



STUDENT HANDBOOK

MORAVIAN UNIVERSITY

SPEECH-LANGUAGE PATHOLOGY

MORAVIAN UNIVERSITY
Master of Science in Speech-Language Pathology
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Welcome

Welcome to the Master of Science Program in Speech-Language Pathology at Moravian University! Our program is located in the School of Rehabilitation Sciences, which is part of the College of Health, and our primary facility is the 'Sports Medicine and Rehabilitation Center' at 1441 Schoenersville Road, Bethlehem.

As a student in this program you will be prepared to serve as responsible, competent, ethical, autonomous and reflective speech-language pathologists in educational and healthcare systems. Emphasis on valuing critical inquiry and evidence-based practice will provide you with the tools to provide optimal client care. Teamwork and appreciation of diversity and differences are stressed throughout the program, so that you can respond to diverse clients and communities, advocate for your profession and improve the lives of those within your community.

Our program includes strong academic and clinical learning opportunities and we have affiliations with many schools, hospitals, rehabilitation facilities and more. Many of our faculty conduct research related activities that can add to your educational experience and we hope that you participate in as many opportunities as you can in order to achieve a well-rounded academic and clinical education that prepares you for your future career.

The purpose of this handbook is to assist you, the student, in your transition into the graduate program at Moravian University and clearly delineate the requirements of the Master of Science Degree in Speech-Language Pathology. This handbook includes essential information that you will need during the course of your study and it is imperative that you review these materials carefully. It is your responsibility to know the requirements and procedures for the program as well as the University policies relevant to you.

This handbook is not intended to replace the Moravian Graduate handbook, the handbook for students enrolled in graduate level and degree completion programs and courses, available [here](#) or the or the general university handbook [here](#). Instead this handbook is intended to supplement these general guidelines with program specific information.

We are delighted that you have chosen to study with us at Moravian University. Please know that all faculty are interested in the success of each and every graduate student and we wish you the best as you proceed through the program!

About the Program

Vision

The Speech-Language Pathology program at Moravian University aspires to be a pioneering program, providing students with a problem-based, interprofessional education that fosters the development of competent, reflective leaders who will transform lives through the practice of Speech-Language Pathology.

Goals

To prepare graduates who

- 1) Are responsible, competent, ethical, autonomous and reflective speech-language pathologists in educational and healthcare systems
- 2) Value critical inquiry and engage in evidence-based practice
- 3) Engage in collaborative service provision and serve as contributing members on transdisciplinary teams that provide optimal client care
- 4) Respect, appreciate and respond to differences and diversity in interactions with clients, colleagues, and the community
- 5) Advance the profession through clinical service provision, advocacy, research and leadership

Mission

The mission of the program is to provide an educational experience which prepares students for fulfilling careers as leading professionals in the field of speech-language pathology, who are educated consumers of research, dedicated to interprofessional collaboration, and who integrate reflection and critical thinking into their practices in order to facilitate positive communicative and quality of life outcomes for others. Stakeholders will strive to create an environment that removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect.

Alignment with University Mission

University Mission: Moravian University's liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change.

Explanation: Liberal arts education is an educational experience which prepares students to integrate reflection and critical thinking in examining the needs of others. It emphasizes an aim to train students to be cognizant of different disciplines, and thus, become dedicated to interprofessional collaboration. Those who do become leaders in the field of speech-language pathology and demonstrate transformative leadership are individuals who show compassion for others and understanding of their differences, can reflect on their own behavior, can collaborate with others, and use evidence from the available research in their service provision. Success in this field is inherently rewarding for those who pursue careers in this profession, as contributing to an improved quality of life for others can only be described as extremely fulfilling!

Executive Summary of the Strategic Plan

Informed by the mission, the strategic plan of the program outlines the ways in which the program faculty members will achieve the vision for the future.

- 1) Prepare graduates who are responsible, competent, ethical, autonomous and reflective speech language pathologists in educational and healthcare systems
 - a. Reflect a commitment to the complementary relationship between liberal arts and professional studies that enables graduates to adapt to constantly evolving societal and professional needs
 - b. Encourage and include reflection in the teaching and learning process
 - c. Emphasize professionalism and leadership across all aspects of the program
 - d. Engage students in the professional community by promoting participation in professional organizations and activities
 - e. Monitor student achievement of knowledge and skills outcomes across time
- 2) Prepare graduates who value critical inquiry and engage in evidence based practice
 - a. Use a problem based, self-directed learning philosophy to instill curiosity
 - b. Provide research opportunities for students to engage in evidence-based practice to foster professional growth
 - c. Provide students with an innovative and high-quality education that integrates a foundation of theoretical and empirical information to promote critical thinking and problem-solving skills central to clinical practice and scholarly activities
 - d. Engage in research and cross-disciplinary collaborative scholarly activities that enhance the theoretical and applied knowledge in the fields of speech, language and hearing sciences, and speech-language pathology
- 3) Prepare graduates who engage in collaborative service provision and serve as contributing members on transdisciplinary teams that provide optimal client care
 - a. Support students in their development of professional interpersonal and communication skills by guiding each student in the navigation of challenges through ongoing educational opportunities and problem based instruction
 - b. Seek out clinical opportunities where students can serve as part of a community of scholars and practitioners
 - c. Include coursework that spans multiple professions to create opportunities for transdisciplinary education within the school
- 4) Prepare graduates who respect, appreciate and respond to differences and diversity in interactions with clients, colleagues, and the community
 - a. Promote scholarly study in the areas of normal communication, linguistic variation, and disorders in culturally and linguistically diverse (CLD) populations
 - b. Emphasize best clinical practices regarding prevention, identification, and treatment for CLD populations
 - c. Integrate diverse academic and clinical learning experiences, research, and service
 - d. Promote ethics and cultural competence within a diverse and multicultural society
- 5) Prepare graduates who advance the profession through clinical service provision, advocacy, research and service.
 - a. Develop a problem based curriculum that allows students to meet outcomes as demonstrated through coursework and clinical experiences
 - b. Conduct ongoing evaluation of outcome-based education
 - c. Emphasize professionalism and leadership across all aspects of the program

Full Time Faculty/Staff

<i>Faculty Member</i>	<i>Role</i>	<i>Areas of Research Interest</i>
Rebecca Bawayan, Ph.D. CCC-SLP Office: SMRC #276 Phone: 610 625-7233 Email: bawayanr@moravian.edu	Associate Professor	Preschool and school-age language development and disorders, Language and literacy assessment and intervention practices, School-based practice and personnel preparation
Matthew Hengeveld Office: SMRC #232 Phone: 610 625-7226 Email: hegenveldm@moravian.edu	Office Manager of Clinical Education	
Monica Kaniamattam Office: SMRC #234 Phone: 610 625-7215 Email: kaniamattamm@moravian.edu	Interim Program Director & Associate Professor	Severe Communication Disorders Cultural, socioeconomic and linguistic differences Alternative Augmentative Communication
Louise Keegan, Ph.D., CCC-SLP Office: Monocacy Hall, #204 Phone: 610 625-7202 Email: keeganl@moravian.edu	Interim Associate Provost of the College of Health & Associate Professor	Neurogenic Communication Disorders, Traumatic Brain Injury, Problem Based Learning, Interprofessional Practice
Yvette McCoy, Ph.D., CCC-SLP Office: SMRC #207 Phone: 610 625-7216 Email: mccoyy@moravian.edu	Assistant Professor	Dysphagia and Swallowing Disorders, Person centered care, behavioral feeding changes in community dwelling elderly.
Cynthia Rommens Office: SMRC #204 Phone: 610 625-7204 Email: rommensc@moravian.edu	Office Manager	
Eric Sanders, Ph.D., CCC-SLP Office: SMRC #205 Phone: 610 625-7214 Email: sanderse@moravian.edu	Interim Associate Dean & Associate Professor	Language & Literacy Disorders in Children, Alternative Augmentative Communication, Autism Spectrum Disorders
Chantal Whiteduck, M.S. CCC-SLP Office: SMRC #277 Phone: 610-625-7228 Email: whiteduckc@moravian.edu	Director of Clinical Education & Clinical Assistant Professor	Voice Disorders Inducible Laryngeal Obstruction (ILO) Neurodiversity-Affirming Care Gender-Affirming Care Burnout and Well-Being in SLP

