



Master of Science
Speech-Language Pathology
(MS SLP)

Graduate Student Handbook

2022-2023



Welcome to PennWest!

Speech-Language Pathology Graduate Program

You are at an exciting point in your academic career. You have completed the pre-professional, bachelor's degree and are about to pursue graduate studies in speech-language pathology. During your program, there will be many milestones that you must meet. Your advisors and all other department faculty are committed to helping you become successful and are available to work with you to achieve your personal and professional goals.

This Graduate Student Handbook presents information about the curriculum, degree requirements, and selected policies and procedures relevant to your course of academic study and clinical practicum leading to the MS in Speech-Language Pathology (MS SLP) degree in the Department of Communication Sciences and Disorders (CSD) at PennWest University – California, Clarion, and Edinboro campuses. Also included in this manual are procedures for achieving professional licensure and certification by ASHA, the state, and the Pennsylvania State Department of Education.

You are responsible for knowing the policies and regulations presented in this manual and are encouraged to discuss any questions or reservations concerning items with your Graduate Program Director, academic advisor, or the Department Chairperson.

We are thrilled to welcome you to PennWest and to support as you become a speech-language pathologist.

Craig Coleman
Department
Chairperson

Nancy Carlino
Graduate Program
Director, PW - California

Kristina Dworek
Graduate Program
Director, PW - Clarion

Mary Weidner
Graduate Program
Director, PW - Edinboro



The Master's Programs in speech-language pathology at California, Clarion, Edinboro are each currently accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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About the MS SLP Program

Mission & Vision

The mission of the Communication Sciences and Disorders Department is to provide a high quality, academic and clinical education which enables program graduates to become competent, fully credentialed speech-language pathologists serving the needs of the region, Commonwealth, and beyond.

Our vision is to:

- Provide progressive, innovative education in communication and swallowing disorders and differences to prepare the next generation of professionals to serve a culturally diverse, global society
- Provide the community access to high-quality clinical services that integrate theory, research, and interprofessional clinical practice
- Prepare students to become life-long learners
- Prepare students to contribute to both their profession and their community
- Prepare students to be critical appraisers and producers of research and integrate research principles into evidence-based clinical practice
- Prepare students to adhere to the highest standards of ethical practice and promote diversity, equity, and inclusion

Faculty & Staff

Each of the three campuses fall under one unified department. Craig Coleman, who is based at Edinboro, serves as the Chairperson for all campuses. Each individual campus maintains its own on-ground faculty, a graduate Program Director, Director of Clinical Education, and clerical support.

California		
Nancy Carlino, M.A. CCC-SLP	Graduate Program Director Department Lead	carlino@pennwest.edu
April Wright, M.S. CCC-SLP	Director of Clinical Education	wright_a@pennwest.edu
Robert Skwarecki, Ph.D. CCC-SLP	Faculty	skwarecki@pennwest.edu
Kady Schmidt, M.S. CCC-SLP	Faculty	schmidt_k@pennwest.edu
Kimberly Luckasevic	Clerk Typist	luckasevic@pennwest.edu
Clarion		
Kristina Dworek, AuD, CCC-A	Graduate Program Director Department Lead	kdworek@pennwest.edu
Mary Pat McCarthy, D.Ed., CCC-SLP	Director of Clinical Education	mmccarthy@pennwest.edu
Natalie Armstrong, D.Ed., CCC-SLP	Faculty	narmstrong@pennwest.edu
Melissa Brydon, Ph.D. CCC-SLP	Faculty	mbrydon@pennwest.edu
Stacey Hall, M.S. CCC-SLP	Faculty	shall@pennwest.edu
Sheri Lake, Ed.D. CCC-SLP	Faculty	lake_s@pennwest.edu
Kenneth Staub, M.S. CCC-SLP	Faculty	kstaub@pennwest.edu
Alison Downs	Clerk Typist	adowns@pennwest.edu

Edinboro		
Craig Coleman, M.A., CCC-SLP, BCS-F, ASHA-F	Department Chair	ccoleman@pennwest.edu
Mary Weidner, Ph.D. CCC-SLP	Graduate Program Director	mweidner@pennwest.edu
Cynthia Reyes-Pabon, M.S. CCC-SLP	Director of Clinical Education	creyes@pennwest.edu
Chris Shumaker, M.S. CCC-SLP	Faculty	cshumaker@pennwest.edu
Amitkumar Tayade, Ph.D. CCC-A	Faculty	atayade@pennwest.edu
Kate Krival, Ph.D. CCC-SLP	Faculty	ckrival@pennwest.edu
Kristen West, M.A. CCC-SLP	Faculty	kwest@pennwest.edu
Paul Bliss	Clerk Typist	pbliss@pennwest.edu

Below are some best practices when communicating with the faculty:

- All correspondence should be professional in tone.
- You should use your PennWest University email address to contact faculty. Do not use your personal email account for contact as it may go to spam, get auto deleted, or may be unusable for sensitive content due to FERPA laws.
- If a faculty member has given out text or other messaging contact information, then you are permitted to use that modality, given their individual parameters. If not, then email is usually best.
- You should check your PennWest email accounts frequently (i.e., more than once daily) as this is the main means of communication between students and all university departments and personnel.
- All official communications from PennWest University, the MS SLP Program, the College of Health Sciences, the Department of Communication Sciences and Disorders, and faculty will be addressed to university student email accounts.

