

THE UNIVERSITY OF SCRANTON



Master of Science, Speech- Language Pathology

Academic Year

2023-2024

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 2023-2024 academic year with every attempt to assure accuracy. If there are changes, updates, or errors, the revisions and additions will be communicated to students and faculty.

Student & Instructor Handbook

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

Pathology with Healthcare Specialization	20
2.4 Transfer and Non-degree Credit	21
2.5 Experiential Learning	
2.5a Virtual Clinical Simulation	21
2.5b Residential and Residency Experiential Learning Activities	22
2.5c Instructional Seminar Meetings	23
2.6 Advisement	23
2.7 Performance Standards / Assessment Plan	
2.7a Overview	24
2.7b Meeting Student Learning Outcomes (SLOs) and Remediation	25
2.7c Comprehensive Examination	26
2.7d Student e-Portfolio	28
2.7e Community-Based Learning (CBL) Project	28
2.7f Virtual Spring Research Colloquium	29
2.7g The National Examination	30
Chapter 3: Academic and Professional Standards and Policies	
3.1 University Policies	
3.1a Academic Code of Honesty	32
3.1b Appeal of Graduate Course Grade	32
3.1c University Privacy and Confidentiality	32
3.1d FERPA Student Rights and Confidentiality of Information	32
3.1e Records Management and Retention	32
3.1f Verification of Identity	36
3.2 Speech-Language Pathology Program Policies	

3.2a Equitable Treatment	
I. Record of Student Complaints	38
II. Corrective Action for Violations of Compliance with Nondiscrimination Laws and Regulations	40
3.2b Clinical Education – Student	
I. Manner and Amount of Supervision	40
3.2c Clinical Education – Client Welfare	
I. Supervision of Students	42
II. Ensuring the Welfare of Each Individual Served	44
III. Delivery of Care	46
IV. Universal Precautions	47
3.2d External Placements	
I. Role of the Student in the Selection of Externship Sites	48
II. Placement of the Student in the Externship Site	48
III. Selection and Placement of Students in External Facilities	48
IV. Externship Clinical Population and Personnel	50
V. Validity of Affiliation Agreements	51
3.2e Student Conduct	
I. Student Integrity and Conduct	52
II. Violations of Student Academic and Clinical Conduct	52
3.2f Student Admission Criteria	
I. Requirements for Admission	53
II. Conditional Acceptance	54
3.2g Student Adaptations	

I. Proficiency in Spoken and Written English	54
II. Students with Disabilities	55
III. Essential Functions in Speech-Language Pathology	56
3.2h Student Intervention	
I. Meeting Program Expectations – Identification – Academic	59
II. Meeting Program Expectations – Identification – Clinical	59
III. Meeting Program Expectations – Implementation	60
IV. Appeal of a Graduate Course Grade	61
3.2i Availability of Student Records	
I. Retention of Student Records	62
3.2j Verification of Student Identity for Distance Education	
I. Distance and/or Online Student Verification of Identity	62
II. Fees Associated with Verification of Identity	63
III. Verification of Identity – Registration/Participation/Completion/ Academic Credit	63
3.3 Additional Departmental / Programmatic Policies	
3.3a Classroom Expectations	64
3.3b Computer	65
3.3c First Aid and CPR Requirement for Graduation	65
3.3d Research Reference Styling	66
3.3e Scoring Criteria and Evaluation Scale	66
3.3f Synchronous Attendance Policy	66
3.3g Graduate Contact Hours per Academic Credit Hour	67
3.4 Co-curricular Activities and Opportunities	

3.4a Student Research	68
3.4b National Student Speech Language Hearing Association (NSSLHA) Club	68
3.4c Zeta Phi Eta Honor Society	68
3.4d Professional Associations and Memberships	
I. National Student Speech Language Hearing Association (NSSLHA)	69
II. Dysphagia Research Society (DRS)	70
III. American Board of Swallowing and Swallowing Disorders (ABSSD)	70
IV. The Voice Foundation	70
V. Academy of Neurologic Communication Disorders and Sciences (ANCSD)	70
3.5 ASHA Code of Ethics	70
3.6 ASHA Scope of Practice	70
3.7 ASHA’s <i>Strategies for Supporting Students When There Are Concerns About Their Accents</i>	70
3.8 A Summary of Your Rights Under the Fair Credit Reporting Act	70
Acknowledgment and Authorization for Background Check	75
Disclosure Regarding Background Investigation	76
Speech-Language Pathology Student Handbook Verification Form	77
Acknowledgment	78

DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE (HHP) FACULTY AND STAFF		
NAME	EMAIL	PHONE
Department Office ELH 710		570-941-5874
Dr. Paul Cutrufello, Professor, Dept. Chair and Program Director KNES	paul.cutrufello@scranton.edu	570-941-5841
Dr. Debra L. Fetherman, Associate Professor, Program Director HPRO	debra.fetherman@scranton.edu	570-941-7111
Dr. Joan Grossman, Associate Professor KNES	joan.grossman@scranton.edu	570-941-4721
Dr. Michael Landram, Associate Professor KNES	michael.landram@scranton.edu	570-941-4425
Dr. Andrew Venezia, Associate Professor KNES	andrew.venezia@scranton.edu	570-941-6745
Dr. Joseph Pellegrino, Assistant Professor KNES	joseph.pellegrino@scranton.edu	570-941-4559
Dr. Emily Gerstle, Assistant Professor KNES	emily.gerstle@scranton.edu	570-941-7765
Dr. Hope E. Baylow, Assistant Professor, Founding Program Director CSD & SLP	hope.baylow@scranton.edu	570-941-4052
Tara Carito, M.S., CCC- SLP, Clinical Education Coordinator	tara.carito@scranton.edu	570-941-4349
Dr. Laura R. Chapman, Ph.D., CCC-SLP, Assistant Professor CSD & SLP	laura.chapman@scranton.edu	
Christiane McDonald, CCC-SLP, Faculty Specialist CSD & SLP	christiane.mcdonald@scranton.edu	
Courtney Jones, Program Support Coordinator CSD & SLP	courtney.jones@scranton.edu	570-941-5514
Ms. Cheryil Demkosky, Lab Director & Adjunct Faculty	cheryil.demkosky@scranton.edu	570-941-5887

Mary Ann Capone, Department Secretary	maryann.capone@scranton.edu	570-941-5874
--	-----------------------------	--------------

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

Office of the Provost	https://www.scranton.edu/academics/provost/index.shtml	570-941-7520
Professional Credentialing	https://www.asha.org/about/credentialing/	800-638-8255
Remote Technology Tools and Resources	https://www.scranton.edu/information-technology/services/remote-toolbox.shtml	570-941-6185
Student Health Services	https://www.scranton.edu/studentlife/studentaffairs/health-services/index.shtml	570-941-7667
Student Laptop Program	https://www.scranton.edu/information-technology/services/student-laptop-program.shtml	570-941-6185
United States Department of Education	https://www.ed.gov/	NA
Weinberg Memorial Library	https://www.scranton.edu/academics/wml/index.shtml	570-941-4000
Writing Center	https://www.scranton.edu/academics/ctle/writing/index.shtml	570-941-4000

Chapter 1

Program Overview

1.1 Introduction

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

1.2 History

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

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

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

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

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

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

1.2a The University of Scranton Mission

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

1.2b Panuska College of Professional Studies Mission

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

The three interrelated themes of Jesuit Catholic education – a focus on a diverse and open-minded education, moral reflection, and teaching for social justice – are embedded in the PCPS 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 PCPS 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 correlates in speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification; fluency and fluency disorders; voice and resonance, including respiration and phonation; receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, paralinguistic communication, and literacy in speaking, listening, reading, and writing; hearing, including the impact on speech and language; swallowing/feeding, including structure and function of orofacial myology and oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities; and augmentative and alternative communication modalities.