Curriculum & Program Design

This program will follow a ‘Problem Based Learning’ (PBL) curriculum and each semester (except the final semester) the core course will be of a PBL format. PBL is a constructivist learner-centered andragogy that emphasizes knowledge as an emergent and socially constructed relationship to information and is believed to bridge some of the issues related to the theory-practice gap in professional healthcare education. The process teaches students to actively critically analyze a situation or problem, seek out appropriate resources, and create a solution and embodies the spirit of a liberal arts philosophy allowing students to draw on their experiences and seek out diverse knowledge. Problem cases allow students to work in small groups and to explore and reflect on their own attitudes and perspectives, develop these through reference to academic resources, participate in team-based deliberations and critically analyze and evaluate information in order to decide on a solution. The traditional lecture-based method of teaching to merely convey discipline specific knowledge and information, is thus replaced by an integrated curriculum based on problem cases. This proposed curriculum will be carefully constructed to focus on problem cases that align with relevant concurrent lecture-based courses and labs that include content relevant to the problem cases and ensure that content meets national accreditation standards for knowledge and skills.

Expected Terms for Program Completion

The Master’s of Science degree in Speech-Language Pathology requires six semesters of full time enrolment. The curriculum outline is as follows.

Curriculum Outline

Summer I - Introduction to Communication & Swallowing Disorders

- Foundational Coursework
- Problem Based Learning
- Inquiry Coursework
- Clinical Education Experience

Fall I - Developmental Communication & Swallowing Disorders

- Foundational Coursework
- Problem Based Learning
- Inquiry Coursework
- Clinical Skills Labs
- Clinical Education Experience

Spring I - Acquired Communication & Swallowing Disorders

- Foundational Coursework
- Problem Based Learning
- Inquiry Coursework
- Clinical Skills Labs
- Clinical Education Experience

Summer II - Complex Cases in Speech-Language Pathology I

- Problem Based Learning
- Inquiry Coursework
- Clinical Skills Labs
- Clinical Education Experience

Fall II - Complex Cases in Speech-Language Pathology II

- Foundational Coursework
- Problem Based Learning
- Capstone Experience
- Clinical Education Experience

Spring II - Intensive Clinical Experience

- Full-time Clinical Education Experience
- Capstone Experience (optional - if pursuing thesis)

Degree Requirements

Students must receive a passing grade in all coursework in order to meet the minimum requirements for the degree.

Course Descriptions and Offerings

Foundational Knowledge Sequence

SLP 500 Neuroanatomy & Neurophysiology, 3 credits, lecture & lab, Summer

This course covers the basic anatomy and physiology of the central nervous system with special emphasis on neural systems involved in normal and disordered language comprehension and production, normal and disorders speech, voice and swallowing functions as well as normal and disordered cognitive skills.

SLP 502 Medical Speech-Language Pathology, 3 credits, lecture & lab, Spring

This course was designed to introduce graduate level clinicians to the medical setting as a prospective work setting. Topics include specialized roles of the speech/language pathologist in the medical center setting, medical record keeping systems and terminology, evaluation and treatment of dysphagia, laryngectomy rehabilitation with emphasis on surgical voice restoration (T.E. puncture) and other topics of concern to the hospital-based clinician.

EDUC 502 Introduction to Education of English Language Learners, 2 credits, lecture, Fall

Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success.

Educational Elective, Fall

Examples of courses students may elect to take include; EDUC 507 Culture Community Diversity, EDUC 510 Child Development & Cognition I, EDUC 513 The Arts: Creative Expression, EDUC 516 Early Child Education Theory/Practice/Family, EDUC 520 Interventions for Mid-Level learners, EDUC 606 Reading and Writing across the Curriculum, EDUC 673 ESL Assessment and Support, EDUC 610 Differentiating Instruction, EDUC 670 Oral Language development and acquisition, EDUC 626 literacy skills for children with special needs

Healthcare Elective, Fall

Examples of courses students may elect to take include; NURS 520 Financial Management in Healthcare Organizations; NURS 535 Healthcare Economics; BMGT 536 Project Management; SOCW 625 Social Justice, Management, Community Engagement; MCC 560 Social & Cultural Foundations; MCC 610 Grief & Bereavement Counseling; SLP 683 Advanced Medical Speech-Language Pathology.

Inquiry Sequence

SLP 510 Professional Issues in Speech-Language Pathology, 1 credit, lecture, Summer

This course examines professional ethics and issues, reviews regulations and requirements for professional practice, provides an overview of the composition/policies of the Graduate Program in SLP, and discusses cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations.

SLP 511 Evidence Based Practice I, 2 credit, lecture, Fall

This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question.

SLP 612 Evidence Based Practice II, 1 credit, lecture, Spring

This course will introduce students to research-methods typically employed in quantitative research. Students will gain an appreciation of areas such as sampling, measurement, research designs, and basic analytical procedures commonly used in the evidence base in speech-language pathology. The focus of this class is on enhancing an understanding of how to read literature using these types of methods to inform students on how to be a “critical consumer” of this type of research when they are practicing clinicians.

SLP 613 Evidence Based Practice III, 1 credit, lecture, Summer

This course will educate students on the research methods typically used in single-subject and qualitative research. Students will extend their previous knowledge of research methods to include ethical issues, implicit bias, design characteristics, research hypothesis, data collection procedures, and analytical procedures commonly discussed in the evidence base in speech language pathology. The focus of this class is on enhancing an understanding of how to read literature using these types of methods to inform students on how to be a “critical consumer” of this type of research when they are practicing clinicians.

Clinical Skills Sequence

SLP 521 Evaluation, 1 credit, lab, Fall

This lab course will allow students to practice procedures and processes of evaluation. Students will practice administering various forms of assessments. They will learn how to interpret standardized scores and determine the psychometric properties, validity, reliability and applicability of the most common norm-referenced standardized assessments in the field of communication disorders.

SLP 522 Technology in Speech-Language Pathology, 1 credit, lab, Summer

This lab course will provide students with information about the use of technology in enhancing client and provider outcomes, in the profession of Speech-Language Pathology. The uses of Alternative Augmentative Communication (AAC) devices, Electronic Medical Records, software and hardware that may be applied in communication analysis, neuroimaging devices, and other such tools will be examined, discussed and applied.

SLP 623 Aural Rehabilitation, 1 credit, lab, Spring

This lab course will provide students with information about the basic concepts of acoustics as they relate to hearing measurement, the psychophysical methods of measuring hearing thresholds and the calibration of hearing measurement devices. Students will learn how to evaluate and interpret audiometric tests and make appropriate referrals, in diverse populations. 1 credit, lab, Summer offering

Problem Based Learning Sequence

SLP 551 Foundations of Speech-Language Pathology, 5 credits, problem based learning, Summer

A problem based learning course that covers 10 standard cases and issues in Speech-Language Pathology (e.g. developmental communication disorders, acquired communication disorders, interprofessional collaboration, counseling, cultural diversity).

SLP 552 Developmental Communication Disorders, 5 credits, problem based learning, Fall

A problem based learning course that covers 10 cases of developmental speech, voice, language & social communication/cognitive difficulties.

SLP 553 Acquired Communication Disorders, 5 credits, problem based learning, Spring

A problem based learning course that covers 10 cases of acquired communication and swallowing disorders.

SLP 656 Complex Cases in Speech-Language Pathology Ia, 4 credits, problem based learning, Summer

A problem based learning course that covers 8 complex cases in the field of SLP. Cases include voice disorders, fluency difficulties, and developmental issues across the lifespan.

