



# **Undergraduate Student Handbook Department of Communicative Disorders (B.A. Degree)**

(Revised February 2012)

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## Welcome to New Students!

Welcome to the undergraduate program in the Department of Communicative Disorders! We hope that you will find your experience here to be pleasant, challenging and rewarding.

The Communicative Disorders *Undergraduate Student Handbook* is intended as a supplement to the following important sources of information which are available on line:

- ◆ WCU's current *Undergraduate Catalog*
- ◆ *The Ram's Eye View*

The *Handbook* has been prepared to provide students with an overview and a guide to useful information about the Department and about the Bachelor of Arts (BA) degree program in Communicative Disorders. We ask that you keep this *Handbook* throughout your association with the Department and with your personal professional records. The information will be helpful in planning and recording your progress through the undergraduate program, and it may be useful at a later date for documenting aspects of the BA experience. Additionally, we ask that you bring this *Handbook* to all scheduling conferences with your academic advisor.

Please note that the information in this *Handbook* is subject to change as University policies, Departmental policies, and program requirements are updated. If and when such changes occur, you will be informed by your advisor, through notices on Departmental bulletin boards, and on our web-based BA Advisement site. The latter is described in more detail later in this Handbook.

Please note that *Communicative Disorders Handbook* is updated at least once a year while *WCU's Undergraduate Catalog* is updated once every two years. Therefore, it occasionally happens that some information may appear different in this Handbook than it does in *WCU's Undergraduate Catalog*. If you find such a discrepancy, please ask your academic advisor for clarification.

You are also encouraged to check with your academic advisor periodically to verify that your date of graduation is on track. **The faculty is here to support you, but the responsibility for completing all requirements, for conforming to current policies, and for meeting all deadlines is ultimately your own.**

The faculty of the Department of Communicative Disorders looks forward to a rewarding association with you. We hope that you will take advantage of all that our Department and the University have to offer.

## Department of Communicative Disorders Mission Statement

West Chester University's Department of Communicative Disorders offers programs leading to a Bachelor of Arts (BA), Pre-graduate Certification (PC), and a Master of Arts (MA). The mission of these programs is to provide students with the academic coursework and clinical practicum experiences required by the American Speech-Language and Hearing Association (ASHA) in fulfillment of the requirements for the Certificate of Clinical Competence. More specifically, the BA and PC programs provide students with a firm theoretical and empirical basis for understanding the nature of normal communication processes and with an introduction to communicative disorders. For the MA program, the academic component provides students with research opportunities to prepare them for graduate work beyond the master's level and with theoretical and evidence-based frameworks for understanding clinical management, including the prevention, assessment, and treatment of communicative disorders. The clinical component of the MA program provides students with opportunities to apply knowledge and problem-solving skills in closely supervised on- and off-campus clinical practice settings. Specific program outcomes are documented in the Knowledge and Skills Acquisition (KASA) form which is consistent with recommendations by ASHA. In cooperation with other programs within the West Chester University Community, these programs support students in becoming individuals who are broadly educated, who possess the ability to think analytically, critically, and in a manner which allows them to excel at problem solving. In pursuing its mission, the Department of Communicative Disorders advances values consistent with ASHA's Code of Ethics and with West Chester University's Plan for Excellence.

## Departmental Information

**Department** Department of Communicative Disorders

**Mailing Address:** West Chester University  
West Chester, PA 19383

**Location:** 201 Carter Drive  
West Chester, PA 19383

**Phone:** 610-436-3401

**FAX:** 610-436-3388

**Website:** <http://www.wcupa.edu/%5Facademics/healthsciences/commdisorder/>

## Administrative Staff

Name	Administrative Position	Office	Phone	e-mail
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## Physical Facility

The Department of Communicative Disorders and the West Chester University Speech and Hearing Clinic are located at 201 Carter Drive, at the eastern end of the University campus. The building, which opened in the July of 1993, houses the academic and clinical offices on a single floor which is accessible to individuals with mobility-impairments.