Program Overview

The Master's Program is a two-year program, consisting of 5 semesters: 4 academic semesters and a 5th semester consisting of two full-time, off-campus externships. Clinicals will take place at students' on-campus speech and hearing clinic as well as at various sites in the surrounding regions and across the country. Students will also be required to pass comprehensive examinations during their program. In addition to academic coursework and clinical practicum experiences, students will be expected to attend additional meetings that may include grad rounds, de-briefings, and additional meetings which will vary by campus and by term.

A minimum of 60 semester hours is required for the degree, which includes 47 credits in speech pathology courses and 13 credits of clinical experiences. The student must fulfill all general requirements for the degree and to meet requirements of the American Speech-Language-Hearing Association (ASHA). Generally, the student is held to the curriculum in place on the day they first entered the program. When a student's training is not continuous and if standards or program requirements have changed, then the student will be held to the most current standards or requirements.

University Policies and Resources

Non-discrimination Statement

The Pennsylvania State System of Higher Education (PASSHE) is committed to creating and maintaining academic and work environments that are free from unlawful discrimination and sexual harassment. The full Non-Discrimination Policy can be access here:

https://www.passhe.edu/inside/policies/BOG_Policies/Policy%202009-03-A.pdf

Title IX Compliance Information

PennWest and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is provided by the Office of Social Equity at 814-393-2109. Information and resources for each campus can be found here:

<https://www.pennwest.edu/title-ix>

FERPA

PennWest policy complies with the Pennsylvania “Right to Know Law of 1957” and the federal “Family Education Rights and Privacy Act of 1974” concerning the rights of students to confidentiality and privacy of their records. This means that the instructor will not return papers or assignments to anyone but the author in person, via university sanctioned electronic means (university email address or through secure course website), or in a stamped self- addressed envelope that is provided to the instructor by the author.

PennWest’s FERPA Policy provides more information: <https://www.edinboro.edu/offices-services/records-and-registration/ferpa.php>

Complaint Procedures

If complaints are within the department (e.g., grade dispute), the student should first contact the instructor (in the case of an academic course) or clinical instructor (in the case of a clinical course) directly to express their concern. If a resolution is not reached, the student should contact the Graduate Program Director (in the case of an academic course) or the Director of Clinical Education (in the case of a clinical course). If a resolution is not

reached following the above steps, the student will then contact the Department Chairperson, followed by the Dean of the College of Health Sciences. When expressing complaints, please refer to the aforementioned best practices when communicating with faculty. For other complaints, the Office of Social Equity leads and coordinates institutional efforts regarding discrimination, sexual misconduct, victim resources, Title IX reporting requirements, student disability accommodations, academic integrity, class attendance, course policies, Ombudsperson services, and other areas in which students may have a complaint. Students should contact this office at their individual campus location as needed for concerns such as those listed.

Academic Honesty & Integrity Policies

Students are expected to demonstrate academic integrity and a high standard of professional conduct in all aspects of their academic and clinical work. Students must adhere to university policies on academic integrity, and professional behavior must be guided by adherence to the American Speech-Language Hearing Association Scope of Practice and the Code of Ethics. Expectations for professional conduct for students providing clinical services are listed in the clinic handbook and include procedures of ethical practices, dependability, punctuality, personal appearance, communication, client confidentiality, accountability, and the use of electronic communication devices.

Violation of Academic Honesty and Integrity Policies

Sanctions against students who engage in acts of academic dishonesty and integrity are handled according to university policy and the policy of the faculty member as outlined on the course syllabus. University policies for academic misconduct are referred for a hearing through the university Student Conduct Board. The University's policies also cover behavior during off-campus placements such as student externship. When a problem arises with a student during externship, the program still follows the university's policies and procedures for academic honesty and integrity.