SLP 657 Complex Cases in Speech-Language Pathology Ib, 1 credit, problem based learning, Fall

A problem based learning course that covers 2 complex cases in the field of SLP. Cases include cognitive communication disorders related to dementia and head and neck cancer.

SLP 655 Complex Cases in Speech-Language Pathology II, 5 credits, problem based learning, Fall

A problem based learning course that covers 10 complex cases in the field of SLP. Cases address ethical issues in speech-language pathology, mental health issues and the impact on communication and many more unusual and complex cases.

Clinical Education Sequence

SLP 561 Clinical Education I, 1 credit, Clinical Education Experience, Summer

A supervised clinical experience in speech-language pathology. Student will acquire experience working with a variety of populations, which may include individuals with developmental communication and swallowing difficulties (e.g., Down syndrome, autism spectrum disorders, cerebral palsy), hearing impairment and acquired difficulties (e.g. stroke, degenerative diseases, injury). This will typically be an outpatient placement in a clinic such as St. Luke's University Healthcare System Outpatient Clinic on Brodhead Rd. and consists of a two day a week

placement, where students work in pairs and are involved in the service provision of one to two clients per week for 10 weeks (45-75 mins of direct client care per week).

SLP 562 Clinical Education II, 2 credits, Clinical Education Experience, Fall

A supervised clinical experience in speech-language pathology. Students will acquire experience working with pediatric populations. This may be in settings such as schools, outpatient clinics, early intervention etc. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks.

SLP 563 Clinical Education III, 2 credits, Clinical Education Experience, Spring

A supervised clinical experience in speech-language pathology. Students will acquire experience working with adult populations. This may be in settings such as acute care hospitals, outpatient clinics, nursing homes, rehabilitation centers, etc. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks.

SLP 664 Clinical Education IV, 2 credits, Clinical Education Experience, Summer

A supervised clinical experience in speech-language pathology. Students will acquire experience working with various populations. This may be in any healthcare or educational setting. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks.

SLP 665 Clinical Education V, 2 credits, Clinical Education Experience, Fall

A supervised clinical experience in speech-language pathology. Students will acquire experience working with various populations. This will include experiences in simulated contexts. Consists of a one week full time simulation experience.

SLP 666 Clinical Education VI, 4-6 credits, Clinical Education Experience, Spring

A supervised clinical experience in speech-language pathology. Students will acquire experience working with various populations. This may be in any healthcare or educational setting. All efforts will be made to place students in settings that are similar to those where they may wish to pursue employment. Consists of a fifteen-week full time placement. It is expected that each student will obtain a minimum of 200 direct contact hours with clients over the fifteen weeks.

Capstone Experiences

SLP 680 Colloquium, 1 credit, lecture, Fall

The word “colloquium” is derived from the Latin, and means “to talk together.” The word conveys a conversation that is both structured and informal, a meeting of minds that is serious and spirited. This course requires active participation and discussion of topical issues that are important to the discipline.

SLP 681 Thesis (optional), 1 credit, Independent Study, Spring

Candidates will work independently (independent study), under the guidance of a thesis advisor, to conduct a research project, place data within the context of published studies and report research findings in a final thesis. An oral defense of the thesis will be required.

Other Opportunities

SLP 682 Gender Affirming Voice Clinic (optional), 1 credit, Spring/Summer/Fall

An individual's voice and communication style offer the world a glimpse of one's identity and personality. Developing a healthy, sustainable voice congruent with one's gender identity can provide greater confidence, sense of self and safety. This course will focus on voice care for transgender and gender diverse individuals with instruction in both online and in-person instruction modules. In addition, clinical assignments for hands-on training and supervision in the provision of voice therapy and training for this population will be provided.

Policies & Procedures

The policies and procedures of the program align with that of the University found here:

<https://www.moravian.edu/handbook/policies>

Code of Conduct

It is the responsibility of all students of Moravian University to know the information included in the Student Code of Conduct. The Code is reviewed and updated annually and as necessary to ensure compliance with the law and adherence to the values of the University. Current policies and procedures related to the code of conduct may be found here:

<https://www.moravian.edu/handbook/campus-life/code-of-conduct>

Academic Integrity

Academic integrity is the foundation on which learning at Moravian University is built. Students are expected to perform their academic work honestly and fairly. In addition, students should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. Institutional expectations and the consequences of failure to meet those expectations are outlined here: <https://www.moravian.edu/catalog/academic-regulations/academic-code-of-conduct>

The use of Artificial Intelligence (AI)

The MS-SLP program supports students using tools that are available to them to understand and explore concepts. However, HIPAA and FERPA protected information should not be entered into large language models or generative artificial intelligence platforms. Entering your own non-copyrighted work into generative AI platforms may result in loss of “originality” and impact future publication or dissemination. Unless indicated in individual course syllabi, AI tools can assist in providing explanations and suggestions, but they should not be used for direct answers to graded assignments, reflections, research papers, quizzes, or examinations. Students should not submit AI-generated content as their own work, as the instructor has the autonomy to consider this to be a form of cheating or plagiarism. If AI tools are used in any part of the academic work, students must clearly cite the AI source and explain how it was used. Failure to provide proper attribution may be considered academic dishonesty.

Equal Opportunity, Harassment, and Non-Discrimination Policy

Moravian University is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community. The equal opportunity, harassment, and non-discrimination policy is available here:

<https://www.moravian.edu/policy/non-discrimination>

Liability Insurance

The School of Rehabilitation Sciences maintains liability insurance for students with active enrollment in the Speech-Language Pathology program. The liability insurance certificate is kept on file in the Rehabilitation Sciences Office and is available to all students on Exxat. Liability insurance for students expires at graduation.

English Proficiency

Students who do not consider English to be their primary language are required to submit official scores of a recent IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) examination. Minimum scores required for admission to this program are as follows:

- IELTS: 6.5 or higher
- TOEFL Paper: 577 or higher
- TOEFL iBT: 90 or higher

Remediation Plans (Clinical and Academic)

Students who are not making adequate progress toward specific learner outcomes will be provided an opportunity for remediation within the specific course. Remediation is required for any grade below a 'B' on any class requirement. Students will be required to meet with the instructor to remediate any grade below a 'B.' Individual arrangements will be made, in writing, for remediation. It is the student's responsibility to pursue and follow up on any necessary remediation. The first score given by the instructor will be retained for course grading while the remediation assignment will be used to pass the competencies. The extra work is intended to assist the student in meeting the learner outcomes of the course.

If students do not obtain an average score of three or greater in clinical coursework they will not progress to the next level of clinical placement. If a student or clinical instructor suspects they may not meet this standard, at any point in the semester, they will, with the Director of Clinical Education, instigate the development of a remediation intervention plan.

If a student requires more than two remediation assignments of any type across all courses in a given semester, an 'Intervention Plan' that rigorously evaluates student performance and identifies strategies for improvement will be considered by the faculty member(s) involved with input from the program director. This plan is designed to support the student in obtaining the relevant knowledge and skills for professional practice.

If an intervention plan is necessary, the following steps will take place:

1. The Instructor(s) or clinical instructor(s) involved will meet with the program director or director of clinical education, respectively. The advisor will be included in this process.
2. A plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, specification of persons who will be responsible for monitoring and implementing plans to achieve each goal, and specific consequences of failure to meet the plan.
3. The Process of Appeal: Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Program Director. Students who fail to meet the deadlines and requirements of their intervention plan may be dismissed from the Program.

Additionally, as per university policy a cumulative grade of below a C in any course will require the student to repeat the entire course, and with a specific intervention plan they will be allowed another attempt at meeting the requirements.

Remediation activities are created based on the needs of the student and the area(s) in which they had difficulty. It is possible to have one remediation plan for multiple areas if those areas are related. Below is a list of sample remediation activities.

