinical practice.
- Critically evaluate and be sensitive to issues pertaining to cultural and linguistic diversity.
- Become eligible to earn certification from ASHA and state licensure as a speech-language pathologist in Pennsylvania.
- Pursue teacher certification from the Commonwealth of Pennsylvania Department of Education (optional).
- Work in a variety of settings such as schools, rehabilitation clinics, hospitals, community clinics, nursing homes, and private practice.
Advanced programs challenge faculty and candidates to be leaders in the educational community, integrate knowledge and action, be thoughtful consumers and producers of scholarship and research, and be proactive instruments of change and innovative reflective practitioners committed to the development of student potential. They are expected to communicate effectively with all constituents in response to ambiguity and diversity in a technological, global community.

To prepare candidates in advanced certification programs to realize the vision presented in the conceptual framework, we seek to develop the following competencies:

1. Develop skills to be a leader.
2. Integrate knowledge and action.
3. Produce scholarship and research.
4. Be reflective practitioners.
5. Communicate effectively.
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Admission and Matriculation Requirements

Admission into the 5-year degree track requires:
• 1120 SAT (EVR+M) / 1050 SAT (Old) (EVR+M) / 23 ACT with a 3.25 GPA at the time of admission
• 1120 SAT (EVR+M) / 1050 SAT (Old) (EVR+M) / 23 ACT with a 3.25 GPA for transfer students with 12 or more credits and above average grades in the sciences when seats are available

*Overall and CSD major GPA of a 3.25 at the point of transition will automatically guarantee a seat in the professional (graduate) phase of the program

Admission into the stand-alone undergraduate program requires:
• Range of 1060-1110 (EVR+M) / 980-1040 (Old) (EVR+M) / 21-22 ACT with a 3.25 GPA at the time of admission

*Admission into the stand-alone undergraduate program does not guarantee a seat in the professional (graduate) phase regardless of GPA at the time of transition; all are welcome to apply to the professional (graduate) phase of the program

Please note: Typically, enrollment is approximately 25 students in any given academic year due to ASHA FTE guidelines.

Pre-professional Phase: 1st—3rd Year Curriculum

1. Academic review will be conducted at the end of each semester for all students by the CSD department faculty. This includes 5-year as well as undergraduate only students.

2. Students may earn one “C” letter final grade in a CSD pre-professional course.

3. If a student earns a second “C” grade, a meeting with the CSD Chairperson, Academic Advisor, and/or course instructor(s) will be held to determine which of those courses the student will be required to repeat. The student will be informed of the decision by their Academic Advisor and/or Chairperson and be placed on academic probation until the course is repeated with a minimum grade of “B-”.

4. Students who re-take a course are only permitted to re-take the course one time and a revised plan of study will be determined. If a student fails to earn the minimum expected grade of “B-” once the course is repeated, he/she will be dismissed from the program. Advisement as to other career opportunities will be provided.

5. Students who earn below a “C” grade in any CSD course will be placed on academic probation and required to repeat the course with a minimum grade of “B-”. Grades of C+ do not need to be repeated.
6. Students in the Pre-professional Phase are required to maintain an overall QPA of 3.25 with a 3.25 in the CSD major and only one “C” in a pre-professional course in order to be considered for admission to the Professional Phase of the program. Students who do not maintain these QPAs will be placed on academic probation with a possible revised plan of study. After one semester if the overall and/or CSD QPA does not improve, students may be dismissed from the program. Advisement as to other career opportunities will be provided.

7. Students who have successfully met all required liberal arts core and CSD Pre-professional Phase coursework requirements, as well as achieved a minimum cumulative and CSD QPA of 3.25 by the end of the third year curriculum, may apply for admission to the Professional Phase of the CSD 5-year program. Undergraduate only students may also apply if there are seats available.

8. Students will apply to the Professional Phase of the CSD 5-year Program during the Spring semester of year 3. The CSD Transition (5-year students) or Traditional (UG only students) Application (obtained from Graduate Admissions) must be completed. Information regarding this process will be forthcoming.

9. All students who complete the Pre-professional Phase of the program and the required liberal arts core, and earn the minimum of 120 credits will be granted a B.S. Degree in Communication Sciences and Disorders, regardless of admission to the Professional Phase of the CSD 5-year program.

10. Students in the 5-year program whose CSD QPA is between 2.33 and 3.24 and who meet the University’s minimum overall QPA requirements to earn a degree may be granted an undergraduate degree in CSD, but will not be eligible to transition to the Professional (Graduate) Phase of the 5-year program.

**Professional Phase: 4th—5th Year Curriculum**

1. Academic review will be conducted each semester by the Academic Advisor/Graduate Program Director.

2. Students in the Professional Phase must maintain an overall QPA of 3.0 in order to be admitted to Candidacy status for the Master’s Degree in SLP (see current Marywood University Catalog).

3. An Academic/Clinical Support Plan will be developed by the appropriate course instructor/clinical supervisor for any Student Learning Outcome (see Formative Assessment Manual) for which a competency level cannot be determined at the expected time. (NOTE: There will be a mandatory orientation to our formative assessment process scheduled during the spring semester of the 3rd year curriculum.)