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

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

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

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

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

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

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

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

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

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

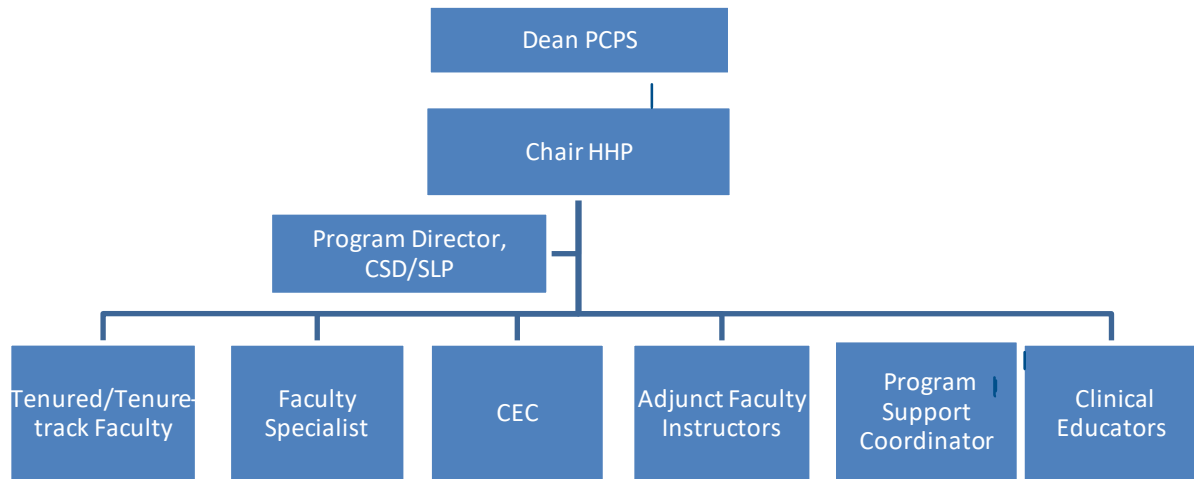
14) The student will pass the national examination adopted by ASHA to qualify for state and national credentials that are required for entry into professional practice (e.g., state license, certificate of clinical competence).

1.3 Organization of the Department

1.3a Organizational Structure

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

1.3b Organizational Chart



1.3c Concerns and Complaints

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

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

Additional Resources

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

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

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

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

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

1.4 Strategic Plan

1.4a Strategic Plan Executive Summary

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

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

Our Strategic Plan Goals include the following:

Graduate Degree Program Success: Advance the University by achieving accreditation 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 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

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

During your Orientation to the Speech-Language Pathology degree program, you will be introduced to the program’s full-time faculty (3), instructional staff (1) member, and the Clinical Education Coordinator (1). These individuals teach in both the university’s undergraduate CSD and graduate SLP programs. In addition, some of your classes may also be taught by part-time Adjunct Instructors, whom you 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
Review of Student CBL Project with Graduate Advisor	Review of Student e- Portfolio with Graduate Advisor		Group Residential Field Placement Meeting for Fall Year II (week #1)	SLP 580C Virtual Clinical Simulation III	Group Residential Field Placement Meeting for Spring Year II
	<u>Advisement</u> Meet with Graduate Advisor <ul style="list-style-type: none"> • POS • CBL Project • Research Proposal 		Individual Residential Field Placement Meeting with CEC for Fall Year II (weeks #2-7)	Review of Student e- Portfolio with Graduate Advisor	Individual Residential Field Placement Meeting with CEC for Spring Year II
				<u>Advisement</u> Meet with Graduate Advisor <ul style="list-style-type: none"> • POS • CBL Project • Research Proposal 	
YEAR II					
<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 539 Swallowing & Feeding Disorders	SLP 533 Acquired Linguistic- Cognitive Comm Disorders	SLP 562 Tracheostomy & Ventilator Dependency (<i>Healthcare Specialization only</i>)	Voice & Resonance Disorders	Communication Disorders in Multilingual / Multicultural Individuals	Residency Field Placement II (<i>Healthcare Specialization only</i>)
SLP 536 Motor Speech Disorders	SLP 580D Virtual Clinical	Individual Residential Field Placement	Audiological Assessment & Interpretation for the SLP	Cognitive & Psychiatric Habilitation / Rehabilitation	Advanced Diagnostics in Swallowing Disorders

	Simulation IV	Meeting with CEC <i>(Healthcare Specialization only)</i>			<i>(Healthcare Specialization only)</i>
SLP 581B Speech-Language-Hearing Assessment and Intervention I	SLP 581B Speech-Language-Hearing Assessment and Intervention I		Speech-Language-Hearing Assessment and Intervention II	Speech-Language-Hearing Assessment and Intervention II	Management of Speech & Swallowing – Post H&N Cancer <i>(Healthcare Specialization only)</i>
<u>Advisement</u> Meet with Graduate Advisor • POS • CBL Project • Research Proposal	Review of Student e-Portfolio with Graduate Advisor		<u>Advisement</u> Meet with Graduate Advisor • CBL Project • Research Proposal • e-Portfolio	Virtual Clinical Simulation V	
				Comprehensive Exam	
				National Examination (Praxis 5331)	
				Completed Student e-Portfolio Due	
				Virtual CBL forum	
				Virtual Spring Research Colloquium	

The program of study includes coursework that has been designed, so at the conclusion of the program, the student will demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The student will demonstrate the ability to integrate information pertaining to normal and abnormal human development across the lifespan, and knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of speech sound production, fluency and fluency disorders, voice and resonance, receptive and expressive

language, hearing, swallowing and feeding, cognitive aspects of communication, social aspects of communication, and augmentative and alternative communication modalities. Students will demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, as well as display standards of ethical conduct and show knowledge of processes used in research and of 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.

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

2.2 Master of Science Degree Pre-requisite Coursework

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

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

- Statistics (this must be a stand-alone course)
- Biological sciences
 - Biology, Human Anatomy and Physiology, Neuroanatomy and Neurophysiology, Human Genetics, or Veterinary Science
- Physical sciences
 - Chemistry or Physics *only*

- Social/Behavioral sciences
 - Psychology, Sociology, Anthropology, or Public Health

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

- Anatomy and Physiology of the Speech and Hearing Mechanism
- Speech and Language Development
- Speech and Language Disorders
- Audiology
- Speech and Hearing Science
- Linguistics or Psycholinguistics
- Phonetics
- Students must show evidence of a minimum of 25 hours in *guided clinical observation* in speech-language pathology and audiology prior to initiating graduate-level coursework.

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

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

2.3a Course Descriptions

SLP 500 – Research Methods in CSD

3 cr.

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

SLP 503 – Pediatric Language Disorders

3 cr.

This course provides an in-depth study of communication behaviors of at-risk and disordered infants, toddlers, and preschoolers (0-5 years). Evidenced-based interventions that develop linguistic skills are explored. Oral language, emergent literacy, and decoding skills are addressed from a biological, neurological, acoustic, psychological, developmental, and linguistic and cultural basis. *Co-requisite SLP 580A*

SLP 506 – Language & Literacy

3 cr.

This course studies the relationship between oral and written language, literacy development, discourse processes, academic skills, and their sociocultural significance (kindergarten – adult). Etiology and underlying anatomical and physiological, psychological, and linguistic and cultural characteristics, as well as the developmental nature of disorders and differences, are addressed. *Co-requisite SLP 580B*

SLP 509 – Speech Sound Production & Disorders

3 cr.

This course examines the principles and methods of identification, prevention, assessment, and intervention of speech sound production. Topics include articulation, motor planning and execution, phonology, and accent modification. Etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates will be discussed. *Co-requisite SLP 580B*

SLP 512 – Diagnosis & Evaluation in SLP

3 cr.

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

SLP 515 – Aural Rehab & Implantable Devices

3 cr.

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

SLP 518 – Professional Issues: Ethical Conduct & IPE

1 cr.

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

SLP 521 – Fluency & Fluency Disorders

3 cr.

This course focuses on the nature and treatment of stuttering, cluttering, and acquired neurogenic disfluency. Emphasis is placed on synthesizing historic and current literature and trends in stuttering research and treatment and on the integration of research principles into evidence-based practice. *Co-requisite SLP 580C*

SLP 524 – Autism Spectrum Disorder

2 cr.

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

SLP 527 – Counseling Skills in SLP

2 cr.

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

SLP 530 – Augmentative & Alternative Communication

3 cr.

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

SLP 533 – Acquired Linguistic-Cognitive Communication Disorders

4 cr.

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

SLP 536 – Motor Speech Disorders

3 cr.

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

SLP 539 – Swallowing & Feeding Disorders

4 cr.

This course examines the neuroanatomical and neurophysiological basis of the deglutition process (oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions, including oral function for feeding; structure/function of orofacial myology). Etiology, developmental nature, and underlying anatomical and physiological, psychological, and cultural characteristics of these disorders and differences are addressed. *Corequisite SLP 580D or permission of the instructor*

SLP 542 – Professional Issues: Evidence-Based Practice

1 cr.

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

SLP 545 – Voice & Resonance Disorders

4 cr.

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

SLP 548 – Cognitive & Psychiatric Habilitation/Rehabilitation

2 cr.

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

SLP 551 – Communication Disorders in Multilingual/Multicultural Individuals

3 cr.

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

SLP 554 – Audiological Assessment & Interpretation for the SLP

3 cr.

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

SLP 580A - Virtual Clinical Simulation I

1 cr.

This course provides 15 hours of virtual supervised clinical simulations of methods used to meet the hearing needs of individuals across the lifespan and pediatric persons with language disorders or differences. Students will interview patients, family members, and caregivers, collaborate with other professionals, and provide screening, evaluation, or therapeutic interventions. *Concurrent: SLP 503*

SLP 580B - Virtual Clinical Simulation II

1 cr.