- Complete additional reading and oral and/or written examination
- Participate in individual tutoring on selected topics
- Complete an additional assignment specific to areas of concern or deficits
- Repeating an assignment until a grade of B or better is obtained on the assignment

- Independent study of a topic
- Complete a literature review of a topic
- Receive added individual instruction on a topic
- Complete an additional class or supervised experience
- Complete supervised clinical observations.
- Participate in a professional development experience (e.g., conference or seminar)
- Retention in on-campus clinic for further clinical training prior to going off-site
- Successful completion of specific clinical activities, such as diagnostic report writing
- Extra oversight and documentation of appropriate professionalism, such as verifying that paperwork is timely

Student Support Services

There are a variety of resources at Moravian University designed to support student success. There is an on-campus counseling center, health center and chaplain, as well as various other support teams and resources for emergency situations that may arise.

Advising

Program faculty recognize that graduate school can be a challenging experience and once a student accepts an offered position in the program, the Program Director will serve as initial academic advisor reviewing the undergraduate transcripts to ensure the student will meet requirements for ASHA Certification once the graduate program is completed.

All students attend an orientation at the beginning of the first semester to obtain additional information regarding the program of study and requirements involved. Furthermore, each student in the program will be assigned an advisor in this first semester. The academic advisor works one-on-one with students to plan a course of study, answer questions, provide academic and career advice, interpret university and school/college policies and procedures, and successfully navigate other common stumbling blocks. The academic advisor works collaboratively with other campus offices and resources to help ensure students' academic success and graduation in a timely manner.

Accessibility

Students who wish to request accommodations related to a disability or difference should contact the Office of Disability and Accommodations (ODA), located in Student Life Suite, 3rd floor of the HUB or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the ODA.

<https://www.moravian.edu/oda>

Library

Students who need assistance with obtaining research should consult Reeves Library at <http://home.moravian.edu/public/reeves/>.

Articles, evidence-based practice resources, statistics, and other information can be found on this site. Students may also contact the Health Sciences Librarian for assistance by visiting <http://home.moravian.edu/public/reeves/about/contact.htm>.

Center for Inclusive Excellence

The center for inclusive excellence is a resource that works to create an inclusive and intercultural community at Moravian University and the staff of this office, through their partnerships with other support services, serve as liaisons and advocates for students.

<https://www.moravian.edu/center-for-inclusive-excellence>

Information Technology

Moravian University has been recognized as an Apple Distinguished School since 2018. We use various technological tools to augment educational experiences. If you have questions or concerns with technology as related to coursework please consult your instructor or the information technology department: <http://moravian.edu/it/home>

Retention Policy

Once admitted, a student's progress in the program is reviewed each semester. To remain in good standing, the student must maintain a minimum overall grade point average of 3.0. A student whose cumulative GPA is less than 3.0 is on academic probation. A probation letter will be issued for all graduate students whose overall GPA falls below a 3.0.

Additionally, the student must, in the context of the 'professional dispositions, behaviors and essential functions' policy:

- A. Observe the fundamental rules of ethical conduct as described in the Code of Ethics of the American Speech-Language and Hearing Association.
<http://www.asha.org/Code-of-Ethics/>
- B. Maintain satisfactory non-academic criteria that are important to function as a Speech-Language Pathologist. (see attached PDBEF).

Note: Assessment of non-academic requirements involves the professional judgments of faculty and administrators. It is crucial that clients and patients' rights to appropriate speech and language services be protected. Potential problems are raised as soon as possible with the student, remediation procedures are suggested, and the student is given time to respond. The intention of this policy is to give students a fair opportunity to succeed.

Clinical Education

Clinical Placement Sequence

As noted above in the Course Descriptions and Offerings / Clinical Education Sequence, students begin their clinical placement sequence in the first Summer term (SLP 561).

Clinical skills are developed and evaluated throughout the placement sequence. Full details of placement requirements and evaluations of clinical performance are presented in the syllabi of the clinical coursework (see Canvas and Exxat©).

Clinical Instructors

All clinicians that supervise students must hold professional credentials appropriate to the area of their clinical contact. All persons serving as clinical instructors in Audiology or Speech-Language Pathology will maintain a current Certificate of Clinical Competence in the

appropriate area granted by the Council for Clinical Certification of the American Speech-Language-Hearing Association (ASHA), a license in the appropriate area granted by the State Board of Examiners in Speech-Language Pathology and Audiology, and two hours of professional development post-certification in the area of supervision and/or clinical instruction as per ASHA 202 Standard V-E. Current copies of these credentials are maintained in the program's web platform 'Exxat©' and managed by the Director of Clinical Education of the M.S. SLP program. A clinical instructor may have a Pennsylvania Department of Education (PDE) Education Specialist or Instructional certificate in place of a state license if the CI works at a school district.

As per ASHA's Council For Clinical Certification (2020):

“Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the [ASHA Scope of Practice in Speech-Language Pathology](#) in order to count toward the student's ASHA certification requirements. A minimum of 9 months of full-time clinical experience with clients/patients, after being awarded the CCC, is required in order for a licensed and certified speech-language pathologist to supervise graduate clinicians for the purposes of ASHA certification.”

Code of Ethics

All clinicians will subscribe to the [Code of Ethics](#) of the American Speech-Language-Hearing Association (ASHA) and it is expected that students adhere to these guidelines. Students and clinical educators will be required to verify that care is delivered in accordance with the standards of ethical practice, of all federal and state bodies, and any violations of such will be investigated immediately.

Confidentiality

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal act that protects the privacy of individually identifiable health information. A major goal of HIPAA is to assure that the health information of patients is properly protected while promoting the health and wellbeing of patients and the public. Health care providers, such as speech-language pathologists, are responsible for upholding the standards and guidelines covered under HIPAA. Information which is considered protected includes: an individual's past, present or future physical or mental health condition; care provided to the individuals; and past, present or future payments for the provision of health care to the individual. Therefore, as a speech-language pathologist, it is illegal to discuss an individual's injury status, health care, prognosis, diagnosis or any other information related to their health. As a student, you may be privileged to this confidential medical information regarding clients. As a student, you are allowed to discuss this information with your direct clinical instructor or designated individual, individuals specified as appropriate by your direct clinical instructor, or others specified in direct written consent by the patient. Additionally, there may be cases or assignments for the academic program regarding your clinical education during which you must protect your clients identifying information (i.e. at no time during these discussions or assignments is the identification of the client allowed). Failure of students to comply with HIPAA may result in failure of the clinical education course or suspension or dismissal of the program. Additionally, students who violate HIPAA confidentiality requirements may be subject to legal ramifications at the local or federal levels.

Attendance

Students are expected to act as professionals in their clinical roles and are required to attend all of scheduled clinical experiences. Failure to comply with the attendance rule may result in an unsatisfactory grade in clinic experiences. If it is necessary for a student to be absent (illness, weather conditions, or other emergencies) students should provide as much notice as possible to both their clinical instructor and the Director of Clinical Education. If a student needs time off for other personal reasons, students are required to request and receive approval for time off with the Director of Clinical Education via email prior to requesting it with their clinical instructor. Any missed days and approved time off must also be logged into Exxat© in the “Time Off” section to log the time missed and illustrate the reason for the missed time. Students may be asked for documentation concerning any missed clinical time. Any such missed clinical experiences may require remediation or make-up sessions at a time convenient to all parties.

Inclement Weather

Because weather and road conditions often vary significantly in this area, the decision whether to travel must rest with the individual. The student clinician will need to come to an understanding with the clinical instructor concerning the procedures to follow in case of inclement weather. Students are not to endanger their lives traveling to a placement, but the weather should not be used as an excuse for not fulfilling obligations.

Dress Code

Required attire may vary from one clinical education site to another, however, the following apply in all clinical education situations, regardless of site. Student clinicians are expected to dress in accordance with the expectations of the work environment. Students should remember that their professional appearance impacts themselves, the MS-SLP program as well as Moravian University. Clothing should be modest, clean, neat and free of holes, fraying or excessive wear. Closed toe shoes must be worn in all clinical settings. Casual shorts, blue jeans, tight-fitting clothes, flip-flops, halter tops, and T-shirts are not permitted. Make-up should be subtle, and fingernails kept at a reasonable, well-groomed length. Students should not wear perfumes or after-shave lotions since many clients may be allergic or sensitive to the scent.