4. Students who earn below a B- in any CSD professional phase (graduate) course/practicum will be expected to develop an academic/clinical support plan with the course instructor/clinical supervisor in order to improve in those knowledge/skill areas in which a student is deemed deficient. An acceptable mastery level, based on formative assessment, must be demonstrated by each student in all knowledge and skill areas, according to the current ASHA certification standards.
**Advisement Process**

1. Student/Faculty meetings are held each month. Items such as registration procedures, sequence of courses, transition to the Professional Phase of the 5-year program, teacher certification, etc. are discussed at these meetings. Student concerns/questions are also addressed.

2. Individual advising appointments follow the student/faculty meetings. Registration forms are signed and students are “released” to register for semester courses. In addition, the following are completed: academic semesters are reviewed; plans of study are updated; teacher certification is discussed; tips for academic success are reviewed; additional paperwork is reviewed (e.g., transfer of credit forms). Student concerns/questions are also addressed.

The following informs students where information related to advisement can be found:

**CSD Undergraduate Student Academic and Clinical Documentation**

The Academic Advisor maintains a CSD Pre-Professional Student Academic Advising Folder that contains the following:

1. Advisement profile from the Registrar
2. Pre-professional phase plan of study and curriculum guides
3. Curriculum guides/Program evaluations from the Registrar
4. Semester course registration forms
5. Clinical Observation Forms
   a. 25 directed hours of clinical observation is required prior to beginning CSD clinical practicum
   b. Must be completed by the end of spring semester of the 3rd year CSD curriculum
6. Acceptance of Agreement Signature Page from CSD Pre-Professional Phase Student Information Packet
7. Correspondence with the student (e.g., CSD department letters)
8. Correspondence pertaining to Teacher Certification, if applicable

The Clinic Director maintains a CSD Pre-Professional Student Clinician Clinic Folder that contains the following:

1. Liability Insurance forms
2. Clinical Observation Hours (once completed)
3. Practicum Clinical Clock Hours
4. Practicum evaluation forms from clinical supervisors
5. Health records/Immunizations/Clearances—required by spring semester of the 3rd year curriculum
6. Results of speech-language-hearing screening

**Note:** When students transition to the Professional Phase of the 5-year program some documents from the Academic & Clinical folders are merged and maintained by either the Academic Advisor or Clinic Director.

Students may have access to any of these documents by making an appointment with the appropriate member of the department.
### PRE-PROFESSIONAL (Undergraduate) PHASE

#### FIRST YEAR CURRICULUM: (34 UG credits)

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>Spring 1</th>
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</thead>
<tbody>
<tr>
<td>CSD 163 Intro Comm Disorders</td>
<td>CSD 166 Anat/Phy Speech/Hearing</td>
</tr>
<tr>
<td>CSD 164 Phonetics</td>
<td>CSD 261 Speech Science</td>
</tr>
<tr>
<td>BIOL 130 Prin Anat/Phy</td>
<td>PSY 251 Dev Psychology</td>
</tr>
<tr>
<td>PHIL 113 Philosophy</td>
<td>R ST 112 Religion</td>
</tr>
<tr>
<td>ENGL 160 Writing Skills</td>
<td>ENGL 180 Literature Course</td>
</tr>
<tr>
<td>PSY 211 Gen Psychology</td>
<td><strong>Total:</strong> 18 (5 UG CSD &amp; 13 LA) <strong>Total:</strong> 16 (7 UG CSD &amp; 9 LA)</td>
</tr>
<tr>
<td>UNIV 100 Living Responsibly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2</th>
<th>Spring 2</th>
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<tbody>
<tr>
<td>CSD 265 Sp/Lang Development</td>
<td>CSD 270 Hearing Science</td>
</tr>
<tr>
<td>CSD 265L LSA Lab</td>
<td>CSD 271 Intro Artic/Phonology</td>
</tr>
<tr>
<td>CSD 241 ASL I</td>
<td>CSD 266 Intro LDC</td>
</tr>
<tr>
<td>CSD 263 Linguistics for SLP</td>
<td>CSD 242 ASL II (elective) or</td>
</tr>
<tr>
<td>ENV or CHEM or ASTR</td>
<td>LA *** Gen Elective</td>
</tr>
<tr>
<td>FL *** Physical Science (Req for ASHA)</td>
<td>PHIL 315 Ethics or</td>
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<tr>
<td>FL *** Foreign Language</td>
<td>FL *** Foreign Language**</td>
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<tr>
<td><strong>Total:</strong> 17 (11 UG CSD &amp; 6 LA)</td>
<td><strong>Total:</strong> 17 (8 or 11 CSD &amp; 6 or 9 LA)</td>
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**For years taken for years taken**

### SECOND YEAR CURRICULUM: (40 UG credits)

<table>
<thead>
<tr>
<th>Fall 3</th>
<th>Spring 3</th>
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<tbody>
<tr>
<td>CSD 363 Audiology</td>
<td>CSD 364 Aural Rehabilitation</td>
</tr>
<tr>
<td>CSD 363L Audio Lab</td>
<td>CSD 361 Intro Clinical Methods in S/L or Audio</td>
</tr>
<tr>
<td>CSD 366 Intro to Comm Disorders Adults</td>
<td>CSD 469 Special Topics</td>
</tr>
<tr>
<td>MATH 155 Statistics</td>
<td>HIST 105 Ethnicity &amp; Diversity</td>
</tr>
<tr>
<td>FA *** Fine Arts</td>
<td>R ST *** Religion (above 100 level)</td>
</tr>
<tr>
<td>HIST *** History</td>
<td>LA *** Gen Elective</td>
</tr>
<tr>
<td>LA *** Gen Elective</td>
<td><strong>Total:</strong> 18 (6 UG CSD &amp; 12 LA) <strong>Total:</strong> 16 (7 UG CSD &amp; 9 LA)</td>
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### THIRD YEAR CURRICULUM: (41 credits; 36 UG credits - 5 Grad credits)