Expectations for clinical conduct and the policies and procedures used by the program to address violations of clinical conduct are described in the program's Clinic Handbook for review by students. Students who violate the professional standards for clinical behavior, policies and/or procedures will be notified by the clinical instructor in writing. Following notification, a meeting between the clinical instructor and the student clinician is held and a plan is developed. If a clinical instructor determines that there may be a serious breach of professional conduct, the clinical instructor discusses the matter with the Graduate Program Director and/or Department Chairperson. If both parties agree that the breach is serious, the matter will be referred to student judicial services for a hearing with Student Conduct Board in accordance with university policy and procedures for resolution and possible sanctions.

Students with Disabilities

PennWest offers services to meet the accommodation needs of students with many types of disabilities for which students must apply each semester. Links for each office by campus are listed below. Please refer to the University Policy A008: Reasonable Accommodations for Students with Disabilities. This policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Accessibility information about Desire2Learn (D2L), our Learning Management System (LMS) can be found on the [D2L Accessibility Standards Compliance page](#).

PW - California	https://www.calu.edu/inside/student-resources/disabilities/index.aspx
PW - Clarion	https://www.clarion.edu/academics/student-success-center/disability-support/
PW - Edinboro	https://www.edinboro.edu/academics/support/accessibility-services/

University Resources and Support Services

Students are expected to seek assistance in assuring their personal and professional well-being and academic success as they deem necessary. Below is a list of resources that may be useful.

Student Support Services

- **Technology Help.** The Technology Help Center at each campus location assists students in meeting their technology needs.
- **Library Help:** Librarians are easy to contact directly from the library sites for each campus and can assist with accessing various publications.
- **APA Help:** Visit Purdue Online Writing Lab (OWL) APA Introduction. Consider purchasing the APA 7th Publication Manual as well.
- **Writing Help:** The Campus Writing Center at each campus provides students with help during all phases of the writing process.

Crisis and Counseling Services

- **Counseling:** On-campus counseling and psychological services provide immediate support and referral services for students.
- **Community Services:** Call 211 to get referrals for local community services or visit the 211 website for more information.
- **Crisis:** The National Hope Line provides free 24/7 confidential crisis support in the US: call or text 1-877-235-4525. The Crisis Text Line provides free 24/7 crisis support in the US: text HOME to 741741.

Specific Program Policies and Procedures for the MS SLP Program

Undergraduate requirements

Upon admission to the program, each student's transcripts are audited to determine if undergraduate deficiencies exist. Courses including statistics, chemistry or physics, biology, and a course in social sciences are required for ASHA certification. If deficiencies exist, additional coursework may be added to the student's plan of study and completed before graduation.

Post baccalaureate

Students who have already earned a degree in another discipline (i.e., post baccalaureate or post-bac) are welcomed to enroll in our graduate program. Before starting the graduate program, the student should expect to complete a minimum of 2 to 3 terms and a minimum of 24 credits at the undergraduate level. Students should meet with the Department Chairperson or Graduate Program Director to determine the list of courses necessary, as this will be different for each post-bac student.

Post-Bac Courses	Credits
I. Prerequisite Courses if needed	
II. Core Courses	
CSD 1500 Speech and Language Development	3
CSD 2100 Introduction to Audiology	3
CSD 2700 Phonetics	3
CSD 3000 Anatomy and Physiology of Speech and Hearing	3
CSD 3100 Speech Science	3
CSD 3400 Aural Rehabilitation	3
CSD 4100 Neuroanatomy for the SLP	3
CSD 4200 Clinical Observation / Experience	3

Transfer credits

A maximum of 33% of graduate credits that meet our program requirements may be considered for transfer to PennWest University, according to the following criteria:

- Credits were earned at a regionally accredited or state-approved college or university
- CSD graduate credits considered for transfer must have been earned in an ASHA CAA—accredited program
- The credits were completed within a 6-year period prior to initiation of the PennWest Master's degree program
- A grade of "B" or better was earned, and the Dean receives an official transcript for the completed credits
- Credits are approved by the PennWest University Department Chairperson and Graduate Program Director

The Dean, in consultation with the CSD Department Chairperson, may deny credit transfer if the above criteria are not met, or the course under consideration is judged to be outdated or inappropriate.

Academic Advising

Every student is assigned an advisor when they enter the graduate program. The advisor typically remains the same throughout the student's training unless a request is made for a change or if new faculty advisors are added and student distribution changes. **Students are required to meet with their advisor at least once per semester.** Further, students are responsible for initiating this contact.

Academic Advisor Roles

Academic Advisors can assist with program administrative procedures such as responding to concerns identified by other faculty, discussing a Plan of Study, consulting on a course selection and scheduling, making appropriate academic referrals, evaluating the aptitude and motivation for professional practice, assessing performance and acquisition of necessary skills, knowledge, and professional values, and reviewing career goals.

Limitations on Academic Advisement

Advisement is solely with respect to academic and professional concerns. Students who need counseling outside of academic or career advising may request or be offered a referral to campus or relevant community resources.