Reserved parking for clients is located adjacent to the clinic. Students with West Chester University parking permits may park across Matlack Street, in the Bull Center parking lot or in the parking garage. As Communicative Disorders majors, students are welcome to use the Department's facilities as soon as they are admitted to the program

The following areas are included within the Department complex at 201 Carter Drive:

### Classroom

The **classroom** is used for all graduate classes and seminars. The room is equipped with a videoconferencing system, including video cameras, monitors, and peripheral devices such as a computer, document camera, and VCR/DVD player. Laptop computers with wireless connectivity to the World Wide Web are also available in the room. At times, this room is used to conduct distance education (DE) classes including a local class and a DE cohort from Bankbridge Developmental Center in Gloucester County, NJ or from the Dixon University Center in Harrisburg, PA.

### Speech and Hearing Clinic

WCU's Speech and Hearing Clinic includes six individual sound-treated therapy rooms, a group/adult therapy room, a child language therapy room, therapy observation areas, a clinic materials room, a clinic preparation room, a large waiting room for clients and their families, a clinic office, and a video control room for observing activity within the therapy rooms. The clinic also contains a double-walled audiometric test suite. Additional information about the Clinic is detailed in the Department's *Clinic Handbook* and on the Department's website.

### Speech Science/Computer Laboratory

The Speech Science /Computer Laboratory houses a sound-treated booth along with a variety of instruments that are used in conjunction with teaching, research and clinical management. Anatomical models and specimens are also available for examination in this lab. Further, this room contains desktop personal computers (PCs) for student use. Each is tied wirelessly into the University Local Area Network, providing access to a large number of software packages, to the University's electronic library catalog, to e-mail and to the Internet.

## **Multipurpose Seminar Room**

The multipurpose seminar room contains a conference table and chairs, a white board, a VCR and monitor, and a collection of books and journals. When the room is not in use for seminars or teacher/student conferences it can be used for study groups or for individual study.

## **Research Lab**

The research lab is located in room 430 and contains a cabinet, bookshelves, tables, and research equipment. The room is also used for adult therapy when clinic is in session and no other rooms are available. Students, who are conducting research, are permitted to use the research lab only with faculty approval. The room must remain locked when it is not in use due to the contents of the room.

## **Wireless Internet Connectivity**

The Department has wireless network connectivity available, so students can also use their own wireless laptops to access the internet in any room within the Department.

## **Use of Department Facilities**

### **Hours of Operation**

The use of all Department facilities is limited to times during which either the Department secretary and/or a faculty member are present. If a responsible administrative or faculty person is not present in the Department, the Department will be locked and unavailable for use. Typical hours of operation are as follows (except on holidays):

Mondays through Thursdays - 8:30 a.m. to 4:00 pm or 7:00 pm

Fridays - 8:30 am to 5:00 pm

### **Study Areas**

The Department does not have office space for individual students (other than the Graduate Assistants). However, several rooms are available in the Department for use as study areas. These include (as indicated above) the **multipurpose/seminar room**, the **clinic preparation room**, the **speech science/computer lab**, and (when not in use), **individual therapy rooms**. When students use these spaces, they are required to keep them clean and to conduct their activities in a manner which does not compromise other activities in adjacent areas.

The **speech-science/computer lab**, like other Departmental facilities, is available for use by students as a study area when it is not being used for another function (e.g., faculty meetings). If the door to the lab is locked, a key can be obtained from the Department secretary, a faculty member or a graduate assistant. When using this space (like all other spaces in the Department), students are responsible for making sure that the instruments are turned off and that the lab is locked when they leave. The key must also be returned before exiting the building.

Instrument manuals are available in the speech-science lab and computer room along with supplies for the instruments. These materials may not be removed from the lab. Doing so can seriously hinder the activities of other students who may need them. Students who experience difficulty with an instrument should consult with a faculty member, preferably the instructor who gave the assignment requiring the use of the equipment.