<table>
<thead>
<tr>
<th>Fall 3</th>
<th>Spring 3</th>
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<tbody>
<tr>
<td>CSD 501 Fam Sy/Coun: MulCul</td>
<td>CSD 468A Intro Clin Prac SLP</td>
</tr>
<tr>
<td>CSD 505 AAC</td>
<td>(begins Sum I – 10 weeks)</td>
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<tr>
<td><strong>Total:</strong> 5 (5 GRAD CSD)</td>
<td><strong>Total:</strong> 2 (2 UG CSD)</td>
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</table>
NOTE: 115 credits toward the UG degree have been earned at the completion of the 3rd year curriculum. For those students transitioning to the Professional Phase, 5 additional CSD graduate credits will be counted toward the 120 credit requirement for the UG degree. For those students who will not be transitioning, undergraduate elective liberal arts credits will be required to complete the 120 credit requirement for the UG degree.

PROFESSIONAL (Graduate) PHASE

FOURTH YEAR CURRICULUM: (40-42 CSD Grad credits for 5-year students; 46-48 CSD Grad credits for 2-year students) and (3-9 additional EDUC Grad credits if pursuing Teacher Certification & not previously taken)

<table>
<thead>
<tr>
<th>Fall 4 Grad</th>
<th>Spring 4 Grad</th>
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<tbody>
<tr>
<td>CSD 502</td>
<td>CSD 500</td>
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<tr>
<td>CSD 504</td>
<td>CSD 507</td>
</tr>
<tr>
<td>CSD 506P</td>
<td>CSD 503</td>
</tr>
<tr>
<td>CSD 515</td>
<td>CSD 508</td>
</tr>
<tr>
<td>CSD 516A</td>
<td>CSD 506L</td>
</tr>
<tr>
<td>CSD 518P*</td>
<td>CSD 514</td>
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<tr>
<td>CSD 524</td>
<td>CSD 516B</td>
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<td></td>
<td>CSD 521</td>
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<tr>
<td>CSD 505**</td>
<td>CSD 510</td>
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<tr>
<td>CSD 501**</td>
<td>CSD 512*</td>
</tr>
<tr>
<td>CSD 525*</td>
<td>CSD 516C</td>
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<tr>
<td></td>
<td>CSD 517P</td>
</tr>
<tr>
<td>EDUC 502</td>
<td>CSD 521***</td>
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<tr>
<td></td>
<td>CSD 522****</td>
</tr>
<tr>
<td>And/Or</td>
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<tr>
<td>EDUC 523</td>
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* Students must take either CSD 512 or 525; students can elect to take both
** 5-year students take these during Sum 2 of 3rd year
*** CSD 521 is taken in Spring 4 Grad or Summer 3 Grad
**** CSD 522 is offered at various points in the graduate curriculum based on availability of placements and supervisors

FIFTH YEAR CURRICULUM: (11 CSD Grad Credits) or (20 Grad credits; 8 CSD Grad credits & 12 EDUC credits if pursuing Teacher Certification)

<table>
<thead>
<tr>
<th>Fall 5 Grad</th>
<th>Spring 5 Grad</th>
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<tbody>
<tr>
<td>CSD 511</td>
<td>CSD 520E</td>
</tr>
<tr>
<td>CSD 513</td>
<td>Or</td>
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<tr>
<td>CSD 519I</td>
<td>EDUC 597</td>
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<td></td>
<td>(Required for TC)</td>
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Requirements for Students Pursuing Teacher Certification

1. Undergraduate/Graduate QPA: minimum 3.0

2. The Education Department at Marywood University requires the following coursework. Students must show evidence on final transcript of successfully completing these courses or deficiencies will be required to be made-up while pursuing the Master’s in SLP degree.

PSYCHOLOGY
   Developmental Psychology/Human Development: 3 credits

EDUCATION
   Educational Psychology: 3 credits
   Social/Multidisciplinary Foundations of Education: 3 credits
   Methods, Materials, and Assessment in Teaching ESL: 3 credits

The Chairperson of the Education Department will review transcripts and a plan of study will be developed in conjunction with your CSD Academic Advisor. These courses are to be used as a guide due to changing PDE requirements.

3. Praxis Subtests

   Students must show proof of having taken and passed the Praxis II subtests for Fundamental Subjects: Content Knowledge (5511) and the ASHA National Examination in Speech-Language Pathology (5331) (both are required to be completed prior to submission of certification materials).

   To learn more information or to register for the Praxis subtests you can go to www.ets.org/praxis.

4. Students must also complete EDUC 597 (12 credits) – CSD Internship in Student Teaching as one of their off-campus requirements.