The clinical instructors reserve the right to make final decisions concerning appropriate dress. Students who do not abide by the required dress code will face disciplinary action, including possibly being removed from the clinical education site and/or lose professional judgment points in the clinical education course.

Students participating in clinical activities are required to wear name tags. Moravian University name tags issued to students are to be worn at all times in all clinical settings, unless the site requires a name tag issued at the facility.

Gift Acceptance Policy

On occasion, a client or patient may wish to express gratitude to student clinicians, in the form of a gift. One-time gifts may be accepted by the student if 1) this is acceptable according to the regulations of the site where the service is provided (e.g. clinical placement site) and 2) the gift

does not exceed a monetary value of \$50. If you have questions about navigating these situations, please reach out to the Director of Clinical Education.

Criminal Background Check and Child Abuse History Clearances

Students enrolled in the DPT, MSAT, MSOT, and MS-SLP programs are required to complete the following criminal background and child abuse history clearances in compliance with Pennsylvania state law:

- Pennsylvania State Police Criminal Record Check (Act 34)
- FBI Federal Criminal History Record (ACT 114)
- Pennsylvania Child Abuse History Clearance (ACT 151)
- Home State Police Criminal Background Check (non-PA residents)

The above clearances will be completed following admission into the Program and prior to the beginning of classes, and will be repeated, minimally, on an annual basis. The completion of additional clearances is at the discretion of the School of Rehabilitation Sciences and the affiliated clinical education sites. Students are responsible for the cost of any clearances needed as outlined in the [Rehabilitation Science Tuition & Fees](#). All criminal background and child abuse history clearances will be uploaded by students and maintained in the Exxat© database and shared with affiliated clinical sites through the student's Exxat© profile. Students are responsible for maintaining and updating their clearances as necessary.

Cardiopulmonary Resuscitation (CPR) Certification

Students participating in the clinical placement are required to have completed a CPR training course, and to maintain current CPR certification. Opportunities to obtain this certification may be offered at Moravian University. Documentation of current CPR certification must be provided by the student. CPR certification must be updated and maintained by the student as necessary.

Clinical Placements

Clinical placements are determined by academic courses in process or completed, level of clinical experience, prior performance in placement, and demonstration of professionalism. If a student's clinical performance is satisfactory, the student progresses to the next level of clinical placement. If a student's clinical performance is unsatisfactory, the student is required to repeat the clinical placement. Students with special accommodations who must develop particular strategies for managing clinical sessions will be given assistance in developing and consistently implementing the strategies as part of their clinical expectations each semester. These expectations may appear in the form of a clinical contract which outlines specific requirements for successful completion of a placement assignment.

Clinical Clock Hours

Graduate students in Speech-Language Pathology must complete a minimum of 400 clock hours under the supervision of an ASHA-certified speech-language pathologists or audiologist. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client contact. 75 of these 375 may be direct contact simulated hours with simulated clients. Direct client contact is defined as face-to-face diagnostics or treatment with individuals or groups. Activities such as telephone contact, planning, record keeping, travel, and administrative activities are not considered direct client contact. If in doubt, the student may ask the clinical

instructor in charge of the case or the Director of Clinical Education. Students are responsible for maintaining records of completed clinical hours. Daily logs should be kept to ensure that such records are accurate. Clinical hours must be logged into Exxat© within 5 days of completed sessions to be counted towards supervised clinical experience. To avoid accidental loss of this important information, it is essential that the student clinician keep “back-ups” of the information. It is the student’s responsibility for all hours to be approved prior to the conclusion of the clinical placement and to keep track of their progress towards reaching the total clinical clock hours.

Students should obtain clock hours across the life-span, including children and adults of various ages and from culturally and linguistically diverse populations. The student should make every effort to obtain hours in each of the following areas:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language
- Hearing, including the impact on speech and language
- Swallowing & Feeding
- Cognitive aspects of speech and language, including attention, memory, sequencing, problem solving, and executive function
- Social aspects of communication, including challenging behavior, ineffective social skills, peer interaction skills, and lack of communicative opportunities
- Communication modalities, including oral, manual, communication boards and devices, augmentative and alternative communication techniques and assistive technology

When students are assigned in teams for assessment or intervention, they will share hours with the other students on their team. For example, if two students assess a client for one hour – sharing the assessment responsibilities but both students are present in the treatment room for the entire duration of the assessment– each student may count 30 minutes of direct clinical service – provided each is supervised by a licensed SLP, as per ASHA guidelines.

Protocol for New Clinical Placement Relationships

It is the policy of the Speech-Language Pathology Program that no student will set up a clinical placement. The process for obtaining a clinical placement must be completed by the DCE. If a student proceeds to set up and/or attend a clinical placement that does not have DCE approval or a formal executed affiliation agreement in place, the hours accrued at the site WILL NOT count towards documented clinical hours and students may face additional consequences. In addition, students will not acquire or be given credit for clinical clock hours completed while working in a paid position that is not part of their official clinical placement (e.g., working at a Skilled Nursing Facility outside of a clinical placement). The process for securing a clinical placement is as follows:

1. Students are allowed to explore clinical placement opportunities on their own in consultation with the DCE. Once a potential placement site is identified, the student may reach out to the DCE to discuss interest in a new site.

2. Prior to a student participating in an internship/externship in a clinical facility, an Affiliation Agreement must be completed/executed with the site. If the site agrees, the DCE will send over a Moravian University Affiliation Agreement or will receive an agreement from the clinical placement site. The contract will then be sent to the Administrative Specialist - Clinical Education for signatures. ***This process may take a few weeks to a few months, depending on the site. Do not contact the site directly to “check on the status”. Email the DCE for updates on placement progress and contract status.***
3. Once the contract has been signed by both parties and executed in Exxat©, students will receive an email with their CI’s contact information. It will be the student’s responsibility to then reach out and learn more about the requirements for the site (e.g., dress code, hours, etc.).
4. If a site requires an interview, a contract does not have to be fully executed for the interview to occur. All interviews will be organized by the DCE.
5. Students are responsible for ensuring all documents required for clinical education are up to date in Exxat© PRIOR to the first day of the clinical education experience. The Administrative Specialist - Clinical Education will touch base with you about what documentation needs to be completed and how to forward those documents for your specific clinical placement.

If for any reason, a placement cannot be completed in the assigned semester, the student must meet with the DCE to request reassignment of the placement. Modification of the clinical assignment is made on an availability basis. The student will be assigned to the first available semester. These changes may delay graduation. Changes MAY NOT BE made once the contract is executed and the CI has agreed to supervise the student. There are situations that may be out of a student’s control, these will be assessed on a case-by-case basis.

Drug Testing Policy

Students enrolled in the program are required to undergo annual drug screening. These tests are completed each summer prior to initiating summer clinical education experiences. All expenses associated with these tests are the responsibility of the student.

Students are also responsible for the costs of any additional required drug screenings as required by the School of Rehabilitation Sciences or the student's clinical education site.

Safety

Students will participate in training and sign an agreement acknowledging confidentiality policies and complete HIPAA training, safety training and coursework related to ethics and legal standards.

Vaccinations

Students are required to submit up-to-date vaccination records demonstrating currency of the following immunizations:

- Two-step TB test (or negative chest x-ray)
- Hepatitis B series
- Measles, Mumps and Rubella (MMR)

- Tetanus, Diphtheria and Pertussis (TDaP)
- Varicella (or documentation of disease history from a healthcare provider)

Most facilities also require an annual flu vaccination and COVID-19 vaccination.