Since the **speech-science/ computer lab** is frequently used by students and faculty alike, it is sometimes necessary to schedule activities in this room. When this occurs, a sign-up sheet will be placed on the lab door.

### **Telephones**

The use of Department telephones is restricted. Students may use Departmental phones for purposes of contacting clinic clients. These activities require permission of the Clinic Director, the Department's secretary, the Clinic Secretary, or a faculty member. Long distance calls are closely monitored, and the procedure for placing the call using the PANET system must be strictly followed.

### **Bulletin boards**

The Department maintains bulletin boards that contain undergraduate and graduate notices. These boards are located in the reading room, the clinical preparation room and in the hallway to the Department Chairperson's office. Please check these boards from time-to-time for important information, such as dates for scheduling courses, NSSLHA meetings, employment opportunities, instructional certification policies, etc. In addition, a bulletin board is also located in Sturzebecker on the 1<sup>st</sup> floor.

## Academic Requirements

Academic requirements for the Bachelor of Arts (BA) degree in Communicative Disorders include the following:

### 1) Restrictive Major Requirement.

To remain in the major or to transfer into the major, students must complete the following prerequisite courses with a cumulative GPA of at least a 3.0 and a minimum grade of "C" or better in each course: SPP 101, SPP 106, WRT 1XX, MAT 1XX, SPP 203, SPP 207, ENG230/LIN230, and WRT 2XX (see Appendix C).

### 2) Letter Grade Requirement.

Grades of "C-", "D", or "F" earned in major SPP courses must be raised to a "C" or better. A major course in which a student earns a grade of "C-", "D", or "F" must be repeated the next time the course is offered.

### 3) GPA Requirement.

A minimum 2.5 cumulative GPA and 2.5 GPA in the major courses are required for all communicative disorders majors to complete the degree program.

## Responsibilities of Advisors

Undergraduate advisors are in a position to support the needs of prospective students, new students, and continuing students in Communicative Disorders. Below is a summary of responsibilities associated with each of these groups:

### Supporting New Undergraduate Students

#### 1. Summer Orientation

Each summer, the university sponsors approximately 8 orientation days in late June/early July for incoming freshman and their families. These events are preceded by an orientation luncheon for faculty advisors. During this luncheon, faculty advisors receive information about the new student orientation schedule and they receive support for addressing typical questions that a new student may have regarding general education requirements (math, English, foreign language, etc.) and other academic issues. During each of the 8 or so orientation days, a faculty advisor will meet with new students for an hour. The following things are accomplished during this hour:

Students are provided with an overview of the curriculum and academic policies (Appendices A-H)

Students are provided with their fall semester schedules

Students are informed about NSSLHA

Students are provided with assistance in accessing MyWCU (optional)

## 2. First Advisement Meeting with New Students

Each advisor will schedule an individual **meeting with his/her new advisee** early in the first semester. The purpose of this meeting will be:

- to develop the **Projected Course Sequence** (see Appendix F)
- to identify the courses for which the student will schedule in the coming semester
- to review academic policies

The Projected Course Sequence is based on WCU's General Education requirements, on Departmental requirements, on ASHA requirements, and on requirements established by Pennsylvania's Department of Education (PDE) for students wishing to become certified in school-based clinical service delivery. The General Education requirements and Departmental requirements are described in WCU's **Undergraduate Student Catalogue**, and they are reflected in the **Undergraduate Student Plan** (see Appendix A). The **Typical Course Sequence** for a B.A. in Communicative Disorders (Appendix D) can be used as a template. ASHA and PDE requirements are also integrated within the Undergraduate Student Plan, and a checklist is provided on page two of the Cognate/Related Area Course Requirements (see Appendix C).

## Supporting Continuing Undergraduate Students

### 1. Meet with each advisee at least once a semester

Advisors should **meet with continuing students periodically** in order to (1) review their progress, (2) monitor compliance with requirements of WCU, Communicative Disorders, ASHA, and PDE (if applicable), (3) identify courses in which to enroll for the coming semester, (4) discuss any issues that may be presented by the student or that may have been identified in the context of a faculty review. (Note that WCU's Developmental Advisement Committee assumes that students are ultimately responsible for their own schedules, and that the role of the advisor is to assist students in assuming this responsibility as they progress through the program.)