This course provides 15 hours of virtual supervised clinical simulations of methods used to meet the needs of individuals with expressive and receptive language, literacy, and speech sound disorders and differences across the lifespan. Students will interview patients, family members, and caregivers, collaborate with other professionals, and provide interventions. *Concurrent: SLP 503, 506, 509, & 580A*

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. *Prerequisite: SLP 503, 506, 509, 512, 580A, & 580B; Concurrent: SLP 521 & 524*

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. *Prerequisite: SLP 503, 506, 509, 512, 515, 521, 530, 533, & 536; Prerequisite or Corequisite: SLP 539*

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. *Prerequisite: SLP 503, 506, 509, 512, 515, 521, 530, 533, 536, & 539; Prerequisite or Corequisite: SLP 545*

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. *Prerequisite: SLP 503, 506, 509, 512, 515, 521, 524, 580A, 580B, & 580C; Prerequisite or Corequisite: SLP 530*

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 503, 506, 509, 512, 515, 521, 524, 530, 580A, 580B, 580C, & 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 503, 506, 509, 512, 515, 521, 524, 530, 580A, 580B, 580C, & 581A; Prerequisite or Corequisite: SLP 533 & 536*

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

SLP 560 – Medical SLP & IPE

2.0 cr.

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

SLP 562 – Tracheostomy & Ventilator-Dependency

2 cr.

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

SLP 564 – Advanced Diagnostics in Swallowing Disorders

3 cr.

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

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

2 cr.

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

SLP 568 – Residency Field Placement II

1 cr.

This course provides advanced training in communication and swallowing disorders and differences across the lifespan within a healthcare environment. This supervised clinical practicum will provide the student with additional experience evaluating and treating complex medical patients. Students will collaborate with other professionals, administer standardized assessments, diagnose, make recommendations, and provide interventions. *Prerequisite: SLP 503, 506, 509, 512, 515, 518, 521, 523, 524, 527, 530, 533, 536, 539, 580A, 580B, 580C, 580D, 580E, 581A, 581B, 581C Prerequisite or Corequisite: SLP 564 & 566*

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-task trainers and are correlated to the student's level of clinical development.

All students must participate in the pre-and debrief (i.e., review and application) sessions for students to learn within a remote platform and to earn virtual 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. It is the student's responsibility to make up for the deficient hours during one of the program's other externship experiences. In the event of a medical or personal emergency, please contact the course instructors (i.e., faculty and instructor of record) as soon as possible.

Scoring Criteria and Evaluation Scale for Virtual Clinical Simulation Courses:

Grade	Quality Point	Numerical Points (Academic courses)	Final Virtual Clinical Simulation Calipso Score	Summer Academy (SLP 581A) Calipso Score	Speech-Language-Hearing Placement I & II (SLP 581 B & C) Calipso Score	Healthcare Residency (SLP 568) Calipso Score
A	4.0	92.5 – 100	4.00 – 5.00	3.00 – 5.00	4.00 – 5.00	4.50 – 5.00
A-	3.67	89.5 – 92.4	3.50 – 3.99	2.80 – 2.99	3.50 - 3.99	4.00 – 4.49
B+	3.33	86.5 – 89.4	3.25 – 3.49	2.65 – 2.79	3.25 – 3.49	3.75 – 3.99
B	3.0	82.5 – 86.4	3.00 – 3.24	2.50 – 2.64	3.00 – 3.24	3.50 – 3.74
B-	2.67	79.5 – 82.4	2.75 – 2.99	2.35 – 2.49	2.75 – 2.99	3.25 – 3.49
C+	2.33	76.5 – 79.4	2.50 - 2.74	2.20 – 2.34	2.50 – 2.74	3.00 – 3.24
C	2.0	72.5 – 76.4	1.25 – 2.49	2.05 – 2.19	1.25 – 2.49	2.75 – 2.99
F	0.0	72.4 and below	1.00 – 1.24	1.00 – 2.04	1.00 – 1.24	1.00 – 2.74

2.5b Residential and Residency Experiential Learning Activities

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

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

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

Content for each experiential learning course will be presented via a mentorship environment, in which the mentor provides professional support and personal guidance to you. The assigned clinical educator will help you improve clinical effectiveness through meaningful mentoring and feedback and assist you in developing clinical skills. Throughout the clinical experience, the clinical educator will provide you with performance feedback sessions, 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 preceptor and student rating forms (i.e., the supervisor's attestation on the Calipso Clinical Performance Evaluation and the Calipso Clinical Supervisor Feedback and Clinical Site Evaluation forms). Responses 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 program's faculty and instructional staff and addressed via the university's annual reporting process and, if needed, through strategic planning.

2.5c Instructional Seminar Meetings

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

2.6 Advisement

Each student 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.

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

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

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

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

2.7 Performance Standards / Assessment Plan

2.7a Overview

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

Formative assessments are commonly contrasted with summative assessments, which are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, cycle, semester, or program. Formative assessment is used to improve instruction and student learning while it's happening. Formative assessment evaluates critical thinking, decision-making, and problem-solving skills 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 to determine the student's acquisition of the ASHA knowledge and skills required to meet minimum competency levels to enter the profession.

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

Summative assessments will also vary by course. Examples, of course, summative assessments include cumulative exams, independent and group projects 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 the student's performance on this exam will not be used as a programmatic summative assessment and will have no bearing on determining the student's eligibility for graduation.

2.7b Meeting Student Learning Outcomes (SLOs) and Remediation

To meet the identified student learning outcomes for each course, all formative and summative evaluations and student learning experiences must be completed and submitted prior to the end of the course. Students must meet a (B) grade pass standard for each SLP course SLO. Students who do not meet the (B) pass standard must complete remediation and demonstrate achievement of the relevant course SLO(s) by the time the final course grade is issued.

A written remediation plan, with a timeline for completion, will be developed by the course instructor no later than seven days after the assessment grade is posted. The specific SLO(s) determined by the instructor 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 level standard, at a minimum. Once the student has met the pass standard for the relevant knowledge or skill, the specific SLO(s) will be considered remediated. At the time final course grades are issued, any outstanding remediation work will be considered "incomplete," and the student will be issued the temporary grade of Incomplete (I). The student will have until the midpoint of the next online cycle to complete any outstanding remediation work and resolve the incomplete grade. If a final

course grade is not issued by the midpoint of the next online cycle, the Incomplete grade will ordinarily be converted to a grade of (F).

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 are only allowed to retake one course during their tenure as graduate students in the program. As the curriculum is lockstep, should a student be required to re-take a course, an alternate plan of study will be devised by the program director for the student. Failure to successfully achieve a minimum grade of (B) in the repeated course or any subsequent SLP course will result in dismissal from the SLP program. Students will not be allowed to enroll in a clinical education experience until all relevant prerequisite requirements have been satisfied with a minimum grade of B.

Students are also required to maintain a minimum overall GPA of 3.0. Students who do not meet the minimum standard 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.

It is the student's responsibility to effectively communicate with the instructor prior to the course completion date if there is an anticipated issue with completing the course requirements. If the student is not able to achieve the remediation plan criteria by the mid-point of the next online 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 dean of the college. For further information on Academic Policies and Regulations, refer to:

[University of Scranton - Acalog ACMS™](#) (make sure you navigate to the correct bulletin)

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. Student's 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,
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics (i.e., language and social aspects of communication, prelinguistic communication, and paralinguistic communication (i.e., gestures, signs, body language)), and literacy in speaking, listening, reading, writing, and manual modalities,
- hearing, including the impact on speech and language,
- swallowing (oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions, including oral function for feeding; structure and function of orofacial myology) across the lifespan,
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive functioning),
- social aspects of communication (e.g., behavioral and social skills affecting communication, challenging behavior, ineffective social skills, and lack of communication opportunities), and
- augmentative and alternative communication needs

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

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

The Program Director will distribute all exam answers to the appropriate test developers (academic and instructional faculty and the CEC). For each case study question, two readers will return the graded exams to the program director within three business days. If a grading discrepancy between graders exists, the program director will meet with both graders to discuss and resolve the discrepancy. Grades for each response will be assigned as either (a) high pass, (b) pass, or (c) fail. Any case study question response that earns an assignment of "fail" will require remediation. Students must earn a minimum passing grade of (B) on the multiple-choice section of the examination. Students who earn a grade lower than the minimum standard (B) must remediate the deficient areas of the multiple-choice section.

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

The program director will report the results of the comprehensive examination to the students via email within one week following the examination date.