Students must comply with all required immunizations and health requirements to complete clinical education experiences. Health and immunization requirements are determined by the clinical education site, not by the MS-SLP program or Moravian University. Students are responsible for obtaining and paying for the required immunizations and health requirements. Failure to comply with requirements may result in an inability to complete clinical education experiences and may preclude the student from successfully completing the MS-SLP Program. While exemptions for immunizations may be available to students for health or religious reasons, these waivers are provided by the clinical education site(s), not Moravian University.

Universal Precautions

Universal precaution procedures are designed to protect both the student and the client from transmission of communicable diseases. To minimize the risk of transmission of disease, assume that blood and all body fluids from all clients are potentially infected. All clinical sites will have specific Universal Precaution Guidelines. It is the responsibility of the student clinician to familiarize themselves with the clinic site's policies at the beginning of each term. All students are required complete the Universal Precautions online module on Canvas.

Handwashing Procedures

Thorough handwashing is the BEST way to prevent the spread of infection.

Proper Hand-Washing Procedures include:

1. Use continuously running water.
2. Use a generous amount of soap.
3. Apply soap with vigorous contact on all surfaces of hands. (nails, fingers, hands, forearms)
4. Wash hands for AT LEAST 10 seconds (Sing the Happy Birthday Song twice).
5. Clean under and around fingernails.
6. Rinse with hands pointed down, so that runoff goes into the sink and not down arms.
7. Avoid splashing.
8. Dry well with paper towels.
9. Use a towel to turn the water off.
10. Discard the towels into a bag provided for that purpose.

Bloodborne pathogens

Policies have been developed to protect healthcare workers from bloodborne pathogens (BBP). The bloodborne pathogens of main concern to health professionals are HIV and Hepatitis B. Speech Language Pathologists can be exposed to these pathogens in a variety of ways; including, but not limited to, bloody wounds, vomit, saliva, and blister serum. Therefore, it is imperative that students practice preventative measures at all times and in all settings.

OSHA (Occupational Safety and Health Administration) has developed federal regulations for employees whose jobs may put them at risk to bloodborne pathogens. All of these guidelines must be followed at all times when treating patients in the healthcare setting.

OSHA requires each workplace to develop and have readily available an exposure control plan. The exposure control plan lists and defines proper training of healthcare staff and students. The document also includes details regarding duties required to prevent exposure, documents to use in cases of exposure, personal protective equipment available for use in the clinical setting, as well as various other items essential to prevention of BBP exposure.

OSHA also requires that all health care providers who are at risk of exposure to a BBP be offered the opportunity for Hepatitis B vaccinations. If an employee or student declines the vaccination, a written statement must be signed. However, if the employee or student later changes his or her mind with regard to receiving the vaccinations, the individual may receive the series at a later date.

Post-Exposure Procedures

Involving a needlestick or other potential exposure to a bloodborne pathogen by an employee, student, intern, or assigned volunteer.

Immediate Post-Exposure:

1. Cleanse the wound and surrounding area with soap and water (for a needle stick or body fluid exposure), or flush eyes, nose or mouth with copious amounts of tap water (for a splash to the face).
2. Inform a clinical instructor that an exposure has occurred. Provide details about the time and location of the incidence, and what type of exposure occurred (e.g., needlestick, direct contact with blood or body fluid)
3. Follow the reporting procedures of the facility

The complete Moravian University Exposure Plan is available at <https://www.moravian.edu/environmental-health-and-safety/exposure-control>

Communicable Diseases

A communicable disease is an illness due to a specific infectious agent which can be transmitted from one individual to another. A communicable disease may be transmitted directly from one person to another without physical contact with the infected person. It may be transmitted indirectly when an object transmits the organism. Objects of transmission may be clothing, linens, utensils, food, water, milk, air, soil or insects. Students that are determined by a physician as having an active communicable disease will be required to take a medical leave of absence from class and/or clinical experience until cleared by the same physician. At that time, the student will determine, with the Program Director and Director of Clinical Education, a plan to make up the academic or clinical education requirements.

Examples of communicable diseases are:

- Rubella (3-day measles)
- Rubeola (9-day measles)
- Meningitis - viral and bacterial

- Hepatitis A
- Varicella (Chicken Pox)
- Tuberculosis (TB)
- Influenza
- Mononucleosis
- COVID-19

Students who have any of the following signs and/or symptoms may have contracted a communicable disease. Students who experience any of the following signs or symptoms should be examined by a physician prior to attending class or clinical education experience.

- Fever
- Skin rash
- Nasal discharge
- Cough
- Open and/or oozing skin lesions
- Yellowing of the skin, eyes, or mouth
- Unexplained fatigue
- Chest pain
- Dizziness

Any student who comes in contact with a communicable disease or experiences any of the above signs and/or symptoms will be referred to the Moravian University Student Health Center or a physician of their choice. The costs associated with the referral and any additional care will be the responsibility of the student's primary insurance and the student.

Injury & Illness

Students who are injured while completing their clinical education experiences or classroom activities are responsible for all incurred medical costs. If an injury does occur, the student must notify the Clinical Instructor, Director or Course Professor immediately. Once immediate care has been administered, the student, Clinical Instructor or professor must notify the Director of Clinical Education (if a clinical injury) or the Program Director (if a classroom injury). If a student must be referred to the hospital and it is not feasible for the Clinical Instructor or Course Instructor to leave the site, it is expected that the individual will follow-up in with the student as soon as it is possible. Students on-campus at Moravian University, during normal business hours, should be referred to the Moravian University Health Center whenever possible.

Students with an illness must contact the Course Professor or Clinical Instructor immediately. The student will be referred to the Moravian University Health Center or appropriate physician (or comparable facility at a distance clinical education site) who will determine the appropriate course of action for the student. Students who have been diagnosed with a potentially transmittable disease will not be permitted to complete clinical education experiences and may be excused from classroom / laboratory activities until cleared by the Medical Director, Moravian University Health Center, or appropriate physician at the Clinical Education facility. If a student has been excused from clinical experiences by a physician, it is the student's responsibility to contact the Clinical Instructor and Director of Clinical Education as soon as possible. Missed days must also be logged into Exxat© in the "Time Off" section.

If a student reporting to the clinical education site / class is ill, it is up to the discretion of the Clinical Instructor / Course Instructor as to whether or not to send the student home for the day.

Personal Protective Equipment (COVID-19)

To slow the spread of the coronavirus and help people who may have the virus and do not know it from transmitting it to others, students in the MS-SLP program are expected to follow institutional guidelines, which are based on recommendations from the CDC and local healthcare institutions. Masking in the Sports Medicine Rehabilitation Center is currently optional. However, please carry a mask with you as some faculty or staff may request you mask during class, lab, or office visits. Please remember that individuals may choose to mask for a variety of reasons or request that you continue to mask because of health concerns for them or their families. We want to be respectful of everyone's decision to protect their personal health and that of their family. So please comply with any requests to don masks. Clinical facilities will have their own specific PPE requirements, which must be followed at those locations.

Conduct

In addition to our policies (detailed) below, you are accountable to University standards and policies. The link to the Student Code of Conduct can be found here:
<https://www.moravian.edu/handbook/campus-life/code-of-conduct#academic>.

Professionalism

It is of vital importance to the profession of Speech-Language Pathology that a high level of professionalism is maintained by all Speech-Language Pathology Students. Of particular importance is your sensitivity, confidentiality and professional attitude. This includes being prompt to clinical education assignments, dressing professionally and appropriately and conducting oneself in a professional manner at all times. Proper attire is required for all classroom and clinical education experiences. Students must maintain a professional relationship with patients, peers, families, clinical instructors, and colleagues at all times. Please understand that your actions outside of the clinical education experiences are a direct reflection of you, the faculty, and staff at Moravian University, the MS-SLP Program and the profession as a whole.

Relationships

It is recognized that in working closely with clients, professional relationships may arise. A professional demeanor should be exercised at all times. In the clinical setting, students should act as speech-language pathologists. In this role, they are responsible for the care of the clients at that facility. They are also there, however, to learn and improve their skills as a graduate student. Students must maintain a professional relationship with all clients, clinical instructors, additional health professionals, peers, parents and all individuals associated with the clinical education site at all times. Please understand that your actions outside of the clinical education experiences are a direct reflection of you, the faculty and staff at Moravian University, the program, and the profession as a whole. Students who are involved in an unprofessional relationship may face disciplinary action through the program.