### 2. Provide advisees access to scheduling

Students must have the approval of their advisor before they are allowed access to web-based scheduling on MyWCU. Therefore, advisors should open a student's access to scheduling on MyWCU only after the student's proposed courses have been identified.

### 3. Inform advisees of curriculum changes

Advisors must **inform students of any changes** initiated by the university, the Department, ASHA, or PDE in the academic requirements for their degree. Changes in course requirements that are made by the Department or the university will typically affect only those students who entered WCU in the year that the changes were made. Changes made by ASHA or by PDE will affect all students.

### 4. Participate in periodic Student Reviews

The faculty will meet periodically to review the academic progress of undergraduate students. Each advisor is responsible for **summarizing the progress of his/her advisees**. If the faculty identifies a problem with a particular student's progress in the program, it is the advisor's responsibility to **serve as the liaison between the faculty and the student** and monitor any follow-up that is recommended.

### 5. Provide advisees with information about services

WCU offers a variety of services to students. A list of service options can be found in the **Ram's Eye**. Additionally, services are described on WCU's website. Go to <http://www.wcupa.edu> and click on "Information Resources" and "Student Life." Below are examples of some of the services available to students

Health Services  
 Psychological Counseling  
 Study skills support  
 Women's center  
 Office of Services for Students with Disabilities  
 Financial Aid  
 Study abroad  
 Twardowski Career Development Center  
 Writing Center  
 Learning Assistance and Resource Center

### 6. Remind Students of Policies

When appropriate, advisors should remind students of policies in the following documents

- Ram's Eye View
- WCU's Undergraduate Catalogue
- Communicative Disorders Undergraduate Student Handbook

7. **Approve petitions for exceptions to university policies** (when appropriate)

For example, a student can take an overload if s/he completes a form and obtains their advisor's signature.

The petitions can be found at the following website:

<http://www.wcupa.edu/registrar/forms.html#other>

8. **Approve applications for minors or dual majors** (when appropriate)

Forms for this can be accessed at <http://www.wcupa.edu/registrar/forms.html#major>

9. **Write Letters of Recommendation** for graduate school or employment

10. **Support Students in the Honors Program** - e.g., these students receive preferential scheduling

### **Supporting Internal Transfer Students**

Some students enter WCU as freshman with an undeclared major or with a major in another field. These students must meet specific qualifications before they can declare Communicative Disorders their major (See Appendix H). Below are guidelines for supporting these students:

1. Meet with the student
2. Inform them of the Department's **Internal Transfer Policy** (see Appendix H)
3. Develop a **Projected Course Sequence** (Appendix F) to help the student understand the content, sequence, and time frame that will be required for them to complete their undergraduate degree in Communicative Disorders
4. Once they have completed the course requirements, they must complete the Application for a Change of Major Form (<http://www.wcupa.edu/registrar/forms.html#major>) which must be signed by the Department Chair

### **Supporting External Transfer Students**

Some students enter WCU after having completed varying numbers of courses at another institution. Below are guidelines for supporting these prospective students:

1. Meet with the prospective student
2. Provide information about the Undergraduate Curriculum.  
Undergraduate Student Plan (Appendix A) and Restrictive Major Course Requirements (Appendix B)

Undergraduate Catalogue:

<http://www.wcupa.edu/information/official.documents/Undergrad.Catalog/>

3. Refer the prospective student to the Registrar's Office for information about which of their courses from a different institution will transfer as WCU credit. The student must apply for admission.
  - The student must be in **good academic standing**
  - The student must have an **overall GPA of 2.5 or better to be externally transferred into the Department of Communicative Disorders**
  - To remain in the major or to transfer into the major, the student must meet the following requirements:
    - a) Complete the following prerequisite courses with a cumulative GPA of at least a 3.0 and a minimum grade of "C" or better in each course: SPP 101, SPP 106, WRT 120, MAT 103 or 105, SPP 203, SPP 207, ENG230/LIN230, and WRT 204 or 208 or 220.
4. Summer Transfer Orientation is **mandatory for all students who have earned 59 credits or less** from previous institutions as of the end of the spring semester. Students with 60 credits or more are welcome to attend Orientation, but are not required to attend.