If you have any specific questions about the Teacher Certification option or PRAXIS registration, please contact the CSD Graduate Program Director or Internship Coordinator.
MARYWOOD UNIVERSITY
MASTER’S PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

REQUIREMENTS FOR GRADUATION

Degree Earned: M.S. in Speech-Language Pathology

Students must meet all requirements stated in the current University catalogue. In addition, CSD Department Graduate Program in SLP requirements include:

1. Complete a minimum of 56 credits in CSD graduate level work according to standards set forth by ASHA
2. Accrue a minimum of 400 ASHA clinical clock hours (325 at graduate level), to include 25 directed observation hours under the supervision of ASHA-certified, state-licensed speech-language pathologists/audiologists, according to the current ASHA certification standards (Refer to CSD Formative Assessment Document and http://www.asha.org/certification/)
3. Be admitted to Candidacy (Refer to the current University catalogue for requirements for “Candidacy Status”)
4. Pass the CSD Graduate Comprehensive Examination, which is given during the final semester of graduate study (i.e., Spring II semester)
5. Register to take the Praxis examination in SLP in your final semester of graduate study (i.e., Spring II) and have the Marywood University Speech-Language Pathology program listed as a score recipient; Proof of registration is required
6. Complete a preliminary (as needed) and a final Exit Interview with the Director of the Master’s Program in SLP and as needed, the CSD Internship Coordinator
7. Complete and return the Exit Interview Survey
8. Participate in formative assessment and complete the CSD Formative Assessment Document throughout your graduate studies, which will provide evidence of your level of mastery of all required competencies (Student Learning Outcomes—SLOs) in knowledge and skill areas consistent with current ASHA certification standards
9. Complete the CSD Knowledge and Skills Acquisition form and any other necessary paperwork for ASHA certification, PA state licensure, and Teacher Certification (as applicable)
10. Receive final clearance for graduation from the Director of the Master’s Program in SLP

Graduate students are required to attend mandatory Cohort meetings that are held each semester. These meetings are conducted to ensure that students receive pertinent information in a timely and efficient manner. The meetings conducted during the Fall II and Spring II semesters will further discuss the above-mentioned requirements for graduation in greater detail.

(Revised: Fall 2017)
Marywood University Department of Communication Sciences and Disorders
Academic and Clinical Conduct Policy (Revised Fall 2017)

The faculty of the Communication Sciences and Disorders Department requires students to conduct themselves as professionals. As such, students are expected to act in a manner that displays the highest regard for human dignity. Students are also expected to demonstrate personal qualities that are required for professional clinicians as found in the Eligibility Requirements for Essential Functions for Students (Spring 2009) and the Disposition Requirements Policy (Spring 2012) which may include but are not limited to: effective communication, intellectual, cognitive, sensory and motor skills, and observational abilities. Professional behavior is expected both in the classroom and other relevant professional settings (e.g., during all clinical/diagnostic practicums, off-campus clinical internships & externships, conducting research, and when interacting with peers).

Academic
If a faculty member reports an incident of behavior exhibited by a student that is considered to be a breach of the Marywood University Academic Honesty/Conduct policy the following consequences may occur (as listed in the undergraduate and graduate catalogs and student handbook):

Academic Honesty
- A failing grade for the assignment
- A failing grade for the entire course

Please refer to individual class syllabi for specific details. Typically, course instructors determine the consequences of the incident, however, the department chairperson and/or dean may intervene if necessary based on the severity of the infraction. Two or more established cases of academic dishonesty can result in suspension and/or dismissal from the university.

Conduct
The conduct policy of the university has been developed to enlighten students as to the consequences of less desirable actions and to promote responsible behaviors. The process is typically limited to behaviors that negatively affect the pursuit of educational objectives and support of the University’s core values. No specific policy statement can apply to every situation; therefore, each case will be handled on an individual basis. In such instances, students will be referred to the Dean of Students for disciplinary action. Please refer to the student handbook for a complete description of the University Conduct Policy.

Clinical
If a faculty member reports an incident of behavior exhibited by a student that is considered to be unprofessional (e.g., inappropriate verbal and/or non-verbal behavior, non-compliance with established professional expectations, demonstrating a lack of follow-up/follow through, exhibiting inappropriate conduct, failure to comply with CSD policies & procedures, etc.) the following will occur:

- The first incident will result in a verbal warning initiated by the academic and/or clinical faculty member identifying the infraction, with written documentation recorded for the verbal warning.
- The second incident will result in the student being placed on Professional Probation (i.e. a status associated with a specific time frame in which skills/actions are monitored for improvement) with written follow-up. If the student has been identified as lacking in professional qualities, additional guidance and suggestions to rectify the deficit area will be provided by the academic and/or clinical faculty member(s) to facilitate the student’s overall professional development, generally in one semester. Following the plan of action, should additional instances arise or insufficient growth occur, the student will progress to the next level of Professional Probation.
- A third incident will result in any or all of the following and supporting documentation will be kept on file:
On-Campus:

- Removal from clinical practicum where the student will lose privileges to work with clients in the on-campus clinic and any off site locations (e.g., Head Start, Health Fairs, etc.). No tuition refund will be provided.
- A failing grade for the clinical practicum will be earned. The student will be responsible financially for retaking the course as part of the degree requirements. No clinical hours will be accrued should a failing grade occur.
- Graduation may be delayed.
- Dismissal from the program may result.

Off-Campus:

- The student may be asked to leave the practicum site, and in doing so, lose all tuition fees associated with the practicum. No tuition refund will be provided.
- A failing grade for the clinical practicum will be earned. The student will be responsible financially for retaking the course as part of the degree requirements. No clinical hours will be accrued should a failing grade occur.
- Re-assignment to an alternate practicum site will occur the following semester, potentially delaying graduation. Full tuition for that new practicum course and subsequent practicum site(s) will have to be paid by the student to the university.
- Dismissal from the program may result.