Student Responsibilities

You should be an active partner in all progress toward the completion of your degree. You should regularly access and review your Degree Works Audit and your semester-end CALIPSO™ reports of progress toward Knowledge and Skills Acquisition (KASA), progress toward clinical contact hours and any additional documentation of clearances and other clinical documents.

Academic Advisor/Faculty-Student Relationships

Faculty and students are expected to maintain appropriate professional conduct and boundaries as defined in the ASHA Code of Ethics during the time students are enrolled in the MS SLP Program in both on and off-campus settings.

Grading

The MS SLP Program uses the course grading system for Graduate Programs at PennWest University. Additionally, all MS SLP Program course syllabi contain information on course requirements, assignments, and how course grades are calculated based upon this grading scale.

Grade Requirements

- Students must maintain a minimum GPA of 3.00 to remain in good standing in the program.
- A maximum of six credit hours of 'C' and 'C+' grades will be accepted toward the MS SLP degree.
- All C- grades or below are unacceptable and will require students to repeat courses in which C- grades are earned.
- Students who are unable to maintain a 'B' average after one probationary period and appropriate remediation, will be counseled out of the program. The full policy can be accessed [here](#).
- Refer to the clinic handbook for details regarding grading for clinical experiences

Grade Appeals

The University Policy AC0222 provides for due process for appealing a final course grade; complete information about this policy can be found in the University Graduate Catalog.

Incomplete Grades

A course grade of 'Incomplete' may be issued when student work is interrupted because of poor health or other extenuating circumstances for which the student could not have planned. A grade of Incomplete must be removed within a fixed period. It is the student's responsibility to complete the work within this period. An Incomplete grade will automatically be changed to an F grade if the work is not completed during this time. Refer to policy AC020 for additional details:

<https://www.pennwest.edu/academics/policies>

Degree Completion

Timeliness of Enrollment and Progress towards Degree Completion

Students who do not enroll for graduate courses in programs to which they are admitted within 12 months following admission will be required to reapply before they can enroll. Students are expected to enroll as full-time student (9+ credits per semester). Two summer sessions are considered one semester. Part-time study may be considered and will result in an individualized plan of study. [PW academic policies](#) outline the number of years from the date of initial enrollment in which a degree must be completed. Extensions may be allowed only by approval of the department Chairperson and the Dean of the college in which the student's program resides. Time to degree completion may be extended if the student has to complete undergraduate deficiencies.

Leave of Absence

Students who are considering a Leave of Absence should follow the appropriate steps according to the PW Graduate catalog.

Graduation and Commencement

Graduation is the process of completing one's degree requirements. To graduate, students complete a multi-step process. Students are unable to begin working as Clinical Fellows until graduation – and provisional licensure requirements – are met. Students can expect some processing time between completion of degree requirements and conferral of degree. *Commencement* is the ceremony celebrating your achievements. Please note, commencement may be held prior to completion of all graduation requirements (e.g., a student may walk at May commencement, but must complete their last externship in June).

Academic Records

Academic records are maintained and updated by the university computer system. Students and program graduates can access these records using MyPennWest. In addition, the department utilizes an electronic method of maintaining information about the clinical and academic training of each student to meet the ASHA certification standards. This system, known as CALIPSO™, “is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology training programs”. Students must pay the registration fee directly to CALIPSO™.

Anticipated Expenses

There will be additional expenses related to the requirements of the program and clinicals, which are outlined below. Please note: expenses may differ by semester and campus location.

Anticipated Expenses		
• CALIPSO™ registration	• Vaccines (e.g., Tetanus/ Diphtheria, Hepatitis B, Meningitis Vaccine, Hepatitis A, COVID) / Testing and Treatment)	• Professional Liability Student SLP Ins.
• National NSSLHA Membership	• Professional Wardrobe (scrubs, other as required by sites)	• Personal Protective Equipment (PPE)
• Textbooks and Required Supplies, online materials	• Health Center Fee	• Physical Exam
• Laptop		• TB Testing
• PA Child Abuse Clearance		• Praxis NESP (5331)
• PA Criminal Record Check		
• FBI Fingerprint Check		

Academic and Clinical Program

Plan of Study

The newly designed curriculum for the MS SLP program will be the same at each campus location; however, sequence of courses may differ. Requirements are as follows:

Course	Credits
I. Prerequisite Courses if needed	
II. Core Courses	47
CSD 6100 Speech Sound Disorders	3
CSD 6200 Child Language Disorders B-5	3
CSD 6300 Aphasia and Other Adult Language Disorders	3
CSD 6400 Adult Swallowing Disorders	3
CSD 6500 Introduction to Clinical Methods – Diagnostic	1
CSD 6600 Introduction to Clinical Methods – Treatment	2
CSD 6700 Fluency Disorders	3
CSD 6800 Voice and Upper Airway Disorders	3
CSD 6900 Augmentative and Alternative Communication	2
CSD 7100 Research Methods in SLP	3
CSD 7200 Motor Speech Disorders	3
CSD 7300 Child Language Disorders – School-Age and Adolescent	3
CSD 7400 Cognitive and Neurogenic Communication Disorders	2
CSD 7500 Audiology for the SLP	2
CSD 7600 Pediatric Feeding and Swallowing Disorders	3
CSD 7700 Professional Issues and DEI in SLP	3
CSD 7800 Counseling in Speech-Language Pathology	2
CSD 7900 Medical Speech-Language Pathology	3
IV. Clinical Education (13)	13
CSD 7000 On-campus clinic	variable
CSD 7050 Off-campus clinic	variable
Total	60

Academic Goals

1. Ensure adequate student knowledge of the typical developmental, physical, biological, and psychological aspects of communication (i.e., speech, language, hearing), feeding, and swallowing as well as pathologies relevant to each domain and their effect on the modalities inherent in communication, feeding, and swallowing. **Assessment:** Didactic Coursework, Comprehensive Exams
2. Acquire knowledge and skills applicable to the identification, evaluation, prevention, and treatment of communication, feeding, and swallowing disorders in sufficient breadth and depth

so as to effectively and competently function as a research-literate clinician capable of performing across the scope of practice in a culturally and linguistically diverse environment.
Assessment: Didactic Coursework, Comprehensive Exams, Clinical Performance Evaluation

3. Develop an inter-professional view of service delivery for evaluating and treating individuals demonstrating communication, feeding, and swallowing disorders.
Assessment: Didactic Coursework, Comprehensive Exams, Clinical Performance Evaluation

Clinic Goals

1. Prepare students to function as independent clinicians at a level commensurate with or exceeding the American Speech-Language-Hearing Association's guidelines for clinical certification, the Pennsylvania Department of State's standards for licensure in Speech Pathology, and the Pennsylvania Department of Education's (PDE) requirements for teaching certification in Speech and Language Pathology.
Assessment: Student meets the degree requirements for the MS SLP, Clinical Performance Evaluation, PDE Form 430
2. Prepare students to maintain accurate and appropriate records, demonstrating sensitivity to the confidential nature of these records. Additionally, students will demonstrate knowledge of their accountability for the services they provide.
Assessment: Clinical Performance Evaluation
3. Prepare students to demonstrate an understanding of basic, professional, and clinical research through the application of evidenced-based practice when providing services to those presenting with communication, feeding, and swallowing disorders in the clinical setting.
Assessment: Clinical Performance Evaluation

Program Summative Assessments

Comprehensive Exam

A written essay and oral presentation based on an assigned case study are required and will be administered during the fourth semester of enrollment, prior to leaving campus for the externship experience. The date for the written essay and subsequent presentation will be posted at the beginning of each semester.

The essay questions will be given to the student two weeks prior to assessment. Two faculty readers will read and grade the essay with a scoring system of Pass or Fail. Students who do not pass either the written or oral presentation will be given three attempts to complete it with a passing score. Students who do not pass the essay and/or oral presentation after three attempts will be dismissed from the program.

Praxis Exam

Students are also required to take and pass the national exam in speech-language pathology (NESPA) Praxis Exam 5331 (Speech Language Pathology) in the fifth term of graduate study. Successful performance on the Praxis Exam 5331 is currently considered to be a score of no less than 162. If a score of 162 is not achieved, graduation will be delayed until the examination is successfully passed. Register on-line <http://www.ets.org/praxis> or by phone (ETS 1-800-772-9476).

Communication Proficiency

Proficiency in the comprehension and production of spoken English is prerequisite to the required on-campus and off-campus clinical experiences. All students must participate in clinical practicum and must therefore have the communication skills sufficient to achieve effective clinical and professional interaction. Students must be able to understand and analyze disordered English and be able to be understood by those for whom hearing or comprehension is impaired. For written documentation, students must be able to write and comprehend diagnostic and treatment reports, treatment plans, and professional correspondence. If communication deficits and/or differences are identified that will impact performance in clinical practicum, an individualized plan will be developed to support the student clinician, which may include a referral to the on-campus clinic, Writing Center, or other source. All incoming first-year graduate students are required to participate in a speech and hearing screening.

Non-native speakers of English must demonstrate proficiency in English. Students for whom English is a second language, admission requirements for English (TOEFL/TSE) must be met.

Speakers with dialectical differences that may interfere with successful completion of clinical aspects of training will be notified by their clinical instructor. Strategies and resources to improve areas of need will be provided to help them provide clinical services.

