



STUDENT HANDBOOK



MORAVIAN
GRADUATE

Speech-Language Pathology

MAY 18, 2020
MORAVIAN COLLEGE
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 College! Our program is located in the Department of Rehabilitation Sciences, which part of the School of Natural and Health Sciences and our primary facility is the Sports Medicine 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 College 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 college 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 general college 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 College. 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 College 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.

Alignment with College Mission

College Mission: Moravian College'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) Develop a program that prepares 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) Develop a program that prepares 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) Develop a program that prepares 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 department
- 4) Develop a program that prepares 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

| Faculty Member | Role | Areas of Research Interest |
|--|---|---|
| Rebecca Becknal, Ph.D. CCC-SLP | Assistant Professor | Preschool and school-age language development and disorders, Language and literacy assessment and intervention practices, School-based practice and personnel preparation |
| Marvel Blocker Office: SMRC #204 Phone: 610 625-7204 Email: blockerm@moravian.edu | Administrative Support Specialist | |
| Monica Kaniamattam Office: SMRC #210 Phone: 610 625-72_____ Email: kaniamattamm@moravian.edu | Assistant Professor | Severe Communication Disorders Cultural, socioeconomic and linguistic differences Alternative Augmentative Communication |
| Susana Keller, C.Sc.D, CCC-SLP Office: SMRC #211 Phone: 610 625-7216 Email: kellers@moravian.edu | Director Clinical Education, Assistant Professor | Functional reserve and aging Comparative effectiveness in clinical practice Evidence-based clinical education Global practices |
| Louise Keegan, Ph.D., CCC-SLP Office: SMRC #234 Phone: 610 625-7202 Email: keegnl@moravian.edu | Program Director, Associate Professor | Neurogenic Communication Disorders, Traumatic Brain Injury, Problem Based Learning, Interprofessional Practice |
| Cynthia Rommens Office: SMRC #204 Phone: 610 625-7204 Email: rommensc@moravian.edu | Administrative Support Specialist | |
| Eric Sanders, Ph.D., CCC-SLP Office: SMRC #212 Phone: 610 625-7214 Email: sanderse@moravian.edu | Assistant Professor | Language & Literacy Disorders in Children, Alternative Augmentative Communication, Autism Spectrum Disorders |

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
- Inquiry Coursework
- Clinical Education Experience

Spring II - Intensive Clinical Experience

- Full-time Clinical Education Experience
- Inquiry Coursework (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

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

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

Examples of courses students may elect to take include; HLAT 622 Sports Nutrition, HLAT 678 Psychosocial Aspects of Rehab, NURS 504 Policy, Quality, & Safety in Health Care, NURS 502 Epidemiology & Bioinformatics, NURS 536 Law, Regulations, Ethics, Health, HLAT 710 Healthcare policy, HLAT 712 Epidemiology & informatics, OT 561 Reflections & Professional Development, OT 605 Management of Therapy Services.

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, 1 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 Interprofessional Development & Documentation, 1 credit, lecture, Summer

This course examines professional ethics, reviews regulations, requirements and billing in professional practice, documentation across healthcare and education based professions and settings, experimental design, research methodologies and also addresses other topical interdisciplinary and practical issues.

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

This course will educate the student regarding statistical analysis, development of discussion points, figure and table creation and developing research conclusions.

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, Spring

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, Summer

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

SLP 624 Advanced Linguistic Analysis, 1 credit, lab, Summer

This lab course examines language as a system of human communication. It provides students with the opportunity to record, investigate, and analyze language in populations with communication disorders. Specific emphasis on theories of analysis (e.g. Brown's stages, LARSP, conversation analysis, narrative analysis, systemic functional linguistics) emphasize the importance of interconnections between language, context, genre and the communication partner. Clinical applications are emphasized.

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 654 Complex Cases in Speech-Language Pathology I, 5 credits, problem based learning, SU
A problem based learning course that covers 10 complex cases in the field of SLP. Cases include voice disorders, fluency difficulties, and developmental issues across the lifespan.

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

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. Student 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. Student 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. Student 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. Student 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 666 Clinical Education VI, 4-6 credits, Clinical Education Experience, Spring

A supervised clinical experience in speech-language pathology. Student 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.

Policies & Procedures

The policies and procedures of the program align with that of the College found here:
<https://www.moravian.edu/handbook/policies>

Code of Conduct

It is the responsibility of all students of Moravian College and Moravian Theological Seminary 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 College. 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 College and Moravian Theological Seminary 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/handbook/academic-life/code-of-conduct>

Non-Discrimination Policy

Moravian College 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 non-discrimination policy is available here:

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

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 Computer: 233 or higher
- TOEFL Internet: 90 or higher

Remediation Plans

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 a remediation plan is necessary, the following steps will take place:

1. The Instructor(s) involved will meet with the clinic director or program director. If clinic experiences are the issue involved, the Director of Clinical Education will meet with supervisors and the Program Director. 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. In the case of academic needs, the instructor(s) involved in identifying need areas will typically serve as mentors towards the completion of the plan, unless stated otherwise by the graduate program director.
4. The Process of Appeal: Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Program Director Department Chair. Students who fail to meet the deadlines and requirements of their remediation plan may be dismissed from the Program.

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 completed by the student and 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 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 supervisor 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.

Additionally, as per college 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
- 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 College 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 departmental 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 Academic and Accessibility Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic and Accessibility Support Center.

<https://www.moravian.edu/academic-support>

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>.