2.7d Student e-Portfolio

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

- Resume – This document should contain current information about you and must contain sections describing your clinical experiences for each cycle/semester you complete clinical education.
- Program of Study – This should list the courses you have had/are currently enrolled in, along with a description. Include an unofficial transcript.
- Clinical Activities – Include examples of clinical writing (e.g., evaluation reports, SOAP notes, lesson plans, self-reflection, etc.) and clinic activities/materials created.
- Academic Writing – This section should contain examples of work completed within various courses. This might include brochures, case studies, responses to competency questions, term papers, etc. PowerPoint presentations prepared for classroom activities should be included as well.
- Clock Hours – An up-to-date summary of your clinical clock hours must be included.
- Updated KASA form for each cycle/semester.
- Additional information may be included in the e-portfolio as determined by the student or faculty.

2.7e Community-Based Learning (CBL) Project

Community-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments (SHARE, 2014). Community-based learning is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students (SHARE, 2014).

As a SLP graduate student, completion of a 25-hour community-based learning (CBL) project is required to graduate. You will complete this project by engaging in community participation. In using this approach, students learn, at least in part, by actively participating in their community. This project will offer you the opportunity to embrace and promote all that is fully human. You will examine your journey to become “men and women with and for others.” The tenets of Jesuit Catholic pedagogy are to form “men and women of competence, conscience, and compassionate commitment.” (*The Characteristics of Jesuit Education*, Fr. Peter Hans Kolvenbach, SJ.).

Under the guidance of your graduate advisor, you will devise a residency-based community project that is connected to the profession of speech-language pathology. For example, students may undertake a research project on a local education problem in collaboration with a teacher, principal, or nonprofit organization; participate in an internship (separate from your clinical education experiences) or job-shadowing program at a local school, nursing home, or hospital and implement educational training for an identified need; volunteer at a local nonprofit or advocacy campaign during which they conduct related research, write a paper, or produce a documentary on what they learned; or they may interview doctors, urgent-care professionals, health-insurance executives, and individuals in the community without health insurance to learn about the practical challenges faced when attempting to expand health-care coverage. In this scenario, students are learning both within and outside of the school walls, and participatory community-based learning experiences should be connected in some way to your academic program.

Before your first academic advising meeting with your graduate advisor, you will research possible issues within your community and identify possible CBL partners. The student-graduate advisor dyad will develop project goals and objectives, identify the audience, and develop a project timeline. Students will meet with their graduate advisor at least once per semester to review the CBL project’s progress. Students will develop a 10-minute video-recorded poster presentation of their project to be given during the virtual CBL forum at the conclusion of their graduate studies.

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

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

their completed investigation to the scientific community via local, state, and/or national platforms.

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

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

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

Chapter 3

Academic and Professional Standards and Policies

3.1 University Policies

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

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

3.1a Academic Code of Honesty

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

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

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

3.1b Appeal of a Graduate Course Grade

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

3.1c University Privacy and Confidentiality

https://www.scranton.edu/Governance/university-privacy_and_confidentiality-final-05-17-12.pdf

3.1d FERPA Student Rights and Confidentiality of Information

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

3.1e Records Management and Retention

I. Policy Statement

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

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

Managing Official University Records

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

- implement the unit’s and/or office’s record management practices;
- ensure that these management practices are consistent with this policy;

- educate staff within the administrative unit in understanding sound record management practices, including protection of official records against misuse, misplacement, damage, destruction, or theft;
- implement safeguards against accidental or deliberate deletion or alteration of electronic records;
- preserve inactive records (see: Section VII, Definitions) of historic value, and transfer those records to the University Archives;
- ensure that access to confidential files is restricted, whether in the original department or after transfer to the University Archives;
- implement appropriate access and audit controls on electronic record data;
- destroy inactive records that have no archival value upon passage of the applicable retention period.

Preserving or Disposing of Official University Records

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

1. Archival Records

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

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

2. Non-archival Records

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

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

Caution: Electronic records generated and maintained in university information systems or equipment (including mainframe, mini, and 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 the University's Data and Information Classification Policy and the Information Security Office for guidance.

Electronic records must be captured within a reliable record management application. Records must include all essential data and metadata describing the content and structure of the record

and the context of creation. Accurate links must be maintained between all related paper and electronic and record elements.

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

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

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

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

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

Confidential Records

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

1. The following types of records are absolutely confidential:
 - (a) individual education records of living students or living former students, as defined by the Family Educational Rights and Privacy Act of 1974 (FERPA), as

amended, unless the student or former student grants access in writing or unless one of the exceptions contained within FERPA applies;

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

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

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

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

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

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

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

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

(b) records of a sitting administration;

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

Recommended Procedures for Confidential Destruction

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

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

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

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

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

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

3. Destruction Authorization

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

4. Disposal of Electronic Records, Film, and Tapes

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

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

5. Destruction Record

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

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

3.1f Verification of Identity

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

Identity Management

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

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

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

Information Security

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

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

Costs

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

Privacy

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

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

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

Policy Contact

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

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

3.2 Speech-Language Pathology Program Policies

3.2a Equitable Treatment

I. Policy: Record of Student Complaints

It is the policy of the graduate degree program in Speech-Language Pathology to maintain a record of student complaints regarding any of the program's policies and procedures or regarding unlawful conduct.

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

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

Informal Complaints

Informal complaints (concerns or expressions of dissatisfaction or disagreement) should be handled through direct communication (conversation, email, letter) between the student and the individual involved. 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 or (b) the student believes they have been unfairly treated, that the program's policies or procedures have not been followed, or unlawful conduct has occurred. Formal complaints must be made in writing and submitted to the program director by a student (not anonymously or by a parent or other agent). Formal complaints must be filed within six months of the occurrence that prompted the complaint.

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 Panuska College of Professional Studies. These offices do not act as advocates for any party to a dispute but are facilitators to ensure a fair process. These offices will review and resolve any issues. Any individual who is named in a formal complaint will be notified and asked to provide information related to the complaint.

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

Additional Resources

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

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

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

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

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

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

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

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

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

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

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

3.2b Clinical Education – Students

I. Policy: Manner and Amount of Supervision

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

Procedures

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

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

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

3) The amount of direct supervision, which will be in real-time, will be commensurate with the student's knowledge, skills, and experience.

4) The amount of direct supervision will not be less than 25% of the student's total contact with each client/patient.

5) The amount of direct supervision, which will take place periodically throughout the practicum, will be determined and adjusted by the clinical educator/preceptor.

6) The amount of supervision provided to each student will be sufficient to ensure the welfare of the individual receiving services as determined and adjusted by the clinical educator/preceptor.

7) Clinical educators/preceptors will be available and on-site to consult with a student who is providing clinical services to the clinical educator's client.

8) Clinical educators/preceptors will provide guidance and feedback to facilitate the student's acquisition of essential clinical skills as determined by the supervisor. Should a student request additional assistance from the clinical educator/preceptor, the supervisor should make every effort to adjust the amount of supervision being provided to the student as deemed appropriate by the supervisor.

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

9) Clinical educators/preceptors should adjust the manner of supervision being provided to the student as necessary:

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

- Joint Planning: The supervisor and clinician may write a lesson plan and/or objectives together. They may formulate step-by-step strategies for conducting the therapy activities.

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

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

- Structured Observations: The student clinician may arrange to observe other clinicians who demonstrate strong clinical skills in specific areas, particularly those in which he/she is experiencing some difficulty. During the observation, the clinician should gather ideas and strategies which could be implemented in his/her therapy sessions. Data collection may be practiced as well.

- Videorecording and/or Audiotape: Reviewing of taped sessions may be completed by the clinician and/or the supervisor to identify the strengths and weaknesses of the session. In addition, the supervisor and the clinician can view recordings together. They can jointly find concrete solutions and strategies for the identified areas of weakness.

- **Script Taping:** The supervisor and/or clinician may transcribe the clinician's directions and models given during the therapy session. Those may further be analyzed and evaluated. The supervisor should provide specific feedback regarding alternatives to the clinician's choice or implementation of strategies.
- **Observation of the Clinician's Therapy by Other Supervisors:** Other supervisors may observe the clinician to provide additional specific feedback based on the data collected during the observation.
- **Joint Evaluation:** The supervisor and clinician may evaluate the clinician's session through written analysis. These evaluations would be shared and compared to obtain supervisor-clinician accuracy and agreement.

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

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

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

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

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

3.2c Clinical Education – Client Welfare

I. Policy: Supervision of Students

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

Procedures: Supervision of Students – Virtual Clinical Simulations

- 1) Course Instructors will assign students specific patient simulations commensurate with the student's knowledge, skills, and experience and correlated to the student's level of clinical development. A sufficient knowledge base implies the student has already taken the course (i.e., undergraduate foundational and/or graduate-level) or is concurrently taking the course for a particular disorder or practice. In the case of concurrency, the Clinic Instructor will provide additional instruction and guidance at a level that will assist the student in successfully evaluating and/or treating the client (e.g., discussions, observations using Master Clinician, additional readings, etc.).
- 2) Course Instructors will pre-brief the patient simulation activity with the students.
- 3) Following the student's completion of the assigned patient simulation activity, the course Instructor will debrief the simulation case with the students.
- 4) Pre- and debriefing student-centered supervisory meetings will be mandatory for each student, and students will be required to demonstrate meaningful participation, as evidenced by earning at least a 90% accuracy on each case to move on to the next assigned activity. Students will repeat the case until the criteria are met.
- 5) Additional pre- and debriefing student-centered supervisory experiences are available from the course's Instructor as required by the student on an individual basis. Instructors will arrange a mutually agreed upon time to meet with the student at either the student's and/or the Instructor's request.
- 6) Students will use the Calipso Clock Hour feature to maintain a record of the time spent in observations, meetings, and conferences.
- 7) The CEC and/or Program Director will verify each student's Clock Hour form following the preceptor's approval.

