

SPECIAL MESSAGE TO STUDENTS

Congratulations on your offer of admission to the Master of Science in Speech-Language Pathology at Moravian University! Enclosed is the “**Professional Dispositions, Behaviors and Essential Functions**” form, which is designed to validate your ability to meet the **cognitive, affective and psychomotor requirements** of the curriculum. Your acceptance into the program is based, in part, upon receipt of this signed form.

The Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the Certificate of Clinical Competence and possess the professional dispositions, behaviors and essential functions for clinical practice. The competencies outlined in this document are those recommended by the Council of Academic Programs in Communication Sciences and Disorders.

Essential competencies include the ability to meet the cognitive, affective and psychomotor requirements of the curriculum. Examples of tasks related to these essential competencies include the following:

- Comprehend, retain, integrate, synthesize, and apply information to meet curricular and clinical demands.
- Manipulate equipment for the purpose of assessment and treatment (e.g. medical equipment, Alternative Augmentative Communication devices, hearing aids) in a safe manner.
- Display mature, empathic, and effective relationships with clients and faculty/staff while maintaining professional boundaries.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Participate in classroom and clinical activities for the defined workday.
- Recognize disorders of speech, language, voice, swallowing, pragmatics and cognition.
- Communicate professionally, intelligibly, and appropriately.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.

These are mandatory for admission to, retention in, and completion of the Speech-Language Pathology program. The program is committed to providing access to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the program is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

These Professional Dispositions, Behaviors and Essential Functions are developmental, meaning you are not necessarily expected to demonstrate these immediately. However, as you move through the program and receive instruction and education on these skills, you are expected to gradually become proficient in these professional competencies.

Please review the required Professional Dispositions, Behaviors and Essential Functions very carefully. Then complete the form and return it within the next fourteen (14) days. You must return the completed form before a final determination can be made regarding your admission to the program.

If the program has any concerns or questions about information included on your form, you will receive a follow-up communication addressing the issues raised and indicating the status of your tentative admission.

Moravian University
Speech-Language Pathology

You are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following 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 non-discrimination 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.

My signature indicates that I have read and understand the Professional Dispositions, Behaviors and Essential Functions necessary for the profession. If I feel I need reasonable accommodations in order to demonstrate these dispositions, behaviors and functions, I am aware that I can contact the Accessibility Services Center, by phone at 610-861-1401 or email at asc@moravian.edu.

Sign _____

Date_____

Print Name_____

Moravian University Speech-Language Pathology Professional Dispositions, Behaviors and Essential Functions Policy

A. Statement of Policy

The School of Rehabilitation Sciences offers a graduate program to prepare individuals for clinical practice as speech-language pathologists. Speech-language pathologists provide diagnostic and therapy services to infants, children, and adults with speech, language, hearing, swallowing and cognitive communication disorders. Students in Speech-Language Pathology must have the intellectual and academic capabilities sufficient to meet the curricular demands of the program, be proficient in oral and written English, and possess certain dispositions, behaviors and essential functions that are expected of professionals engaged in clinical practice.

B. Required Professional Dispositions, Behaviors, and Essential Functions

The Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the Certificate of Clinical Competence and possess the professional dispositions, behaviors and essential functions for clinical practice.

Students are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following 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 non-discrimination 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.

C. Accessibility of Programs to Qualified Individuals with Disabilities

Consistent with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Moravian University that no qualified individual with a disability shall be excluded from, denied the benefits of, or be subjected to discrimination in any university program, service or activity. In accordance with Section 504 and the ADA, all applicants for the Speech-Language Pathology program must be qualified individuals who are able to meet the essential competency requirements of the program, with or without reasonable accommodations.