Students with communication disorders that may interfere with successful completion of clinical aspects of their training will be notified by a clinical instructor after completing the speech, language and hearing screening. Students will receive information on assessment and intervention services available in the community, including the program's Speech and Hearing Clinic.

Standards for the Certificate of Clinical Competence in Speech-Language Pathology

There are various standards a student must meet to become a certified speech-language pathologist. The ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology require that students demonstrate academic and clinical knowledge

and skills across the Scope of Practice at a level sufficient for entry level into the practice of Speech-Language Pathology. A description of the standards, as stated on the ASHA website, follows. Information regarding implementation of the standards is located here:

<https://www.asha.org/certification/2020-slp-certification-standards/>

2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology	
Standard I: Degree	
	The applicant for certification (hereafter, “applicant”) must have a master's, doctoral, or other recognized post-baccalaureate degree.
Standard II: Education Program	
	All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a CAA-accredited program or in a program with CAA candidacy status.
Standard III: Program of Study	
	The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C
Standard IV: Knowledge Outcomes	
IV-A:	The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.
IV-B:	The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
IV-C:	The applicant must have demonstrated 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 following areas:
	<ul style="list-style-type: none"> • 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 (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing • Hearing, including the impact on speech and language • Swallowing/feeding, including (a) structure and function of orofacial myology and (b) 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
- Augmentative and alternative communication modalities

IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge 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.

IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.

IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

IV-H: The applicant must have demonstrated 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.

Standard V: Skills Outcomes

V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

V-B: The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
 - a. Conduct screening and prevention procedures, including prevention activities.
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet the needs of individuals receiving services.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as

- appropriate to meet the needs of clients/patients.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.
- b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA *Code of Ethics*, and behave professionally.

V-C: The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

V-D: At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

V-E: Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience (or its part-time equivalent), and (2) a minimum of 2 hours of professional development in clinical instruction/supervision.

V-F: Supervised practicum must include experience with individuals across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.

Standard VI: Assessment

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

Standard VII: Speech-Language Pathology Clinical Fellowship

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

Standard VIII: Maintenance of Certification

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP

Acquisition, Assessment, and Tracking of Academic and Clinical Knowledge and Skills

A student must achieve **competency** in standards pertaining to academic and clinical knowledge and skills (i.e., IV-A:H and V-A:F) across the curriculum. This is typically achieved by earning an 80% on a given assessment in which a standard is attached. At the beginning of each semester, academic and clinical faculty will inform students of the standards covered in each course and/or clinical experience. Competency is determined using formative and summative methods. Formative assessment is ongoing and may include quizzes, homework, projects, papers, self-assessment, midterm assessments, and therapy plans. Summative assessment is comprehensive, and many include final assessments and grades in academic and clinical courses, supervisor's comments on end of semester progress reports, ratings of clinical skills using the evaluation form, and comprehensive examination. Importantly, grades and clinical clock hours are not always an indication that competency was met.

Acquisition of each student's academic and clinical knowledge and skills will be tracked on CALIPSO™. As students complete coursework and obtain clinical experience, faculty and clinical instructors will be asked to attest to the satisfactory acquisition of those knowledge and skills. Acquisition of each knowledge and skill must be satisfactorily completed by the end of the graduate program. Students should understand that acquiring a specific knowledge or skill does not necessarily indicate completion of program or university requirements. Satisfying PennWest requirements for graduation without the acquisition of the specified knowledge and skills required by ASHA may mean that a student can graduate but cannot apply for state licensure or the Certificate of Clinical Competence of the American Speech Language and Hearing Association which requires verification by the program director that the applicant has the required knowledge and skills for entry level into the profession.

Each student has the responsibility to regularly track their attainment of ASHA Standards Knowledge and Skills outcomes by regularly reviewing their individual tracking information on CALIPSO™ and then meeting with their advisor to ensure that learning outcomes have been met.

Remediation For Academic and/or Clinical Knowledge and Skills

Remediation is required if a student does not meet competency on a formative or summative assessment linked to a standard (i.e., performs below 80%). This ensures that the student has sufficient knowledge and skill for entry level into clinical practice. Remediation activities are created based on the area(s) in which the student was unable to meet the standard. It is possible for a student to have a remediation that addresses multiple areas. *If remediations are not complete, the student will not fulfill the criteria for graduation.* All remediations will be tracked on CALIPSO™.

Technical Standards (Essential Functions)

Students must also demonstrate technical standards (also known as essential functions) to assist students in understanding and adhering to professional standards of conduct and to the values and ethics of the profession. These skills also enable a student to meet graduate and professional requirements for state licensure and national certification.