Any student found lacking in appropriate academic and/or clinical professional conduct may be placed on probation and given one semester to rectify the issues outlined in a written corrective action plan or may be dismissed from the CSD Department. If the CSD Department academic and/or clinical faculty member(s) believes that the corrective action plan has been completed successfully, the student will be allowed to continue in his/her program. Any student deficient in compliance with the requirements may be subject to dismissal from the program regardless of their status. Students will be given the opportunity to meet with a panel of academic and/or clinical faculty in the CSD Department in order to attempt an informal resolution of any such concerns. Failure to resolve these concerns informally may lead to a full departmental review, probationary status, a corrective action plan, and possible dismissal. Students may appeal any CSD Department faculty decisions following the grievance procedures of the University. Information about appeals procedures is available from the Dean's Office and can be found in the University catalog and calendar/student handbook.
The field of speech-language pathology requires working in close contact with others, including a wide variety of clients, families, and team members. Therefore, students must not only show a sufficient knowledge base and the clinical skills to apply this knowledge, but they must also show adequate interpersonal skills. Students are responsible for demonstrating adherence to the Disposition Policy when participating in the classroom or MU clinic as well as when representing the University Department during any off-campus activities including internships/externships, volunteer or in-service learning opportunities, as well as when attending professional meetings/conferences. The following disposition characteristics are required for all students.

For all class and clinical work, students must demonstrate:

1. **A positive attitude.** A positive attitude includes being a source of inspiration not degradation to fellow classmates, professors, supervisors, and clients. Examples of violations of this disposition are: a) gossiping, b) maintaining a defensive stance when receiving constructive criticism from professors and supervisors, and c) presenting a flat or negative affect while seeing a client.

2. **Punctuality.** Students should arrive for any scheduled activity on-time; this includes classes, research assignments, supervision meetings, and advising meetings. Examples of violations of this disposition are: a) arriving late to class, b) arriving late to a supervisory meeting, and c) arriving late to ‘run a participant’ during research activities.

3. **Respect.** Students are expected to show respectful tolerance of all clients, families, faculty and supervisors. This would include not interrupting supervisors or professors who are conversing with others; respecting that all ideas, thoughts, and well-founded conclusions deserve to be heard; and monitoring your own reactions and facial expressions to ensure you are not sending inappropriate non-verbal messages.

4. **Interpersonal skills.** While speaking with others, students should monitor non-verbal aspects of communication. This includes maintaining an appropriate level of loudness, speech intelligibility, language clarity, formality, personal space, facial expressions/communication, relevancy, and vocabulary appropriate to the situation.

5. **Honesty.** Students are expected to be honest about their activities at all times. This includes maintaining accurate client data records, ‘owning’ up to mistakes (regardless of the consequence), and adhering to the University’s honesty policy. Examples of violations of the disposition include: a) misrepresenting work done by others as your own, b) ‘skipping out’ on additional clinic duties (e.g. cleaning) but reporting it as done, and c) not reporting violations of HIPAA code.

6. **Problem Solving.** Students are expected to seek solutions to problems that address their needs as well as the other parties involved. Students are expected to collaborate and communicate with others as appropriate. This would include identifying problematic interpersonal situations before they occur and avoiding them; directly maintaining a presence in all ‘group’ work in classrooms; and speaking directly with a faculty, supervisor, staff member or peer when the student has a concern/grievance. Examples of violations include: a) noticing that more office supplies are
needed in the clinic room but failing to go get them and b) not allowing a group member to view your work when it has to be submitted as a team.

7. *Appropriate professional demeanor: Hygiene, grooming, and appearance.* Students should ensure that they are dressed according to the standards listed in the Marywood clinic handbook. They should ensure that they have appropriate standards of hygiene. Examples of violations include: a) not using appropriate deodorant or other personal grooming products, b) wearing ripped or stained clothing when in direct client contact, and c) having unwashed hair or body odor when in direct client contact.

8. *Openness and acceptance of feedback from supervisors and instructors.* It is important that students understand that feedback provided to them during a clinical supervisory meeting or classroom discussion/presentation is provided for the student’s professional growth. Students should always ask for clarification of expectations and/or the supervisor’s/instructor’s feedback. Examples of violations include: a) talking over the supervisor/instructor as he or she tries to provide verbal critiques of the student’s performance and b) constantly providing explanations for their behavior rather than listening to the supervisor’s/instructor’s critique of performance.

Please refer to the CSD Department Academic and Clinical Conduct Policy for consequences of being in violation of the disposition policy.
Eligibility Requirements and Essential Functions for Students
Marywood University - Department of Communication Sciences and Disorders
Revised Fall 2013


In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care across the lifespan, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

**COMMUNICATION**
A student must possess adequate communication skills to:
• Proficiently read, write, comprehend, and speak the English language.*
• Model target communication skills, unless a clinician’s dialect prevents the effective modeling of a feature. In this case, other strategies to provide a model should be used.*
• Possess reading and writing skills sufficient to meet curricular and clinical demands in Standard American English.*
• Perceive and demonstrate appropriate non-verbal communication for culture and context.*
• Modify communication style to meet the communication needs of clients, caregivers, and other persons served.*
• Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
• Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
• Convey information accurately with relevance and cultural sensitivity.