Procedures: Supervision of Students – Residency and Residential Field Placements

- 1) The amount of direct supervision, which will be in real-time, will be commensurate with the student's knowledge, skills, and experience. A sufficient knowledge base implies the student clinician has already taken the course or is concurrently taking the course for a particular disorder or practice. In the case of concurrency, the Clinic Instructor will provide additional instruction and guidance at a level that will assist the student clinician in successfully treating the client (e.g., discussions, observations using Master Clinician, additional readings, etc.).
- 2) Direct supervision will not be less than 25% of the student's total contact with each client/patient.
- 3) Direct supervision will take place periodically throughout the practicum and be deemed sufficient by the preceptor to ensure the welfare of the individual receiving services.
- 4) At all times, a clinical educator will be available on-site to consult with a student who is providing clinical services to the clinical educator's client.

- 5) Supervision of clinical practicum will be provided in a mentorship environment and be intended to provide guidance and feedback to facilitate the student's acquisition of essential clinical skills.
- 6) Additional student-centered supervisory meetings are available from the preceptor as required by the student. Preceptors will arrange a mutually agreed upon time to meet in person with the student at either the student's and/or preceptor's request.
- 7) Students will use the Calipso Clock Hour Log Form to maintain a record of the time spent in observations, meetings, and conferences. This form will be verified by the assigned clinical educator at the end of the semester.
- 8) The CEC and/or Program Director will verify each student's Clock Hour Summary Form as a component of the KASA summative assessment.

II. Policy: Ensuring the Welfare of Each Individual Served

It is the policy of the graduate degree program in Speech-Language Pathology that the program will ensure the welfare of each individual who is served is protected.

Procedures

- 1) Students will update or verify their contact information in their Calipso account within the first week of their residency and residential field placements.
- 2) Students will obtain professional liability insurance through the institution, background clearance, and proof of completion of a state-approved Child Abuse course prior to the initiation of the residency and residential field placements, at a minimum. Specific clearances and requirements will be site-specific. The cost of the liability insurance and clearances and the timely submission of such documents prior to engaging in the experiential learning activity are the responsibility of the student.
 - Residency Field Placement I at The University of Scranton will require the student to obtain PA State Police Clearance, PA Child Abuse Clearance, and FBI clearance (fingerprinting required).
 - The state police clearance can be completed by going to <https://epatch.state.pa.us/Home.jsp>. Click on "submit a new record check" and proceed. The fee should be waived for volunteers. Students must allow time for these to be processed; therefore, it is imperative that students begin to process these clearances during Cycle II of the Spring semester.
 - The PA Child Abuse Clearance is available at <https://www.compass.state.pa.us/cwis/public/home>. Create a new account to start the process. The fee should be waived for volunteers.

- The FBI clearance can be obtained by registering through Identogo <https://www.identogo.com/>. Instructions are available at the following: <https://www.scranton.edu/hr/.documents/minors-on-campus/FBI-Fingerprint-Check.pdf>.

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

4) Students must submit proof of First Aid and CPR certification prior to the initiation of the Residency field placement at The University of Scranton (i.e., Summer Session Year I). Copies of the certifications must be submitted to the Department of Health and Human Performance Office (ELH 710). Minimum requirements include Adult, Child, and Infant CPR with AED and Basic First Aid.

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

5) Students must meet all health screening requirements outlined by each field placement assignment prior to the initiation of each Residency/Residential Field Placement.

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

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

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

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

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

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

III. Policy: Delivery of Care

It is the policy of the graduate degree program in Speech-Language Pathology that the student and clinical educator team 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 else without the client's/next of kin's written permission. Court orders, subpoenas, and OPD investigations may all be examples of the required disclosure.
 - Client information, written or electronic, will be kept secure from loss, theft, or unauthorized access, use, or disclosure. Confidential information will be kept out of plain view and stored in a secure environment. Care will be taken not to talk about clients in public places, even without using the client's name.
 - It is unprofessional conduct to reveal personally identifiable facts, data, or information obtained in a professional capacity without the prior consent of the client/next of kin, except as authorized or required by law. Violation of this confidentiality rule may result in disciplinary action for one or all persons involved.
- 2) The student and clinical educator team will refrain from:
 - Undue influence of patients/clients regarding products, services, goods, appliances, or drugs
 - Accepting or soliciting fees for referral
 - Questionable moral practices
 - False reporting of services
 - Withholding patient/client records from the client
 - Violating patient/client confidentiality
 - Performing duties outside their legal scope of practice/competence
 - Delegating professional responsibilities to others who are not qualified to perform such services
 - False or deceptive advertising
 - Engaging in practice without patient/client consent
 - Withholding services from individuals in need of immediate care
 - Harassing, abusing, or intimidating patients/clients

- Failing to provide necessary supervision when supervision is indicated
- Guaranteeing satisfaction or cure
- Ordering unwarranted tests or treatments

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

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

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

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

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

IV. Policy: Universal Precautions

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

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

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

Hand Hygiene

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

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

Hand Hygiene Indications

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

Gloves

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

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

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

Gown

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

3.2d External Placements

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

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

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

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

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) During the Spring semester, Year I, Cycle I, following the bi-annual Residential Field Placement meeting, each student will schedule a virtual 1:1 externship placement meeting with the CEC to develop an experiential learning plan for their first Year 2 placement. During the Fall semester, Year II, Cycle I, following the bi-annual Residential Field Placement meeting, each student will schedule a virtual 1:1 externship placement meeting with the CEC to develop an experiential learning plan for their second Year 2 placement.

2) Placement of students to externship sites is based upon the student's obtained knowledge from their academic coursework and the program's data bank of active affiliation agreements. The student's level of knowledge will be aligned with potential sites to direct the placement of each student.

3) During these meetings, the student and the CEC will discuss potential training opportunities based on the student's obtained knowledge from their academic coursework and the program's data bank of active affiliation agreements. The student's level of knowledge will be aligned with potential sites to direct the placement discussion. The CEC will use the automated placement algorithm, a feature of the EXXAT software, to determine the appropriateness of a potential site. Matches will then be identified and correlated to the site's availability. The CEC will request a placement slot for the student as appropriate.

4) Should more than one student match with an externship site, the CEC and/or program director, along with the student's assigned academic mentor/advisor, will select the student who is determined to be more qualified based upon the student's academic standing in the program (i.e., grade-point average, performance in *Virtual Clinical Simulation courses I-III*, *Residency Field Placement I*, community-based learning activities, and overall participation in the SLP graduate program).

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

- 6) The CEC will use the EXXAT software to monitor the status of placement requests.
- 7) Once the CEC receives confirmation from the training site for the student's upcoming placement, the Clinical Education Coordinator will verify the preceptor's credentials are consistent with state requirements (e.g., licensure, teacher certification) by way of using the Calipso software program. The clinical educator/supervisor credentialing feature will be used to track ASHA certification, Clinical Educator Eligibility, State Licensure (up to 3 or 4 states), and Teacher Certification. Site Clinical Educators will input the data and upload the required documentation for verification. The program's CEC will verify the preceptor's documents prior to student placement, including evidence of implicit bias training.
- 8) Once the preceptor's credentials have been verified, the CEC will notify the student within 72 hours and assist the student in planning and arranging an interview with the site, if required.
- 9) 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.
- 10) 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.
- 11) The student will be required to meet the assigned site clearance requirements (i.e., onboarding requirements) based on the timeline provided by the training facility. The CEC will be available to assist the student with the clearance process upon the student's request.

IV. Policy: Externship Clinical Population and Personnel

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

Procedures

- 1) The CEC will track and manage external site information annually, at a minimum, to include accessible client populations and personnel available to serve as clinical educators using the Exxat and Calipso software programs.
- 2) The CEC will seek out "high-need" placements with preceptors who represent culturally and linguistically diverse groups and who have experience in service delivery to linguistically and culturally diverse individuals with communication disorders.
- 3) The CEC will contact each potential site and request the site update its demographic information to include its clinical population and personnel available to serve as clinical educators in the Exxat web-based platform. In turn, the CEC will be able to use the Exxat

automated algorithm to match the educational needs of each student to an appropriate external training facility during the student's virtual 1:1 externship placement meeting each semester.