Technical Standards <i>(Adapted from Council of Academic Programs in Communication Sciences and Disorders, 2008)</i>
Communication
A student must possess adequate communication skills to: <ol style="list-style-type: none">1. Communicate proficiently in both oral and written English language.2. Possess reading and writing skills sufficient to meet curricular and clinical demands.3. Perceive and demonstrate appropriate non-verbal communication for culture and context.4. Modify communication style to meet the communication needs of clients, caregivers, and other persons served.5. Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.6. Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as part of course work and professional practice.7. Convey information accurately with relevance and cultural sensitivity.
Motor
A student must possess adequate motor skills to: <ol style="list-style-type: none">1. Sustain necessary physical activity level in required classroom and clinical activities.2. Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.3. Access transportation to clinical and academic placements.4. Participate in classroom and clinical activities for the defined workday.5. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.6. Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.7. Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).
Intellectual/Cognitive
A student must possess adequate intellectual and cognitive skills to: <ol style="list-style-type: none">1. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.2. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.3. Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.4. Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.5. Utilize detailed written and verbal instruction in order to make unique and independent decisions.

Sensory/Observational

A student must possess adequate sensory skills of vision, hearing, tactile and smell to:

1. Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication).
2. Identify the need for alternative modalities of communication.
3. Visualize and identify anatomic structures.
4. Visualize and discriminate imaging findings.
5. Identify and discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a client's family does or does not understand the clinician's written and/or verbal communication.

Behavioral/Social/Professional

A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. 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.
5. Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
6. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
7. Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
8. Dress appropriately and professionally and adhere to published dress codes of the clinic or off-site facility.

Disposition Policy for not Meeting Technical Standards

The MS SLP Program has adopted a Disposition Policy that describes technical standards for performance in both clinical settings and classroom (Appendix A). Students will be asked to certify they have read and understand the Disposition Policy: Technical Standards for Candidates and Currently Enrolled Students of the MS SLP Program and that they believe, to the best of their knowledge, that they meet each of these standards either with or without reasonable accommodations. If a student believes they have a disability, they are expected to contact their appropriate office to determine what accommodations are available to them. Students who are unable to meet and maintain these standards may be dismissed from the program.

Professional Development

Students are encouraged to participate in a wide variety of professional development opportunities to advance their career goals, community engagement, and commitment to the profession. The following are some ways to engage in professional development, which may differ based on campus location.

- National Student Speech-Language Pathology Association (NSSLHA)
- Pennsylvania Speech-Language Hearing Association (PSHA)
- Southwestern Speech-Language Hearing Association (SWPSHA)
- National Black Association for Speech-Language and Hearing (NBASLH)
- Location-specific Graduate Student Council, Clubs, and Organizations

Licensure and Certification

Pennsylvania Provisional License to practice Speech-Language Pathology

Application Checklist for Provisional License: <https://www.pals.pa.gov/#/page/default>

Pennsylvania Dept. of Education (PDE) Specialist & Instructional I Certificate

PW's program is designed to qualify you to apply for the Pennsylvania Department of Education (PDE) Educational Specialist I certification - School Speech and Language Pathologist PK-12 (1883). Students may also seek the Instructional I Certificate from PDE. If students plan to work in the public schools in Pennsylvania, upon graduation they will apply for Pennsylvania Ed Specialist credential through the Teacher Information Management System (TIMS). Information on this process is located here: <https://www.psha.org/advocacy/pdfs/School-SLP-Educational-Specialist-Guidelines.pdf>

Outside Pennsylvania

If students are **not** planning to begin their career in Pennsylvania, they should begin to explore their intended State/province's requirements for both licensure and education-setting credentials in the first term of graduate school. Start by exploring <https://www.asha.org/advocacy/state/> and then make sure to explore the actual sites linked, as regulations and requirements may change with little or no notice.

ASHA Clinical Fellowship and Certification

When students complete the requirements for the degree, they will be qualified for application for the ASHA Certificate of Clinical Competence form and academic and supervised clinical perspective.

- [About the Clinical Fellowship \(CF\)](#)
- [Duration of the CF Experience](#)
- Clinical Fellow [Qualifications and Responsibilities](#)
- CF Mentor [Qualifications and Responsibilities](#)
- [Completion of the Clinical Fellowship](#)
- [Apply for ASHA Certification](#)

Appendix A: Disposition Policy – Technical Standards

PENNSYLVANIA WESTERN UNIVERSITY
Department of Communication Sciences and Disorders
Master of Science in Speech-Language Pathology (MS SLP) Program
Disposition Policy: Technical Standards for Candidates and Currently Enrolled
Students of the MS SLP Program

The Master of Science Program in Speech-Language Pathology (MS SLP) of Pennsylvania Western University endeavors to select applicants who have the ability to become highly competent speech-language pathologists. As an accredited speech-language pathology graduate program, the MS SLP program curriculum adheres to the standards and guidelines of the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Within these guidelines, the Department of Communication Sciences and Disorders has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Admission and retention decisions for the MS SLP program are based on satisfactory prior achievements and ongoing performance in academic and clinical coursework which includes technical standards that serve to ensure that students can meet the essential requirements of the clinical program required for graduation, with or without reasonable accommodations.