Social Media

The MS-SLP program promotes professional interactions between clinicians and patients. In maintaining this professional interaction, the program prohibits students from interacting with current clients through the use of social media. Students should not accept nor request any interaction involving social media with any current client, regardless of whether the student is directly responsible for the client's care. This policy further prohibits social interaction by text messaging and electronic mail. Furthermore, it is unacceptable for students to interact through social media, text message, or electronic mail with clients who are *minors*, no matter if they are currently working with the minor or if they are no longer providing healthcare for the minor.

Drug & Alcohol Use

The Moravian University School of Rehabilitation Sciences does not condone any form of drug, substance, or alcohol abuse by its students. No alcohol or illegal drugs may be manufactured, consumed, distributed, or sold by students on any Moravian University property or in any facility affiliated with or associated with Moravian University. Alcoholic beverages may be served at an on-campus event only with the prior approval of the Associate Dean of the School of Rehabilitation Sciences.

The MS-SLP Program requires periodic drug testing of students enrolled in the program. These drug tests will be scheduled by the program. Students will be responsible for all costs associated with these required drug tests.

Under the Influence during Class/Lab: Students who are perceived by the faculty to be under the influence as evidenced by student behavior which includes, but is not limited to, excessive tardiness, slurred speech, the odor of alcohol on the breath, and lack of coordination will be directed to the Program Director and/or Moravian University Health Center for appropriate intervention and referral. Students who violate this policy will be subject to disciplinary action through the MS-SLP Program, including possible course failure and program suspension or dismissal.

Under the Influence during Clinical Education Experience: Some clinical education sites require a drug test prior to beginning the clinical education experience. In the case of a required drug test, the Director of Clinical Education will inform the student of the requirement and the student will be directed to an approved testing location. The student will be responsible for scheduling the drug test, all administrative processes associated with testing, as well as the cost of the test. Test results should be forwarded to the DCE or uploaded directly in Exxat©. Please note that random drug testing can occur throughout the student's tenure at Moravian University. In the case of a positive drug test prior to the clinical experience, the student will be immediately suspended, with the potential to fail that clinical education experience, which will affect progress in the program. Students who appear to be under the influence of alcohol during any clinical education experience will be immediately removed from the clinical education site and will be referred to the MS-SLP Director of Clinical Education. In the event of suspected drug usage or abuse perceived by the clinical instructor, as evidenced by student behaviors including, but not limited to, irrational or unusual behavior, excessive tardiness or physical signs of drug usage/abuse, the student will be referred to the Moravian University Health Center and/or Counseling Services. Students will be immediately removed from the clinical education site and

suspended from continued clinical education. The student will be required to undergo a drug test within 24 hours at an approved drug-testing site. The cost of this test will be the sole responsibility of the student. Assuming a negative test, the student may be reinstated into the clinical portion of the MS-SLP program. In the case of a positive test or failure to comply with the required test, the student will be immediately suspended from all further clinical education experiences. Failure to comply with a required test will be treated as if a positive test has been obtained. Students who test positive will be immediately suspended from the clinical education portion of the MS-SLP program and may face further disciplinary action from the program, in the form of suspension from the didactic portion or dismissal from the program. As a result of any positive drug test, the student will be referred to the Moravian University Health Center and/or Counseling Services.

If a student has tested positive from a drug test and has not been dismissed from the program, the student will be required to complete appropriate counseling as determined by the MS-SLP Program Director, faculty and Director of Clinical Education. Additionally, the student must undergo a hair sampling drug test prior to reinstatement to the didactic and/or clinical components of the program. All costs for these drug tests will be the responsibility of the student. Upon reinstatement into the MS-SLP program, the student may be required to undergo unannounced or random drug testing for the remainder of the time they are enrolled in the program. The cost of these tests will be the sole responsibility of the student. Failure to complete the requested tests will result in dismissal from the program.

In the case of a second offense, the student will be referred to the Moravian University Health Center and Counseling Services and will be immediately dismissed from the MS-SLP program. Furthermore, students who demonstrate any episode of alcohol or drug use/abuse may be reported to the American Speech-Language Hearing Association's council for clinical certification, and appropriate state regulatory bodies.

Students should also familiarize themselves with the [Moravian University Student Code of Conduct](#) and [Moravian University Medical Marijuana Policy](#) which outlines additional information related to drug and alcohol use.

Clinical Evaluation Criteria

Clinical Instructor & Clinical Site Evaluations

Students are required to formally evaluate their Clinical Instructor and Clinical Education Site each time the student receives a formal evaluation during the clinical education experience.

Students are required to formally meet with the Clinical Instructor at the midterm and end of rotation to discuss this evaluation. During these evaluations, students are encouraged to discuss both positive and negative experiences, as well as constructive criticism and suggestions for improvement on the part of the Clinical Instructor. The Director of Clinical Education or other designated faculty member will meet with the Clinical Instructor regarding any student concerns following the evaluations. Whenever possible, student confidentiality will be strictly observed.

Informal meetings may occur, and are encouraged to occur, between the Clinical Instructor and the student. Each student should maintain open lines of communication between all parties

involved in the clinical education experience. Additionally, it is the student's responsibility to ensure that each document is completed in its entirety. Clinical education course grades may be affected by documents not completed correctly.

Student Evaluation

Students will be evaluated formally during each clinical experience. These evaluations are completed at the mid-term of the clinical education experience and again at the conclusion. The mid-term evaluation is formative in nature, while the final evaluation is summative. Clinical instructors will rate students on skills and knowledge related to assessment and treatment, as well as professional & interpersonal behavior skills, for both the midterm evaluation and final evaluation within each clinical education course. Students must consistently achieve an average score of 3 or higher (C or better) in all clinical education courses in order to proceed to the next level of clinical education.

Please see the associated rubrics and scales in Exxat©.

Clinical Education Extensions

If additional clinical education is required of students enrolled in professional graduate programs in the School of Rehabilitation Sciences, beyond the student's anticipated graduation date, for any reason other than the student repeating a clinical education experience due to unacceptable performance or professionalism issues (e.g. COVID-19 pandemic, medical leave of absence, etc.), students will not be charged additional tuition but will be responsible for any additional costs associated with clinical education experience (e.g. cost of background checks, required vaccinations, travel, housing, etc.).

Thesis Information

Students who are interested in completing a thesis as part of their degree should identify themselves to their advisor and program director during the first Fall semester of the program (or earlier). Students will select a committee chair, and together will select and a complete committee of no less than three faculty members. Additional information about the timeline, formatting and guidelines for the thesis document will be provided at that time. In the final externship semester, the student will take an additional course in order to complete, defend and present their thesis. See the Thesis Handbook for additional information.

Professional Associations and Governing Bodies

[Pennsylvania Speech Language Hearing Association](#)

[National Student Speech Language Hearing Association](#)

[American Speech Language Hearing Association](#)

[Pennsylvania Department of Education](#)

[Pennsylvania State Board of Examiners in Speech Language Pathology and Audiology](#)

Professional Credentialing

ASHA

The certification standards for the profession are managed by the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC). The latest requirements (2020 standards) for clinical certification are listed [here](#).

Praxis

Students will be advised to take the Praxis assessment in their fifth semester of the program. At this point they will have completed all content courses and will be getting ready to embark on their final externship. When students register for a test, they are permitted to send four free score reports to agencies or institutions of their choice. Students will be required to send one of their free score reports to Moravian University.

Students should send codes to the following agencies

0277 – Moravian University Speech-Language Pathology Program

R5031 – American Speech-Language Hearing Association

R8053 – PA licensure board (or licensure board of the state student plans to practice in)

Note: the Pennsylvania Department of Education will automatically receive your scores.