4) Once site-specific personnel is identified, the CEC will contact the potential clinical educator and instruct the preceptor to complete their portion of the clinical educator/supervisor credentialing feature of Calipso.

5) Should a student subsequently be assigned to the site, the CEC will verify the preceptor's credentials and eligibility to serve as a clinical educator as per the *Selection and Placement of Students in External Facilities* policy and procedures.

6) As a component of the Annual Reporting and Strategic Planning processes, the CEC will disseminate analytic information related to the clinical populations accessible to the students during the residency and residential field placements. The need for "high-need" placements with preceptors who represent culturally and linguistically diverse groups and who have experience in service delivery to linguistically and culturally diverse individuals with communication disorders will be evaluated.

V. Policy: Validity of Affiliation Agreements

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

Procedures:

1) The CEC will track and manage external site information annually, at a minimum, to include the status of affiliation agreements using the Exxat software program.

2) New or amended affiliation agreements will be initiated by The University of Scranton in consultation with the PCPS Field Placement Office and the university's General Counsel.

3) Executed affiliation agreements will be securely stored in a digital and hard-copy format by the PCPS Field Placement Office. The program will incorporate the use of *EXXAT – Education Management Solution for Allied Health Sciences* to streamline handling data, documents, and relationships with students and clinical sites.

4) Affiliation agreements will be executed for a period of three academic years (i.e., September through August) unless a site-specific request is made for an alternate timeline. The CEC, in conjunction with the PCPS Field Placement Office, will update active agreements during the summer term preceding the next academic cycle of the expiring agreement.

5) Affiliation agreements executed with an alternate timeline will be updated on an as-needed basis by the CEC in conjunction with the PCPS Field Placement Office.

6) Virtual 1:1 student externship placement meeting(s) will occur with the CEC to develop the experiential learning plan (i.e., Spring semester Year 1 Cycle 1 and Fall semester Year 2 Cycle 1).

7) Placement of students to externship sites is based upon the student's obtained knowledge from their academic coursework and the program's data bank of *active* affiliation agreements. The student's level of knowledge will be aligned with potential sites to direct the placement of each student.

3.2e Student Conduct

I. Policy: Student Integrity & Conduct

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

Procedures

- 1) The University of Scranton, Academic Code of Honesty and Standards of Conduct, and the *SLP Graduate Student Handbook* will be introduced and reviewed with the student during the Orientation process.
- 2) Students will acknowledge *The Honor Pledge* and ASHA Code of Ethics via a signature during the Orientation process.
- 3) The signed *Honor Pledge* and acknowledgment of the *ASHA Code of Ethics* will be kept in the student's programmatic file by the program director.

II. Policy: Violations of Student Academic and Clinical Conduct

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

Procedures

- 1) Students will follow all University policies and procedures regarding student academic and clinical conduct as described in The University of Scranton, Academic Code of Honesty and Standards of Conduct documents.
- 2) Any member of the University community may file a complaint against any student or student organization for misconduct. The complaint shall be prepared in writing by the complainant and directed to the Office of Student Conduct. Upon receipt of a complaint, the Director of Student Conduct reviews the complaint and arranges for a preliminary investigation, if necessary. If the

complaint is founded, the Conduct Officer assigned to the case will consult with the complainant and determine the appropriate charge.

3) The program will follow all University policies and procedures regarding student academic and clinical conduct as described in the Student Conduct Process documents. The University considers academic conduct and clinical conduct as two distinct, separate conditions.

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

3.2f Student Admission Criteria

I. Policy: Requirements for Admission

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

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

- Baccalaureate degree in the arts or sciences with an overall undergraduate and foundational coursework GPA of 3.0 or higher on a 4.0 scale.
- three letters of recommendation with at least two of the three letters from previous faculty instructors
- One-page Statement of Interest in the Program at The University of Scranton (Times New Roman 12 font, double-spaced)
- Interview. Video responses (2) to supplemental noncognitive admissions questions.
- Writing sample. Written response (1) to supplemental noncognitive admissions question.
- A minimum of 15 credit hours of foundational coursework from a university with accreditation from the American Speech-Language-Hearing Association (ASHA). No grade of a B- or below will be accepted to meet the required foundational coursework and include:
 - Anatomy and Physiology of the Speech and Hearing Mechanism
 - Speech and Language Development
 - Speech and Language Disorders
 - Audiology
 - Speech and Hearing Science
 - Linguistics or Psycholinguistics
 - Phonetics
 - Students must show evidence of a minimum of 25 hours in *guided clinical observation* in speech-language pathology and audiology prior to initiating graduate-level coursework.
- Required prerequisite cognate coursework with a minimum grade of C:
 - Statistics (this must be a stand-alone course)
 - Biological sciences
 - Physical sciences (Chemistry or Physics only)

- Social/Behavioral sciences

II. Policy: Conditional (Provisional/Probationary) Acceptance

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

Each applicant will be evaluated on the individual merits put forth through the application process. The admission criteria outlined in the *Requirements for Admission* policy will be used as a benchmark. Should an individual applicant not meet all requirements set forth by the program, the program faculty members will meet as a *Graduate Admissions* advisory group to the department of HHP to determine the appropriateness of a conditional admissions (i.e., provisional and/or probationary) invitation to the program, for the applicant in question.

To be considered for unconditional admission to the graduate program in speech-language pathology, all applicants must have a baccalaureate degree in the arts or sciences with at least a 3.0 GPA, a minimum final grade of B- on each course that makes up a minimum of 15 credit hours of foundational coursework within the major, a minimum grade of C on each course that makes up the prerequisite cognate coursework, 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 requirements outlined in the student's acceptance letter. If the student does not 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 the program's students will demonstrate proficiency in spoken and written English for service delivery and other performance expectations.

Using supplementary noncognitive admissions questions via a remote admissions platform (i.e., timed video and written responses), applicants will be screened to determine communication adequacy for service delivery in the profession. Within the acceptance process, students not meeting communication competency will be notified and provided with the program's policy on *Proficiency in Spoken and Written English*. Once *enrolled*, the CEC will develop an accent

modification/intelligibility enhancement plan with the student and assist the student in seeking services as needed to demonstrate the adequacy of SAE language skills.

Before participating in clinical practicum (i.e., SLP 581A), students must be able to comprehend and communicate intelligibly and effectively in 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. A student's speech and language must be intelligible and comprehensible enough for the administration of speech, language, and hearing screening/assessment techniques and intervention strategies in a reliable and valid manner. 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 process ("check"), this avenue gives the program a "re-check" modality. Students who do not meet communication competency will not be able to participate in clinical education until the adequacy of SAE language skills is demonstrated. The CEC will either develop or revise (revision would occur only if a student had a plan developed within the time interval between enrollment and orientation) the accent modification/intelligibility enhancement plan with the student and assist the student in seeking services or additional services as needed to demonstrate the adequacy of SAE language skills. Any concerns regarding student communication competence should be brought to the CEC's attention in a timely manner. Faculty members, instructional staff, and/or clinical educators may also identify students who are not demonstrating adequate communication competence in one or more areas; however, all personnel associated with the program will adhere to ASHA's *Strategies for Supporting Students When There Are Concerns About Their Accents*.

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

II. Policy: Students with Disabilities

It is the policy of the graduate degree program in Speech-Language Pathology that the program will follow the university processes used to determine the need for and the provision of accommodations for students with reported disabilities.

The Center for Teaching and Learning Excellence (CTLE) works with students to provide the support they may need to have a rewarding and successful experience at Scranton. The CTLE is home to the University's ADA Committee, which determines whether a student is eligible for services and, if so, coordinates appropriate accommodations based on documentation provided by the student and other relevant professionals. We are fully committed to offering our students with disabilities access to programs, facilities, and services on an equal opportunity basis.

With respect to privacy and confidentiality, CTLE reviews and maintains disability-related documentation and information in the safest, most secure, and most effective way possible by employing a widely used software product called *Accommodate by Simplicity*. Disclosures of specific health/learning issues to the CTLE will be held confidential and will not appear on a student's college record.

It is the responsibility of the student to initiate the ADA interactive process by contracting and meeting with a CTLE staff member at the beginning of each semester or when otherwise appropriate. Students who are interested in more information about requesting reasonable accommodations are encouraged to start the conversation by emailing disabilityservices@scranton.edu or calling 570-941-4038 to make an appointment.

For more information, please visit:

<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 Center for Teaching and Learning Excellence (CTLE) 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 domain will be taught to the student during their tenure at The University of Scranton; however, it will continue to be the responsibility of the student to demonstrate the required motor, intellectual, cognitive, professional, and sensory abilities to effectively obtain and apply the necessary proficiencies.