Students attend a variety of sessions to help them understand the resources available to them at WCU. These include student support services, the transfer credit evaluation process, college meetings with the deans, and conference style workshops highlighting career services, study abroad, learning support, etc. In addition, students receive their student ID. Orientation takes place from 7:45 a.m.-3:00 p.m. Since the University is open until 4:00 p.m. in the summer, students will have time between 3:00-4:00 p.m. to visit various offices and departments if they have any questions or issues they would want to address. **Academic advising and scheduling does not take place on this day.**

### **Supporting WCU Students who are not CD Majors but want to take SPP Courses**

The courses that can be taken by non-majors are listed in Appendix I.

## Supporting Prospective Students (High School Seniors)

West Chester University provides two opportunities for high school seniors to meet with representatives of academic departments prior to actual enrollment. One of these is "Preview Days" and the other "Open House." Undergraduate advisors share the responsibility for representing the department at these events.

Two **Preview Days** are typically scheduled in the fall semester. Students and their families have the opportunity to consider all of the different academic departments in which they may be interested, and to chat with departmental representatives for more specific information about the professional areas that they represent. This event typically takes place in Sykes Student Center.

Two **Open House** events are typically scheduled in the spring semester. At this point, some students will have made the decision to major in Communicative Disorders. They and their families will have the opportunity to meet with a faculty representative in the Department itself. The time will be spent introducing prospective students and their families to the Communicative Disorders program and answering questions that they may have about the program and/or profession.

**Individual Meetings:** Some students and their families prefer to meet with a departmental representative individually and independently of Preview Days or Open House. In this case, a mutually convenient meeting time can be established by the faculty representative and the prospective student.

## Communicative Disorders Forms Used to Support Advisement

Undergraduate Student Plan -Appendix A

Restrictive Major Course Requirements for Freshmen and New Transfer Students (Beginning Fall 2008) - Appendix B

Cognate/Related Area Course Requirements for Communicative Disorders -Appendix C

Typical Course Sequence -Appendix D

Undergraduate Courses and Semester Offered - Appendix E

Projected Course Sequence - Appendix F

Honors Student Advisement Sheet - Appendix G

Internal Transfer Policy - Appendix H

Communicative Disorders Courses for Non-Majors - Appendix I

Description of CD Courses - Appendix J

Course Abbreviations - Appendix K

## Departmental and University Resources

Student Files - Located in the Departmental Office

BA D2L Advisement Site

CD Undergraduate Student Handbook - available on the CD website

Ram's Eye View - available via WCU's web page

WCU Undergraduate Student Handbook - available via WCU's web page

MyWCU

WCU's Developmental Advisement Committee

### Academic Advising Website on Desire 2 Learn (D2L)

WCU provides all students with access to a web-based system known as Desire 2 Learn. This system is used to present course material as well as advisement information. When BA students in Communicative Disorders log on to Desire 2 Learn, they should find the **Communicative Disorders BA Advisement** site as an active link. Students who do not find this link should contact the student computing helpdesk for assistance. This site is a link to important information and important forms needed by students to navigate through the program.