Moravian University is committed to providing access to its programs to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the program is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

D. Distribution of Policy

1. The Professional Dispositions, Behaviors and Essential Functions Policy (“the Policy”) will be posted on the program website.
2. The Policy will be distributed to all applicants seeking admission to Master’s level Speech-Language Pathology program. Applicants must complete a form attesting to information required by the program before a final decision regarding admission can be made. In the event of unusual circumstances that prevent a candidate for admission from signing the form prior to arriving on campus, the form must be signed before classes begin. Signed copies will be maintained in each student’s advising file.
3. The Policy will be provided to all Speech-Language Pathology students on admission to the program and again if concerns arise. All students will be required to complete a form attesting to information required by the program in order to be retained in the program. Signed copies will be maintained in each student’s advising file.
4. The Policy will be provided to students, faculty members, or others as necessary if concerns arise regarding a student’s compliance with the dispositions, behaviors, and essential functions set forth in the Policy.

E. Professional Dispositions, Behaviors and Essential Functions Reports/Reviews

1. Any faculty member or any other person supervising or evaluating any aspect of a student’s Speech-Language Pathology program who has concerns about a student’s compliance with this Policy will address the concern(s) with the student and complete a Professional Dispositions, Behaviors and Essential Functions Report (“PDBEF Report” or “Report”). The PDBEF Report shall be provided to the student and to the Program Director.

- a. “Program Faculty member” as used in this Policy means any Faculty member with teaching responsibilities in the Speech-Language Pathology Program.
 - b. Individuals supervising or evaluating an aspect of a student’s program of study may include, but are not limited to, external supervisors of internships, practicum experiences, or any similar activity for which academic credit is given.
2. In the case of minor concerns, the Faculty member or other person supervising or evaluating the student may attempt to resolve the concerns informally.
- a. At a minimum, the Faculty member or other supervisor/evaluator will meet with the student in person to discuss the concern.
 - b. An informal resolution will include written documentation of the concern and resolution, and may include the student’s voluntary, signed agreement to take certain steps to address the concern.
 - c. If a student requests a reasonable accommodation in order to satisfy the required Professional Disposition, Behaviors, and Essential Functions, the student will be referred to the Accessibility Services Center. If the Accessibility Services Center determines that reasonable accommodations should be approved, Moravian University and student records will be updated as appropriate to reflect that determination.
 - d. A copy of the informal resolution documentation will be provided to the Program Director.
 - e. If the Faculty member or other supervisor/evaluator and the student are not able to resolve the concerns informally, or if the Program Director, upon receipt of the PDBEF Report, determines that consideration by the Program Faculty is appropriate, the Program Director will convene a meeting of the program faculty as outlined below.
3. If the Program Director convenes a meeting of the program faculty to consider a PDBEF Report (see Section E.2.e above), the following procedures will govern.
- a. The Program Director will convene the meeting as promptly as is reasonably possible.
 - i. If the Program Director initiates a review by preparing a PDBEF Report or if there is another conflict of interest, another Program Faculty member will be designated to chair the review meeting. The term “Chair” as used in these procedures shall refer to the Program Director or another Program Faculty member designated to chair the review meeting.
 - ii. The Chair will notify the student of the meeting via email. Unless unusual circumstances require otherwise, the student will be provided notice at least 48 hours in advance of the meeting. The notice to the student will include the following:
 1. Date, time, and location of the meeting.
 2. A copy of the PDBEF Report.
 3. A copy of this Policy.
 4. A statement that the student’s rights include, among other things, the student’s right to speak on his or her own behalf, the right to be accompanied by a non-attorney support person, the right to present information, and the right to ask others (but not an attorney) to speak on the student’s behalf.
 - b. The Chair will preside over the meeting and is responsible for ensuring an orderly, fair, and efficient process to consider the Report. The formal rules of evidence do not apply and the Chair may decide whether testimony and/or documents would help the program faculty and the Chair to reach a considered, informed resolution.