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

Essential Function Domain 1 - Communication

A student must possess adequate communication skills (with or without accommodations) to:

- Communicate proficiently in both oral and written or other forms of communication in English.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- 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 and educational professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of coursework and professional practice.
- Convey information accurately with relevance and cultural sensitivity.
- Express ideas clearly and freely, including giving and receiving feedback.
- Complete reading and writing assignments, search and evaluate the literature, and maintain written records in a timely manner.

Essential Function Domain 2 - Motor

A student must possess adequate motor skills (with or without accommodations) to:

- Sustain the necessary physical activity level in the required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergencies (e.g., fire, choking, CPR)
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocols and with best therapeutic practice.
- Manipulate patient equipment (e.g., durable medical equipment to include AAC devices and hearing aids) safely.
- Access and use technology for education and clinical management (e.g., distance learning courses, billing, charting, therapy programs).
- Elicit information from patients by palpation, auscultation, and other evaluative procedures.
- Demonstrate adequate gross and fine motor movements, balance, manual dexterity, and kinesthetic awareness to safely perform speech-language pathology procedures.

Essential Function Domain 3 – Intellectual / Cognitive

A student must possess adequate intellectual and cognitive skills (with or without accommodations) to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands at a level deemed appropriate by the CSD profession.
- 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 planning and implementation.
- Self-evaluate, identify, and communicate limits of one's knowledge and skills to the appropriate professional level and be able to identify and use resources to increase knowledge.
- Use detailed written and verbal instructions to make unique and independent decisions.

- Use sound judgment, prioritize therapeutic interventions, and measure and record outcomes.
- Use the computer for searching, recording, storing, and retrieving information.

Essential Function Domain 4 – Sensory / Observational

A student must possess adequate sensory skills of vision, hearing, tactile, and smell (with or without accommodations) to:

- Visually and auditorily identify typical and atypical fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the area of semantics, pragmatics, syntax, morphology and phonology, hearing, swallowing, cognition, and social interaction related to communication.
- Identify the need for augmentative and alternative modalities of communication.
- Visualize and discriminate anatomic structures and imaging findings (e.g., MBSS, FEES).
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests (e.g., acoustic and aerodynamic analysis).
- Recognize when a client and/or client's caregiver(s) does or does not understand the clinician's written and/or verbal communication.

Essential Function Domain 5 – Behavioral / Professional / Social

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

- Display mature, empathetic, and effective professional relationships by exhibiting compassion, collaboration, responsibility, integrity, and concern for others.
- Recognize and show respect for individuals with disabilities and individuals of different ages, genders, races, religions, sexual orientations, and cultural and socioeconomic backgrounds.
- Conduct oneself ethically and legally, 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.
- Engage in patient care in all clinical settings.
- Deliver care to all client/patient populations.

If a student requires assistance to demonstrate any of the above-stated skills and abilities, it is the responsibility of the student to request accommodation through the Center for Teaching and Learning Excellence (CTLE) once admitted to the Institution. The University and the Department of Health and Human Performance will provide reasonable accommodation as long

as it does not fundamentally alter the nature of the program offered or impose an undue hardship such as those which cause a significant expense or difficulty or are unduly disruptive to the educational process.

3.2h Student Intervention

I. Policy: Meeting Program Expectations – Identification - Academic

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

Procedures

1. Students, once admitted to the graduate program, will maintain a minimum graduate GPA of 3.00 to remain in the program.
2. Students will complete and submit all formative evaluations and student learning experiences, as per the schedule provided by the instructor, to meet the identified student learning outcomes for each course.
3. Students must meet a (B) 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: Meeting Program Expectations – Identification – Clinical

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

Procedures

1. Students, once admitted to the graduate program, will maintain a minimum graduate GPA of 3.00 to remain in the program.
2. Students will receive a formal midsemester and final appraisal of their clinical performance submitted to the course instructor by the clinical educator from the student's assigned site.
3. The Clinical Educator will review and discuss each appraisal with the student prior to submission to the course instructor.
4. Students earning individual scores of 1.00 (Not Evident: Fails to demonstrate the behavior regardless of the amount of supervisory input) or 2.00 (Emerging: Skill is emerging but is inconsistent or inadequate) using a 5-point Likert scale on any skill during the midterm Clinical Performance Assessment will have a midterm remediation plan developed by the assigned Clinical Educator and the program's CEC. The student will use this written development plan to target areas of weakness. Students can be removed from a placement due to performance issues, at the discretion of the CEC, if the midterm Clinical Performance Assessment overall rating is below the overall minimum

score for the learning experience using a 5-point Likert scale on the Clinical Performance (Midterm) Assessment tool.

5. Students must earn an overall minimum score using a 5-point Likert scale on the Calipso (Final) Clinical Performance Assessment, indicating overall skills assessed are “adequate” or better.
 - a. SLP 580 A-E Clinical Simulations - minimum 3.0
 - b. SLP 581A Summer Academy - minimum 2.50
 - c. SLP 581B & C School and Adult Placement - minimum 3.00
 - d. SLP 586 Healthcare Residency - minimum 3.5
6. Course Instructors will issue final grades; however, the assessment will be based on the student’s performance description from the site clinical educator.
7. Students must meet a (B) course grade pass standard for all M.S., SLP programmatic requirements. Students who do not meet the (B) pass standard must complete course remediation.

Scoring Criteria and Evaluation Scale:

Grade	Quality Point	Numerical Points (Academic courses)	Final Virtual Clinical Simulation Calipso Score	Summer Academy (SLP 581A) Calipso Score	Speech-Language-Hearing Placement I & II (SLP 581 B & C) Calipso Score	Healthcare Residency (SLP 568) Calipso Score
A	4.0	92.5 – 100	4.00 – 5.00	3.00 – 5.00	4.00 – 5.00	4.50 – 5.00
A-	3.67	89.5 – 92.4	3.50 – 3.99	2.80 – 2.99	3.50 - 3.99	4.00 – 4.49
B+	3.33	86.5 – 89.4	3.25 – 3.49	2.65 – 2.79	3.25 – 3.49	3.75 – 3.99
B	3.0	82.5 – 86.4	3.00 – 3.24	2.50 – 2.64	3.00 – 3.24	3.50 – 3.74
B-	2.67	79.5 – 82.4	2.75 – 2.99	2.35 – 2.49	2.75 – 2.99	3.25 – 3.49
C+	2.33	76.5 – 79.4	2.50 - 2.74	2.20 – 2.34	2.50 – 2.74	3.00 – 3.24
C	2.0	72.5 – 76.4	1.25 – 2.49	2.05 – 2.19	1.25 – 2.49	2.75 – 2.99
F	0.0	72.4 and below	1.00 – 1.24	1.00 – 2.04	1.00 – 1.24	1.00 – 2.74

III. Policy: Meeting Program Expectations - Implementation

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

Procedures

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

IV. Policy: Appeal of a Graduate Course Grade

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

Procedure

A student who wishes to appeal the final grade in a graduate course should first contact the instructor of the course to remedy the situation informally. If, having met with the instructor, the student still thinks that they have been inappropriately evaluated in the course, they may make a written request that the chairperson of the faculty member's department review the process by which the grade was determined. The written request must describe, in detail, the situation and reason for appealing the course grade. The chairperson will attempt to facilitate a reasonable solution at the departmental level. The chairperson may make a written recommendation to both the student and faculty member following the review. If the matter is not resolved at the departmental level, then the student may request, in writing, that the dean of the program review the matter. The dean will conduct a review and provide a written decision to the student and

faculty member. The dean's decision is final. Ordinarily, no grade appeal will be considered unless it has been received by the dean's office within thirty calendar days of the time the original grade was available to the student.

3.2i Availability of Student Records

I. Policy: Retention of Student Records

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

3.2j Verification of Student Identity for Distance Education

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

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

Procedures

Identity Management

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

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

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

Information Security

It is the student's responsibility to maintain the security of usernames, passwords, and any other access credentials assigned to them. This information may not be shared or given to anyone other than the person to whom they were assigned. Students are responsible for any use and activity of

their accounts. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited. Students are also responsible for knowing and abiding by the information contained within the Student Handbook, the Academic Code of Honesty, as well as the Information Technology Policies. Failure to read University guidelines, requirements, and regulations will not exempt users from responsibility. Students are responsible for providing accurate and true information about themselves in any identity verification process.

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

Costs

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

II. Policy: Fees Associated with Verification of Identity

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

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

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

Procedures

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

5. Faculty and instructional staff may elect to utilize a variety of other educational technologies to ensure the identity of students in their classes.

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

3.3 Additional Departmental/Programmatic Policies

3.3a Classroom Expectations

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

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

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

Email is not a forum for debate or tutoring. You should talk to the professor directly if you still need to discuss the question further. Unless you have made special individual arrangements with your professor, emails are not for editing purposes or for sending papers or other class projects.