### Student Conduct Policy

A goal of the Department of Communicative Disorders is to prepare students for a successful career as speech-language pathologists. Part of this effort includes attention to patterns of conduct that are appropriate in academic and clinical settings. Examples of appropriate behavior can be found in the Student Code of Conduct of the Ram's Head University Catalog. Additional expectations are listed below:

- Interaction with the instructor (The student promotes a professional and effective relationship with the instructor; is willing to accept constructive written and/or verbal feedback from the instructor)
- Interaction with other departmental, college, and/or support staff (The student maintains a professional relationship; shows respect; values the positions of faculty and support staff)
- Personal appearance, mannerisms, and values (The student dresses appropriately to the situation and learning environment; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth

of others and dignity in others; works effectively with peers in collaborative ways)

- Adherence to class policies (The student is punctual; observes schedules, regulations, and expectations of the university-student relationship)
- Attendance and responsibility (The student is reliable, regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; focuses attending behaviors during class discussion and lecture presentations)
- Level of preparedness (The student shows evidence of being well-prepared for class academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates appropriate professional content in assignments).

### **Consequences of Conduct Violations**

In order to protect the rights of students and faculty (academic and clinical), due process procedures will be followed when a complaint regarding behavior is alleged. These procedures are consistent with those described under "Academic Policies and Procedures" in the **Undergraduate Student Handbook** and in the *Student Code of Conduct* in the **Ram's Eye View**. Student and faculty are obligated to adhere strictly and consistently to the following procedural hierarchy:

**Step 1:** When a faculty member observes a conduct violation, he or she will inform the student that a conduct violation has been observed and discuss the violation with the student. The discussion should include the following elements:

- an objective behavioral description of the violation
- an opportunity for the student to provide his or her perspective on the violation
- a plan to avoid a similar violation (or perception thereof) in the future

Preferably, this discussion should be a supportive one between the student and the faculty member.

In unusual circumstances when the faculty member has objective reasons, the faculty member may invite a third person to join the conversation. The third person must be selected from the following hierarchy: Academic Advisor, BA Coordinator, Chairperson. If a third person is invited to the meeting, the student must be informed in advance and must be provided with the opportunity to invite an advocate. During the meeting, the second faculty member and the advocate will serve as passive observers and refrain from participating in the discussion. The overarching goal of this meeting is to turn the apparent conduct disorder into a learning opportunity for both the student and the faculty member. If the tone of the meeting escalates

in a negative manner, the student or the instructor may terminate the meeting and request a follow up at step 2.

At the end of Step 1 whether the conduct violation was discussed between the student and the faculty member or whether it was discussed between the student, faculty member, and third party, the faculty member will send a summary of the contents of the meeting to the student with a copy to the student's academic advisor. This summary will not be placed in the student's academic file. However, if an academic advisor receives more than one summary of a meeting at step 1 for the same student, the potential for a pattern of inappropriate conduct will be discussed at the following faculty meeting.

**Step 2:** If the faculty member and the student are unable to resolve the problem at step 1, the student should be referred to his or her academic advisor for further discussion of the conduct issue. With the advice of the academic advisor, the student or faculty member may then request a meeting with the BA Coordinator. This meeting will be attended by the student, the faculty member who initiated the complaint, and the academic advisor. The purpose of this meeting is to provide the BA Coordinator with an opportunity to mediate and recommend further action. The possible outcomes of this meeting may include:

- ◆ Dismissal of the complaint
- ◆ A plan for remediation with the student and faculty member
- ◆ A written recommendation for remediation to be placed in the student's department file
- ◆ Follow-up to ensure completion of the remediation plan with the student and the faculty member.
- ◆ Document completion of the remediation plan in the student's academic file

If the advisor recommends that the problem be brought to the attention of the BA Coordinator, then the BA Coordinator will oversee all events at step 2. If the BA Coordinator is the faculty member who initiated the complaint, the Department Chairperson will oversee the Step 2 process.

**Step 3:** If the problem is not resolved with step 2, then the instructor or the student may bring the issue to the Department Chair. The possible outcomes of this meeting may include:

- ◆ Dismissal of the complaint
- ◆ In cases of extreme ethical violations, such as cheating or plagiarism, a recommendation that the student be dismissed from the program.
- ◆ Completion of remediation activity as outlined above in Step 2

**Step 4:** If the student disagrees with the decision of the Department Chairperson, he or she may then appeal the decision to the Associate Dean of the College of Health Sciences.

The Associate Dean's decision should be considered final, unless other provisions are available as per University policy.