PA SLP License

The State Board of Examiners in Speech-Language Pathology and Audiology regulates the practice and licensure of persons offering speech-language and hearing services in the Commonwealth of Pennsylvania.

Information and forms regarding licensure are available [here](#).

Students will be eligible for Provisional Licensure upon graduation and applications can be submitted [here](#).

PA Education certification

The Department of Education has specific standards for certification for working in the school systems of PA. The criteria for the School Speech and Language Pathologist Educational Specialist may be found [here](#). Applications can be submitted on the PA The Teacher Information Management System Page [here](#), once your degree is conferred.

Transfer of Credit

We require all students to go through our application process for admission to the program. If admitted to the program, transfer of graduate courses will be subject to an application/appeal for credit process as is University policy.

University policy dictates that this may amount to no more than 25% of the program, and for each course for which there is an appeal for credit, a prior learning assessment (i.e., testing) must be completed. Regarding the SLP program specifically, it will not be possible for us to accept

transfer credits for the practical components or problem-based learning components of our program.

Professional Dispositions Behaviors and Essential Functions

You are expected to progress from awareness and understanding to demonstrating, mastering and integrating the Professional Dispositions, Behaviors and Essential Functions. These are required for successful progression through the graduate program in Speech-Language Pathology.

1. Professionalism: The ability to maintain appropriate hygiene, dress, and demeanor and to follow program policies and procedures.
2. Collaboration: The willingness and ability to work together with students, faculty and clients.
3. Honesty/Integrity: The ability to demonstrate moral excellence and trustworthiness.
4. Respect: The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University's EEO statement specifies nondiscrimination on the basis of "race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation."
5. Reverence for Learning: Be able to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
6. Emotional Maturity: The ability to control emotions by exhibiting appropriate social behavior in the classroom and clinic and during other program activities and interactions.
7. Flexibility: The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
8. Sensory/observational/modeling skills: The ability to recognize typical and disordered fluency, articulation, voice, resonance, respiration, oral and written language, hearing and balance, swallowing, cognition and social interactions related to communication. Also, the ability to model target behaviors related to voice, articulation, fluency, and resonance.
9. Communication skills: The ability to demonstrate social awareness and the communication skills (including written, verbal and nonverbal) necessary for establishing rapport with clients, conducting clinical sessions, counseling clients and interacting with colleagues, faculty, and other professionals.
10. Motor-coordination skills: The ability to perform the physical activities and examinations necessary to making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical activities. Be responsible for transportation to clinical and academic placements.

You can find the complete PDBEF document [here](#).

Graduation Requirements

In order to be eligible to graduate, a student must a) be in the final term of the degree program and b) submit an Application for Graduation via AMOS by the dates noted below. If the application is not submitted on time, a special processing fee will be assessed, and the student's graduation date might be delayed.

Degree Requirements Completed:

- Fall term Submit application by December 1st
- **Spring term Submit application by March 1st**
- May/Summer terms Submit application by March 1st

Applying for graduation is quick and simple. Follow the steps to complete your application in your final spring semester.

1. Log in to AMOS.
2. Go to the Students tab.
3. On the left-hand side, click on Graduation Application.
4. Edit how you would like your name to appear on your diploma as well as any other information that may not be accurate.

If you do not complete your application by the appropriate deadline, you WILL NOT be eligible to participate in the ceremony.

A student who files an application but does not successfully complete all degree requirements must reapply for graduation by the above-listed deadlines for the term in which the student anticipates completing the degree.

Grievance Procedures

There are several policies and procedures pertaining to graduate student grievances depending upon the nature of the concern. These include policies for academic complaints, sexual harassment, and standards of student conduct. Students may pursue all concerns with their advisor or the Program Director regarding appropriate procedures as outlined in the University Student Handbook. Clinical education concerns may be directed to the Director of Clinical Education. Every effort will be made to resolve the complaint or concern at the program level

- I. Purpose: The purpose of this procedure is to provide a mechanism for resolving written complaints against the aforementioned program and/or personnel.
- II. Rationale: It is expected that students will support the program's procedures and policies. However, when a student's grievance about a policy, program, or practice is not resolved with informal discussion, a more formal complaint procedure is to be followed.
- III. Procedure: All formal complaints against the personnel, policies, and/or procedures of the program must be submitted in writing within a one-year period of time following the incident or initial concern. Written complaints lodged against the program will be resolved as described in the student complaint processes outlined below.
- IV. Record: All written grievances and the actions taken to resolve the complaint will be collected and kept in a confidential file.
- V. Unresolved grievances regarding the procedures, policies, and practices of the program may be directed to the ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology. A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Student Complaint Processes

Students are encouraged to take responsibility for resolving their concerns without additional faculty, staff, and peers becoming involved. If you have any questions about the procedures outlined below, please don't hesitate to discuss them with the Program Director or School Associate Dean.

Concerns Specific to a Particular Course or Professor:

1. First, contact your professor and try to resolve the concern(s).
2. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the School Associate Dean.

Concerns Specific to the Program of Study or Other Academic Areas:

1. First, contact your advisor and try to resolve the concern(s).
2. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Program Director.
3. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the School Associate Dean.

Concerns Specific to a Clinic Placement, Clinical Instructor or Other Clinical Areas:

1. First, contact your clinical instructor and try to resolve the concern(s).
2. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Director of Clinical Education and or Program Director.
3. After seeking advice from the Director of Clinical Education, if a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the School Associate Dean.

If students have followed the procedure outlined above without resolution of their concerns, they may make an appointment with the Dean of the College of Health Sciences.

If students have exhausted the steps outlined above without resolution of their concerns, they may utilize the student handbook and review grievance and appeal policies and procedures <https://www.moravian.edu/handbook/administration/grievance/student-miscellaneous>

Procedures for submitting complaints against the accredited graduate education program in Speech-Language Pathology are available online:

http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs

Procedures for submitting complaints about the Council on Academic Accreditation are available online:

<http://caa.asha.org/#CAA>

When a formal complaint is submitted in writing the Program Director and a review committee assesses the complaint. The committee determines whether there is sufficient evidence of non-compliance with standards and procedures to proceed. For standard-related complaints, the committee reviews the ASHA standards to determine compliance or non-compliance. For procedure-related complaints, the committee reviews the Program's policies and procedures. The committee will then determine if the program is in compliance with accreditation standards and policies and procedures and recommend action regarding the complaint. Consultation from the

School Associate Dean, College Dean, Provost and legal counsel may be sought if needed. The identity of the student complainant and all student information and communications with the student is held in strict confidence. The identity and communication of the complainant is not disclosed unless permission is given to do so, except as required by law or where there appears to be imminent risk of serious harm.

Council of Academic Accreditation Information

The Master of Science (M.S.) education program in speech-language pathology (residential) at Moravian University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.



Moravian University
Master of Science in Speech-Language Pathology
Program Handbook

Student Agreement

By signing this form, I acknowledge that I have read and familiarized myself with the most recent edition of the Moravian University Master of Science in Speech-Language Pathology (MS-SLP) Program Handbook that is posted on the Moravian University SLP Website (<https://www.moravian.edu/rehab/slp>).

Additionally, I understand the contents of this Handbook and how the policies and procedures of Moravian University's MS-SLP Program will impact my progress in the program. I intend to comply fully with the policies and procedures in the Program Handbook as prescribed by the Speech-Language Pathology Program and Moravian University. Failure to follow the MS-SLP Program rules, regulations, and guidelines can result in disciplinary measures, that may impact completion of the program. I understand that the policies and procedures established in future editions of the MS-SLP Handbook supersede all previous policies. The Program Director will notify students of updates to the MS-SLP Handbook via electronic mail.

Finally, I acknowledge that I have spoken with the MS-SLP Program Director to discuss any questions or concerns I have regarding the content of the Master of Science in Speech-Language Pathology Program Handbook.

Student's Full Name (Printed)

Student Signature

Date