The Department has a responsibility to the public that its graduates can become fully competent and considerate speech-language pathologists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the aptitude for complex problem-solving, genuine respect and humanitarian concern for others, and the physical and emotional capacity necessary to practice in the profession of speech-language pathology.

Procedures for Technical Standards:

The MS SLP program has developed a list of technical standards which describe skills and attributes that are considered necessary for a student's successful performance in the program. Students will certify that they have read and understand the list of technical standards and that they believe they meet, or will be able to meet, each of the standards. The program will inform students that, if a student has a disability, the student should contact the Office for Accessibility Services to seek reasonable accommodations. More information about supports for student with disabilities at each campus can be found under the Students with Disabilities section.

Dissemination:

The list of Technical Standards for the MS SLP Program will be publicly available on the University website for all students who are applying to the program. Once admitted to the program, students will be asked to review and sign the Technical Standards document, which will then be stored in the student's file in the Department office.

Technical Standards Remediation Plan Statement:

In the event that a graduate faculty member has concerns about a graduate student's ability to meet the program's technical standards, the involved faculty member will first address the concern directly with the student. The student will be advised regarding appropriate ways to improve the technical standard(s) of concern and be notified that a written record of the concern and recommended changes will be filed with the Program Director, with a copy in the student's file. If a student has repeated issues demonstrating the technical standard(s) identified by the reporting faculty member, a graduate faculty panel will be formed, and a formal remediation plan will be developed for the student.

The graduate faculty panel will consist of no less than three faculty members and will include the Program Director, the Department chairperson, and the academic or clinical faculty member involved (if one of these individuals serves a dual role, another faculty member from the Department, or from a closely aligned Department (e.g., Nursing or Special Education) will be asked to serve on the panel to ensure a minimum of three members). The remediation plan will include measurable goals to be achieved in a specific time period. At the end of this time period, the student will have an opportunity to meet with the faculty panel to determine whether the student has met the remediation plan goals. If the student does not meet the goals as detailed in the remediation plan in the determined time frame, the student will be informed that he or she may be placed on formal probation with the possibility of dismissal from the program. The Dean of College of Health Sciences (not the program) has the final authority, in consultation with the University Provost, to terminate a graduate student's enrollment based on academic and/or dispositional factors.

The student may appeal the decision of the Dean or the Provost and Vice President for Academic Affairs only in either of the following circumstances: (1) there was an error in procedure or interpretation of this policy that was so substantial as to effectively deny the student a fair opportunity to be heard; or (2) new and significant evidence, which would not have been presented by diligent preparation at the initial hearing has become available. The student shall appeal the decision in writing within ten (10) calendar days of receipt of the decision. The decision of the Provost is final.

If the program believes that a student's behavior is in violation of the Student Code of Conduct, the program must refer the matter to the Office of Student Judicial Affairs.

Technical Standards of the MS SLP Program at Pennsylvania Western University

Adapted from the Council of Academic Programs in Communication Sciences and Disorders (2008)

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills and attributes enable a student to meet graduate and professional requirements as measured by state and national credentialing agencies. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. Failure to meet or maintain the technical standards may result in action against the student, including, but not limited to dismissal from the program.

A. COMMUNICATION

With or without reasonable accommodations, students must possess and demonstrate adequate communication skills to:

- Communicate proficiently in both oral and written English language.
- 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 professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

B. MOTOR

With or without reasonable accommodations, students must possess and demonstrate adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- 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 protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

C. INTELLECTUAL/COGNITIVE

With or without reasonable accommodations, students must possess and demonstrate adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate, and apply written and verbal information sufficient to meet curricular and clinical demands.
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan, and implementation.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize currently available technology and learn new technologies as they become available for high-quality, evidence-based service delivery.

D. SENSORY/OBSERVATIONAL

- With or without reasonable accommodations, students must possess adequate sensory skills of vision, hearing, touch, and smell to:
- Visually and auditorily identify normal and disordered fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate physiologic imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests
- Recognize and adjust when a client or caregiver understands or does not understand the clinician's written and/or verbal communication.
- Identify and discriminate a client's spoken responses.
- Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of audiologic instruments (e.g., audiometers), used for assessment and treatment of patients.

E. BEHAVIORAL/ SOCIAL

With or without reasonable accommodations, students must possess and demonstrate adequate behavioral and social attributes to:

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