**MOTOR**
A student must possess adequate motor skills to:
• Sustain necessary physical activity level in required classroom and clinical activities, including but not limited to the ability to bend, reach, and stoop in order to move, lift, carry, push, and pull objects such as in the retrieval, using, and storing of materials and equipment used in evaluations and therapy.*
• Assist with patient care activities such as lifting, wheel chair guidance, and mobility.*
• Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, respiratory arrest, etc.*
• Access transportation to clinical and academic placements as well as transport self throughout the setting as required.*
• Participate in classroom and clinical activities for the defined workday.*
• Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
• Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
• Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).
INTELLECTUAL / COGNITIVE
A student must possess adequate intellectual and cognitive skills to:
• Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
• Complete timed, online, and/or other types of examinations or projects in a setting that is acceptable to the program.
• Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
• Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
• Self evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
• Utilize detailed written and verbal instruction in order to make unique and independent decisions.

SENSORY/OBSERVATIONAL
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
• Visually and auditorily identify normal versus disordered areas (including, but not limited to fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, and social interaction related to communication).
• Identify the need for alternative modalities of communication.
• Visualize and identify anatomic structures.
• Visualize and discriminate imaging findings.
• Identify and discriminate findings on imaging studies.
• Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
• Acutely hear differences in speech impairments and modify therapy as required.
• Recognize when a client’s family does or does not understand the clinician’s written and or verbal communication.

BEHAVIORAL/ SOCIAL
A student must possess adequate behavioral and social attributes to:
• Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
• Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
• Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
• Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
• Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
• Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
• Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
• Dress appropriately and professionally.

Please note: Students in the department must meet all of the Eligibility Requirements and Essential Functions set forth above on a continuing basis. A student may be denied permission to continue in the program should the student fail at any time to demonstrate the required Eligibility Requirements and Essential Functions even after being given reasonable accommodations established in conjunction with
Marywood University’s Office of Student Support Services. These requirements/functions are in addition to the Knowledge and Skills Acquisition (KASA) standards that are required by the American Speech-Language-Hearing Association’s Council for Academic Accreditation
Dialectal Difference Statement

It is the position of the American Speech-Language Hearing Association that “no dialectal variety of English is a disorder or a pathological form of speech or language. Each social dialect is adequate as a functional and effective variety of English.” (http://www.asha.org/policy/PS1983-00115.htm).

A dialectal difference, whether ethnic or regional, is a common form of communication between members of a community. A communication disorder is “impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems” (ASHA, 1993, p. 40). Common communication characteristics that are due to a disability, such as hypernasal speech for individuals with a severe hearing loss, would not be considered a dialectal difference but a disorder.

A 1998 position statement by ASHA states that students with accents and/or dialects may provide clinical services as long as they demonstrate adequate knowledge of communication and communication disorders, diagnostic and clinical case management skills, and the ability to model target speech and language productions (ASHA, 1998). A 2011 ASHA Professional Issues Statement revised the requirement for modeling, stating “the reference in the document to ‘modeling’ may be dated. Technological advances and applications for clinical service delivery today are such that modeling can be provided through a variety of means in the clinical setting. The use of computer applications, software, recordings, and the like give clinicians multiple options for providing models or presenting auditory stimuli, so their accent may be less of an issue for providing an appropriate model in some cases. The dynamics of clinical service delivery, though, have also changed, and clinician engagement with clients is generally much more extensive than a clinician simply providing a model and a client attempting to repeat it. In addition, speaking with an accent is often related to hearing with an accent (Flege, 1995); thus, it is likely that a clinician's ability to model particular speech sounds may well be influenced by his or her ability to perceive the client's speech accuracy and to internalize features of target productions.”

The faculty in the Marywood University Department of Communication Sciences and Disorders has defined a communication difference and communication disorder as follows:

**Difference:** a speech/language difference is defined as a different dialect, native language, or second language that results in a different pronunciation, production, or construction of speech/language or the intended message in which the meaning conveyed is fully understood by the communication partner.

**Disorder:** a speech/language disorder is defined as difficulty producing sounds, differences in voice quality, interrupted fluency of speech, and/or difficulty receiving, understanding, or formulating ideas and information both in written and oral language.

The field of communication sciences and disorders requires that students have a high standard of proficiency with both written and spoken English. However, with growing linguistic minority populations, the Marywood CSD Department will have students who speak with an accent or a dialect difference from what is common in the Northeast Pennsylvania and surrounding regions.
(e.g., New York, New Jersey). If students show adequate knowledge of normal and disordered communication, diagnostic skills, and clinical case management, the communicative difference alone should not hinder their success in clinical work, even if they demonstrate difficulty directly modeling certain linguistic features due to their accent or dialectal difference. In those cases, use of indirect modeling may be possible, such as the use of recordings of speakers with the same dialect as the client. Student clinicians should recognize when their difficulty directly modeling a linguistic feature is hindering the progress of the client, and make suitable adjustments as needed. However, written language in reports is typically more formal, and should reflect the accepted Standard American English rules of syntax, spelling, and semantics.

The Marywood University Department of Communication Sciences and Disorders requires screenings of all undergraduate students in the department. If, in this screening, phonological features are seen that are different than SAE, then it will be determined whether these features represent a dialectal difference or a communication disorder.

References:


CSD Department
Speech-Language-Hearing Screening Policy
Revised Fall 2013

Policy Statement: All incoming graduate students will participate in a mandatory speech/language and hearing screening during their first semester enrolled in the CSD program for the purpose of identifying and remediating any communication deficits that may interfere with interactions with clients, families, supervisors, etc. Undergraduate students, unless previously identified by CSD faculty/staff member as having a suspect communication deficit, will be screened during the spring semester of their freshman year. Any transfer student entering after his/her freshman year will be screened in the semester that he/she enters the program. It is mandatory that all students be screened prior to starting clinical practicum. The Clinic Director will determine the screening schedule and inform students of the day/time that screenings will occur. Failure to comply with this policy and the following procedures will delay the student’s enrollment in Clinical Practicum.