- c. The student may be accompanied by a support person. The support person may not be an attorney or parent or be called upon to provide factual information at the hearing. The support person shall not be permitted to speak or to take any active role in the meeting. The student must provide the name of the support person to the Chair at least 24 hours in advance of the meeting.
 - d. The faculty member who prepared the Report will present the concerns and the student will have an opportunity to speak on his or her behalf. Faculty members (including the Chair) may ask questions of the Report author and the student.
 - e. If the Chair believes it would be helpful to a fair consideration of the concerns, the Chair may request or permit other individuals to speak and/or present information at this meeting. The Report author and the student also will have an opportunity to ask questions of such individuals. An individual who presents information pursuant to this section may not also serve as a support person.
 - f. After the presentation of testimony and documents is complete, the student (and, if applicable, the student's support person) will be excused.
 - g. If the student has been notified of the meeting but refuses to or does not attend, the meeting will be conducted in the student's absence.
4. The Program Faculty will consider the report and all information presented at the meeting to determine whether the concerns raised in the PDBEF Report have merit.
 - a. The Chair may be present for deliberations to observe and hear first-hand the impressions and thinking of faculty members.
 - b. The Chair shall not be present when the Program Faculty prepares its recommendations.
 - c. The Program Faculty will submit its recommendation(s) in writing to the Chair indicating the faculty's assessment and any recommended consequences.
 - d. The Program Faculty ordinarily will provide its written recommendation to the Chair within three business days following the meeting, although that time may be extended if required by unusual circumstances.
5. Consequences for violations of the required Professional Dispositions, Behaviors and Essential Functions include, but are not limited to, one or more of the following:
 - a. A lower course and/or clinic grade.
 - b. Delayed admission into required courses and clinical experiences.
 - c. Repetition of a course activity or clinical activity.
 - d. Delayed placement in external practicum sites.
 - e. Removal from an external practicum site.
 - f. Referral for counseling.
 - g. Speech, language, voice, resonance, articulation and pragmatics therapy.
 - h. Other skill-building activities.
 - i. Other actions deemed appropriate by the program faculty.
 - j. Dismissal from the program.
6. Upon receipt of the Program Faculty's written recommendation, the Chair will consider all relevant information, determine whether the student has violated the Professional Dispositions, Behaviors and Essential Functions and, if so, decide what consequences are appropriate. The Chair will communicate this decision to the student via email, ordinarily within 10 business days following receipt of the

program faculty's recommendation. That time period may be extended based on extenuating circumstances.

F. Appeal of Chair's Decision of Professional Dispositions, Behaviors and Essential Functions Report

A student who is dissatisfied with the Chair's decision following a Professional Dispositions and Essential Functions Report may appeal as outlined below.

1. The student must submit any appeal by email to the Dean of the College of Health with a copy to the Chair, within 10 business days of the date on which the Chair's decision was emailed to the student.
2. The appeal should state the basis for the appeal (e.g., procedures required by this policy were not followed, fundamental unfairness of the decision).
3. The Dean may consider any information deemed appropriate to reaching a considered and fair decision on the appeal. In so doing, the Dean shall bear in mind the Council of Academic Accreditation (CAA) standards for the Speech-Language Pathology program, including but not limited to CAA standard 1.4:

CAA Standard 1.4: The program's faculty has authority and responsibility for the program. The institution must indicate by its administrative structure that the program's faculty is recognized as a body that can initiate, implement and evaluate decisions affecting all aspects of the professional education program, including curriculum.

Accordingly, in considering the student's appeal, the Dean shall give deference to the Chair's decision consistent with CAA Standard 1.4.

4. The Dean shall communicate the decision via email to the student, with a copy to the Associate Dean of the School and Program Director.
5. A student who is dissatisfied with the Dean's decision has the right to appeal the decision to the Provost or the Provost's designee in writing by email within 10 business days following the date of the Dean's decision. The Provost's decision is final.

G. Recordkeeping and Access to Records

- a. The Program Director will maintain records of concerns, PDBEF Reports, Report review meetings, and appeals in each student's records.
- b. Copies of Professional Dispositions and Essential Functions Reports and any related decisions or documentation (including appeals) will be available for review by supervisors working for or on behalf of the School of Rehabilitation Sciences and other professional personnel as needed.

H. Students Remain Subject to Other Policies, Regulations, and Laws

In addition to satisfying the Professional Dispositions, Behaviors, and Essential Functions set forth in this policy, all students remain subject to all other academic standards established by the program; as well as to all policies, regulations, and laws applicable to all Moravian University students, including but not limited to the University's Code of Student Conduct and Code of Academic Integrity.