For those circumstances (e.g., personal issues, scheduling appointments, etc.) in which email may indeed be useful and practical, please do not expect a reply from your professor on weekends or holidays.

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

4. **ELECTRONIC POSTINGS:** Students may not electronically post (e.g., YouTube, Facebook, email, Instagram, etc.) course-related activities/materials without administrative permission.

5. **INTELLECTUAL PROPERTY:** Under no circumstances may any student independently record (e.g., video, auditory) any portion of their courses without the permission of the instructor. If you are a student with a disability and are allowed to record course lectures as an accommodation, it is still your responsibility to inform the instructor of such practice. Please be aware that all synchronous remote courses will be recorded by the instructor and made available to students.

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

American Speech-Language-Hearing Association Code of Ethics
<https://www.asha.org/Code-of-Ethics/>

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

3.3b Computer

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

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

3.3c First Aid and CPR Requirement

All SLP students must submit proof of First Aid and CPR certification prior to the initiation of the Summer Year I externship experience. Copies of the certifications must be submitted via

email to the Program Support Coordinator no later than Day #1 of the externship experience. Minimum requirements include Adult, Child, and Infant CPR with AED and Basic First Aid.

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

3.3d Research Reference Styling

All assignments/papers/presentations for any course within the SLP program must use citation guidelines as indicated by the American Psychological Association, seventh edition (APA). Students are encouraged to purchase the *Publication Manual of the American Psychological Association, seventh edition*. Additional information is available through the APA’s website at <https://apastyle.apa.org/>

3.3e Scoring Criteria and Evaluation Scale

Grade	Quality Point	Numerical Points (Academic courses)	Final Virtual Clinical Simulation Calipso Score	Summer Academy (SLP 581A) Calipso Score	Speech-Language-Hearing Placement I & II (SLP 581 B & C) Calipso Score	Healthcare Residency (SLP 568) Calipso Score
A	4.0	92.5 – 100	4.00 – 5.00	3.00 – 5.00	4.00 – 5.00	4.50 – 5.00
A-	3.67	89.5 – 92.4	3.50 – 3.99	2.80 – 2.99	3.50 - 3.99	4.00 – 4.49
B+	3.33	86.5 – 89.4	3.25 – 3.49	2.65 – 2.79	3.25 – 3.49	3.75 – 3.99
B	3.0	82.5 – 86.4	3.00 – 3.24	2.50 – 2.64	3.00 – 3.24	3.50 – 3.74
B-	2.67	79.5 – 82.4	2.75 – 2.99	2.35 – 2.49	2.75 – 2.99	3.25 – 3.49
C+	2.33	76.5 – 79.4	2.50 - 2.74	2.20 – 2.34	2.50 – 2.74	3.00 – 3.24
C	2.0	72.5 – 76.4	1.25 – 2.49	2.05 – 2.19	1.25 – 2.49	2.75 – 2.99
F	0.0	72.4 and below	1.00 – 1.24	1.00 – 2.04	1.00 – 1.24	1.00 – 2.74

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 course’s Brightspace page for the student to review at an alternate time.

- **Live Synchronous Sessions:** Students attending the live sessions will actively participate in live discussions with the instructor and classmates using a webcam and microphone.

Live discussions will incorporate various pedagogical techniques to address the course objectives and student learning outcomes (SLOs). Webcams are expected to be on.

- **Recorded Asynchronous Session:** Students not attending the live sessions are expected to watch the recording of the live class session in its entirety and are responsible for its contents. If a live class is not attended and a student presentation is due on that day, students will be required to submit a recorded presentation in lieu of the live class presentation to the instructor as per the assigned due date and/or make individual arrangements with the instructor.

3.3g Graduate Contact Hours per Academic Credit Hour

Credits Awarded	Total Instruction Time	Minimum Total Instruction Time in Carnegie Hour Minutes	Minutes for Final Exam/Project (Final Exam/project cannot be administered during allocated instructional time)	Weeks	Minimum Synchronous Instruction Time in "Literal" Minutes per Week	Minimum Asynchronous Instruction Time in "Literal" Minutes per Week	Expected Student Preparation Time Outside of Instructional Time	Final Exam/Project Contact Time in "Literal" Minutes
4	56	2800	120	7	300 (5hr)	100 (1hr40min)	16 hours per week	120
3	42	2100	120	7	225 (3hr45min)	75 (1hr15min)	12 hours per week	120
3	42	2100	120	6	265 (4hr25min)	85 (1hr25min)	14 hours per week	120
3	42	2100	120	4	395 (6hr35min)	130 (2hr10min)	21 hours per week	120
2	28	1400	120	7	150 (2hr30min)	50 (50min)	8 hours per week	120
2	28	1400	120	4	265 (4hr25min)	85 (1hr25min)	14 hours per week	120

1	14	700	120	7	75 (1hr15min)	25 (25min)	4 hours per week	120
1	14	700	120	4	130 (2hr10min)	45 (45min)	7 hours per week	120

3.4 Co-curricular Activities and Opportunities

3.4a Student Research

Students are encouraged to participate in research. As such, students may participate as research assistants (non-funded) in faculty-led research projects, or they may develop their research ideas in collaboration with a faculty mentor and take a more active role in the research process. Students interested in research should consult with a CSD/SLP faculty member.

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

The National Student Speech Language Hearing Association (NSSLHA) is the only national student organization for pre-professionals studying communication sciences and disorders (CSD) recognized by the [American Speech-Language-Hearing Association](#) (ASHA). Established in 1972, NSSLHA supports 11,700+ members and 340+ chapters at colleges and universities nationwide. The University of Scranton NSSLHA chapter was founded by Destiny Carpitella, B.S., NSSLHA President (Class of 2022) and is managed by members from the undergraduate CSD major. All graduate students are encouraged to participate. Contact Megan Knecht, NSSLHA Co-President, at megan.knecht@scranton.edu or Julianna McReil, NSSLHA Co-President, at julianna.mcrell@scranton.edu for more information.

3.4c Zeta Phi Eta Honor Society

Zeta Phi Eta (Z ϕ H) is a national professional fraternity for Communication Arts and Sciences persons. The membership application is currently under development.

3.4d Professional Associations and Memberships

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

1. **National Student Speech Language Hearing Association (NSSLHA):**
<https://www.nsslha.org/membership/>

Benefits of National NSSLHA Membership:

Discounts

1. NSSLHA to ASHA Conversion

Join National NSSLHA for the last two years of your master's or doctoral program to be eligible for \$225 off the initial dues and fees of ASHA membership and certification through the NSSLHA to ASHA Conversion Discount.

2. Reduced Convention Registration

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

3. Discounted ASHA Special Interest Group (SIG) Membership

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

4. Product Discounts

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

Insurance

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

Lifestyle Products & Discounts

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

Subscriptions & Services

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

NSSLHA Updates E-newsletter

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

ASHA Journals

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

2. The ASHA Leader (Print Edition)

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

ASHA Technical Assistance

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

Member Opportunities

1. Members' Honors

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

Scholarships

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

Student Leadership

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

II. *Dysphagia Research Society*

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

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

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

IV. *The Voice Foundation*

<https://voicefoundation.org/>

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

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

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

3.6 ASHA Scope of Practice: [Scope of Practice in Speech-Language Pathology \(asha.org\)](#)

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

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

3.8 A Summary of Your Rights Under the Fair Credit Reporting Act

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

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

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

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your creditworthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete, or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old or bankruptcies that are more than ten years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer or a potential employer without your written consent given to the employer. Written consent generally is not

required in the trucking industry. For more information, go to <https://www.consumerfinance.gov/learnmore/>.

- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency, violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active-duty military personnel have additional rights.** For more information, visit <https://www.consumerfinance.gov/learnmore/>

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

TYPE OF BUSINESS and CONTACT:

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

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

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

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

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

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

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

b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act

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

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

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

d. Federal Credit Unions

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

3. Air carriers

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

4. Creditors Subject to the Surface

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

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

Nearest Packers and Stockyards
Administration area supervisor

6. Small Business Investment Companies

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

7. Brokers and Dealers

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

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

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

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

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

ACKNOWLEDGMENT AND AUTHORIZATION FOR BACKGROUND CHECK

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

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

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

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

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

Print Name: _____

Signature: _____ Date: _____

DISCLOSURE REGARDING BACKGROUND INVESTIGATION

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

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

Print Name: _____

Signature: _____

Date: _____

Speech-Language Pathology Student Handbook Verification Form

Your signature on this form indicates that you have read and understand your responsibilities regarding policies, procedures, and curricular information set forth in this handbook. Please complete this form and the forms on the previous two pages. You may sign these forms electronically or print out these three pages, sign them, and scan them. Please email them to the Department of Health and Human Performance secretary at maryann.capone@scranton.edu. Please do not return hard copies to the main office.

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

Student Name (printed)

Student's Enrollment Year

Student Signature

Date

Acknowledgment

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