Procedure:
1. All students will receive a Pass/Fail rating for both speech/language and hearing. Documentation of the screening results will be kept in the student’s clinical file, which is maintained by the Clinic Director.

2. For those students who fail the speech-language screening, a formal speech-language evaluation will be scheduled. It will be the student’s responsibility to contact the Clinic Director for an appointment within one week of the screening.

3. For those students who fail the hearing screening, a formal audiological evaluation will be scheduled. It will be the student’s responsibility to contact our Clinical Audiologist for an appointment within one week of the screening.

4. Following the evaluation, it is expected that the student will follow through with all recommendations for treatment and/or referral for further testing. Documentation of the same will be required and kept in the student's clinical file.

5. For those students in which phonological features observed during the screening are different from Standard American English (SAE) dialect, then:
   a. An interview with the student would be warranted to find out if the student self-identifies as a speaker with a dialect different from SAE.
   b. If the student does not self-identify with a dialect different from SAE, then the student would fail the speech-language screening, and step #2 would be followed.
   c. If the student does self-identify with a dialect different from SAE, then the features of the student’s speech would be reviewed to see if these features are documented as typical characteristics of the specified dialect. Dialects may differ by features other than phonology (such as syntax or semantics), but it is assumed that students with dialectal differences would be able to model non-phonological SAE features.
d. A determination would be made as to whether or not the characteristics would be a substantial impediment to effective communication with SAE speakers. If a student shows significant comprehension or expressive communication deficits in SAE that go beyond a dialectal difference, such as features common in ESL or hard-of-hearing individuals, then a full evaluation with possible therapy may be warranted. In most cases, dialectal differences would not affect functional/clinical communication in SAE and would not need further assessment.

e. A student who cannot produce a feature of SAE and is assigned a client who speaks SAE with difficulty producing that specific SAE feature, then the student clinician may use other strategies to produce a model, such as providing a recording of an SAE speaker producing the target feature.
Immunization/Drug Testing Policy  
Effective Spring 2014

All students, prior to working with clients during practicum experiences, must provide proof of immunizations. Those who are not immunized pose a significant public health risk to their patients/clients, peers/co-workers, and themselves. Further explanation of this policy, with specific due dates of immunizations, will be presented during CSD 361: Clinical Methods and Processes and CSD 518P: Independent Study in Clinical Methods and Processes. Information will also be presented, as needed, at semester cohort meetings.

1. Students will have their family physicians complete the Department of Communication Sciences and Disorders Immunization Record form and submit it to the Clinic Director and/or Internship Coordinator.

2. All students must provide proof of the following immunizations:
   - Measles, Mumps, Rubella (MMR) – 2; Titers as necessary
   - Hepatitis B – 3 or in process
   - Tuberculin (TB/PPD) Skin Test – 1; Off-campus sites require a 2-step TB/PPD; Chest x-ray reports are always required when results are positive
   - Tetanus – 1 valid within 10 years
   - Varicella – 1 or documentation of disease
   - Additional – As required by off-campus sites and/or changes to this Immunization Policy

3. Students must update immunizations as necessary and provide proof of said updates to the Clinic Director and/or Internship Coordinator.

4. Students should be aware that drug testing may be required as part of an off-campus practicum experience.

5. Students who choose to not complete the required immunizations and/or drug testing must sign the Immunization/Drug Testing Waiver form. Signing the waiver indicates that students understand they may not be able to complete any/all required practicum experiences. Students further understand that practicum experiences are required components necessary to complete the Master of Science degree in Speech-Language Pathology and ultimately become certified by the American Speech-Language-Hearing Association.

6. Students who choose to waive immunization/drug testing requirements are responsible for their own educational outcomes. The Department of Communication Sciences and Disorders does not take responsibility for a student who is unable to graduate from the program and ultimately become a certified speech-language pathologist based on their decision to not complete the required immunizations/drug testing.

7. Unless otherwise indicated by a student in writing, signature of the Manual Agreement Form where this policy is printed indicates that students give permission to the Department of Communication Sciences and Disorders to release any/all immunization-related/drug testing information to sites where practicum experiences will take place.
Immunization/Drug Testing Waiver
Effective Spring 2014

I am requesting a waiver for completion of the following immunizations and/or drug testing (please check all that apply):

- Measles, Mumps, Rubella (MMR)
- M M R Titers (please circle as applicable)
- Hepatitis B
- Tuberculin (TB/PPD) Skin Test
- 2-step TB/PPD
- Chest x-ray report based on a positive TB/PPD
- Tetanus
- Varicella
- Drug Testing
- Other (please indicate) ______________________________________

By signing this waiver I understand that I may not be able to complete any/all of my required practicum experiences. I further understand that practicum experiences are required components necessary to complete the Master of Science degree in Speech-Language Pathology within the Department of Communication Sciences and Disorders and ultimately to become certified by the American Speech-Language-Hearing Association. Finally, I understand that I am responsible for my own educational outcomes and that the Department of Communication Sciences and Disorders is not responsible for me being unable to graduate from the program and ultimately become a certified speech-language pathologist based on my decision to forgo completion of required immunizations/drug testing.