Office of Diversity, Equity and Inclusion

The office of diversity, equity and inclusion is a resource that works to create an inclusive and intercultural community at Moravian College and the staff of this office, thorough their

partnerships with other support services, serve as liaisons and advocates for students.
<http://www.moravian.edu/diversity>

Information Technology

Moravian College has been recognized as an Apple Distinguished School for 2018-2021. 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://cithelp.moravian.edu/>

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. The Associate Provost issues a probation letter 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 Practicum Sequence

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

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

Clinical Supervisors

All clinicians that supervise students must hold professional credentials appropriate to the area of their clinical contact. All persons serving as clinical supervisors 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), and a license in the appropriate area granted by the State Board of Examiners in Speech-Language Pathology and Audiology. 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.

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 supervisor or designated individual, individuals specified as appropriate by your direct supervisor, 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 students should provide as much notice as possible to both their clinical supervisor and the Director of Clinical Education. 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 supervisor 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 appropriately for a work environment. Students should remember that their professional appearance impacts themselves, the MS-SLP program as well as Moravian College. Clothing should be modest and professional, clean, neat and free of holes, fraying or excessive wear. Shoes or sandals must be worn. Casual shorts, blue jeans, tight-fitting clothes, running shoes, flip-flops, halter tops, and T-shirts are not permitted. Tattoos should be covered, and jewelry should be discreet. Make-up should be subtle, and fingernails kept at a reasonable, well-groomed length. Hair color should be in the natural spectrum of shades. Students should not wear perfumes or after-shave lotions since many clients may be allergic to the scent.

The clinical supervisors reserve the right to make final decisions concerning appropriate dress. Students who do not abide by the required / appropriate 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 College 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.

Background Check

Students enrolled in the MS-SLP Program are required to complete criminal background and child abuse history clearances in compliance with Pennsylvania state law. These include: FBI Federal Criminal History Record (ACT 114), Pennsylvania State Police Criminal Records Check (ACT 34), and Pennsylvania Child Abuse History Clearance (ACT 151).

Students are also responsible for the costs of any additional required criminal background checks as required by the Department of Rehabilitation Sciences or the student's clinical education site.

Cardio Pulmonary Resuscitation (CPR) Certification

Students participating in the clinical practicum 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 College. Documentation of current CPR certification must be provided by the student.

Clinical Placements

Practicum and internship placements are determined by academic courses in process or completed, level of clinical experience, and prior performance in practicum. 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 practicum 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. 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 supervisor 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. To avoid accidental loss of this important information, it is essential that the student clinician keep "back-ups" of the information. 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.

Drug Testing Policy

Students enrolled in the program are required to undergo annual 5-panel 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 Department of Rehabilitation Sciences or the student's clinical education site.

Safety

Student 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 highly recommend an annual flu vaccination.

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 to log on to the Practicum Requirements web site to complete the Universal Precautions online module. This quiz must be completed at the beginning of each fall semester of the enrollment in practicum

Hand-Washing Procedures

Thorough hand-washing 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 supervisor 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

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

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 College 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 Supervisor, Director or Course Professor immediately. Once immediate care has been administered, the student, supervisor 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 Supervisor 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 College, during normal business hours, should be referred to the Moravian College Health Center whenever possible.

Students with an illness must contact the Course Professor or Supervisor immediately. The student will be referred to the Moravian College 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 College 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 students responsibility to contact the supervisor and Director of Clinical Education as soon as possible.

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

Personal Protective Equipment (COVID-19)

In order 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, the CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain. In line with CDC recommendations, students will be required to wear cloth face coverings during all class, lab, and clinical activities until further notice. Cloth face coverings may be commercially purchased or fashioned from household items at low cost. **It is important to note that the cloth face coverings required are not surgical masks or N-95 respirators.** Those are critical supplies that must continue to be reserved for healthcare workers and other medical first responders, as recommended by current CDC guidance. Students who fail to abide by this requirement are subject to removal from the class or clinical site.

It is recommended that students have a minimum of two (2) cloth face coverings so that they may be routinely washed using a household washing machine. Additional information regarding cloth face coverings, including step-by-step guides for making them at home, may be found at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>.

Conduct

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, athletes, peers, and coaches 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 College, 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, supervisors, 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 College, 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

Faculty, Staff and Supervisors have a responsibility to prepare students to become competent, safe, and ethical practitioners. This responsibility extends to protecting the public from unsafe and unprofessional conduct of its students. Students enrolled in the MS-SLP Program may be suspended or dismissed from the program for the use of illegal substances, abuse of legal drugs or alcohol abuse. Additionally, licensure and certification may be impacted, in many states, secondary to a history of substance abuse or legal issues.

Clinical Evaluation Criteria

Supervisor & Clinical Site Evaluations

Students are required to formally evaluate their Supervisor 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 supervisor 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 supervisor. The Director of Clinical Education or other designated faculty member will meet with the Supervisor 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 Supervisor 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 supervisors 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.

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 College.

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](#).

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 College policy.

College 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 College'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 he or she 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 College 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 department 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 in the Department of Rehabilitation Sciences.
- 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 Department Chair.

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 Department Chair.

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 Department Chair.

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

1. First, contact your clinical supervisor 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 Department Chair.

If students have followed the procedure outlined above without resolution of their concerns, they may make an appointment with the Dean of the Natural and 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 Department Chair, School Dean, College 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 program in Speech-Language Pathology at Moravian College is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and

Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.



Moravian College
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 College Master of Science in Speech-Language Pathology (MS-SLP) Program Handbook that is posted on the Moravian College SLP Website (<https://www.moravian.edu/rehab/slp>).

Additionally, I understand the contents of this Handbook and how the policies and procedures of Moravian College'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 College. 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