__________________________________________  ____________________________
Student                                        Clinic Director or Internship Coordinator

__________________________________________  ____________________________
Date                                            Date
CSD Department Taping Policy
Taping of a faculty member can only be done with that individual’s permission, for each time a student wishes to tape. Tapes can only be used for educational purposes (i.e., note-taking, review of class material, studying). It is unprofessional to tape any individual without their knowledge and consent or to use a tape for anything other than its intended purpose. Students are expected to comply with this policy or they will be placed on professional probation and their academic integrity will be called into question.

CSD Department E-mail Policy
All CSD students receive a University e-mail account and address when they initial enroll in a program of study. This e-mail account can be accessed both when on-campus and when off-campus via the Marywood University web site (www.marywood.edu). It is expected that students will use this e-mail account when communicating with faculty/clinical supervisors and check their messages on a regular and consistent basis. Faculty will not communicate with students via their personal e-mail accounts. If you need technical assistance in accessing your account, please see one of the tech reps in the McGowan computer lab. (Developed: June 2005)

Students with Documented Disabilities
Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Disability Services, Learning Commons 166, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Disability Services unless the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact Diane Webber, Associate Director of Disability Services, at 570.348.6211 x2335 or dtwebber@marywood.edu.

Anti-Discrimination Policy
Marywood University (the “University”) declares and reaffirms a policy of equal educational and employment opportunity and non-discrimination in its educational programs and all other activities that it operates both on and off University property. Marywood University does not condone and will not tolerate discrimination, harassment, or assault by any member of the faculty, staff, administration and student body as well as volunteers on and visitors to the University upon another individual, regardless of whether the action is based on race, sex (including sexual harassment and sexual violence), color, gender, national or ethnic origin, age, creed, ancestry, religion, disability, or any other legally protected status.

Department of Communication Sciences and Disorders
Master’s Program in Speech-Language Pathology

Grievance/Complaint Policy and Procedure

Students who wish to file a formal complaint may make an appointment with the Director of the Master’s Program in Speech-Language Pathology. The matter will also be discussed with CSD Department Chairperson. The matter may also be discussed with the CSD Clinic Director and/or Internship Coordinator, if necessary and appropriate. The Grievance/Complaint Form will be completed and filed in the student’s academic advising folder.

The University has its own grade appeals policy and procedure. Refer to the current Calendar/Student Handbook for information. Copies of the Academic Appeals and Student Grievances policies are available in the Dean’s office.

(Revised: Fall 2017)
CSD Pre-professional Phase Student:

Date:

Nature of complaint:

Action-taken:

Follow-up:

This issue has been discussed with the CSD Department Chair and Master’s Program Director as well as the CSD Clinic Director and/or Internship Coordinator, if necessary and appropriate. I am ______________ satisfied __________________ not satisfied with the outcome.

__________________________________  __________________________________
CSD Student Signature & Date        Director, Master’s Program Signature & Date

__________________________________  __________________________________
CSD Chairperson Signature & Date    CSD Clinic Director/Internship Coordinator Signature & Date
American Speech-Language Hearing Association (ASHA)
Council on Academic Accreditation

ASHA’s Council on Academic Accreditation (CAA) is the group responsible for granting “candidacy status” to those CSD graduate programs that have filed a successful application and development plan and full accreditation to those CSD graduate programs that have successfully met all current accreditation standards.

The Master of Science program in Speech-Language Pathology at Marywood University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

The program was originally accredited in 2001, and was re-approved for a period of accreditation from August 1, 2014 to July 31, 2022.

Any student who wishes to review the documents that we have sent to ASHA’s CAA may do so by making an appointment with the Director of the Master’s Program in Speech-Language Pathology.

Students may contact ASHA’s CAA with questions, to request information, or to file a formal complaint about the graduate program by calling or writing to:

- Ms. Susan Flesher, Associate Director for Accreditation Services
  sflesher@asha.org or 301-296-5781
- Ms. Tess Kirsch, Associate Director of Accreditation for Policy and Education
  tkirsch@asha.org or 301-296-5784
- Dr. Annette Hurley, CAA Chair
  ahlurle@lsuhsc.edu or 504-568-4337
- Dr. Jennifer Friberg, CAA Chair-Elect
  jfribe@ilstu.edu or 309-438-7706

Address: American Speech-Hearing-Language Association
2200 Research Boulevard #310
Rockville, MD 20850

Phone: 1-800-498-2071 or 301-296-5700

Web Site: http://www.asha.org

(Updated: Fall 2017)
ACCEPTANCE OF AGREEMENT

By signing this form, I am stating that I have read, understood, and agreed to follow the policies and procedures as set forth in the Marywood University, Department of Communication Sciences and Disorders, CSD 5-Year Program leading to a Master’s Program in Speech-Language Pathology and CSD Undergraduate only Pre-professional Phase Student Information Packet.

I am therefore held responsible to carry out and abide by the standards established in this document and the current University catalogue and calendar/student handbook, and can have no claim of lack of knowledge regarding the policies and procedures that were reviewed.

In addition, I understand that I must maintain the matriculation and QPA requirements as listed in this Information Packet or else I will be dismissed from the CSD 5-year program leading to a Master’s Degree in Speech-Language Pathology or the undergraduate only program.

____________________________  _____________________
Undergraduate Student Signature       Date

NOTE: This form is required to be signed and returned to your Academic Advisor by the date specified when this information packet was distributed. It will be kept on file in your Academic Advising Folder.