## Procedures Associated with Clinical Observation Hours

The American Speech Language Hearing Association (ASHA) requires that students obtain 25 clinical observation hours. The seminar courses are designed to meet the 25 hours of observation requirement by ASHA. As a requirement of the seminar courses, students will observe evaluation and treatment of clients with communication disorders during video presentation in class and students will be expected to fulfill live observations in hospitals, outpatient facilities, schools, and other such settings. To be eligible for live observations, students must meet the following requirements:

### Important Clearance information as of September 2010



The State of Pennsylvania requires that all persons who interact with students in schools must have the following clearances:

- TB test
- PA Criminal Record Check
- PA Child Abuse Clearance
- FBI Fingerprinting

#### How to obtain your clearances:

- **TB testing** - can be administered by your doctor or Student Health Services, Wayne Hall, 2nd Floor on *SPECIFIED DATES* - check with Student Health Services, 610-436-2509, for that information. Cost: \$30 with RAMECARD or Check.  
**TB testing** - can, also, be obtained at The Occupational Health Center, 913 Old Fern Hill Road, Building A, Suite 3, West Chester, PA 19380, (610)738-2450, no appointment necessary. Hours - 7:30 to 5:00. Cost \$15 - cash or check. No testing on Thursdays.
- **Criminal Record Check** - Cost \$10. Can be completed online at *epatch.state.pa.us* or by mail using the form found at:  
<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/statepolice-bkgd.pdf>
- **Child Abuse** - Cost \$10. Clearance requests must be mailed to the Department of Public Welfare. The request form can be found at:  
<http://www.dpw.state.pa.us/Resources/Documents/Pdf/FillInForms/DPWchildabuse.pdf>
- **FBI Fingerprinting Background Check** - register and pay online or by phone before visiting one of the fingerprinting sites. The fee for the fingerprinting service is \$36. *Additionally, when registering, in order to better facilitate your placement with a school district, you must*

*request a paper copy of your fingerprint report. Effective June 15, 2009 the paper copy fee is \$2.50.*

Registration and Information: <https://www.pa.cogentid.com> Click on PDE icon and continue.



### Points to Remember:

- Update clearances yearly. Renew them before they expire. *Please be aware that despite WCU policy, school districts require students to obtain and possess "current" Child Abuse, Criminal History, FBI Fingerprint and TB clearances.*
- ***Student Teachers:*** "Current" is defined as being issued no earlier than one year prior to the last day of your student teaching experience. *The requirements established by the districts take precedence since they are providing cooperating teachers as a volunteer service to the University.*
- Always keep the originals of your clearances. Provide copies of clearances to your department, if required.

Students must obtain all the above clearances and present copies to the Professor teaching the seminar courses. Students are encouraged to keep the originals. A record of meeting the clearances will be kept in each student's file in the Department. It is the students' responsibility to keep copies of all advising related materials, clearances, graduation requirements, undergraduate student catalogue, etc.

## NSSLHA

Founded in 1972, the National Student Speech-Language and Hearing Association (NSSLHA) is a pre-professional organization for graduate, undergraduate, and PCP students interested in the study of normal communication and communicative disorders. NSSLHA is the only official national student association recognized by ASHA and has approximately 13,000 members with chapters in more than 285 colleges & universities. National membership entitles students online access to the following journals: American Journal of Audiology, American Journal of Speech Language Pathology, Journal of Speech, Language, Hearing Research, and Language, Speech, and Hearing Services in the Schools. Two years of membership entitles students to a discount on dues to ASHA membership once they graduate.

WCU has a chapter of NSSLHA. The faculty encourages all students to participate in this organization. It is a way to connect with other students and to learn about the profession. It is also a means of demonstrating (when you apply for graduate school and employment) your active participation in the profession. Membership in the local chapter is free, but students are strongly urged to join NSSLHA at the national level. The yearly dues are modest with respect to the benefits to students. The website for NSSLHA is <http://www.nsslha.org/nsslha/>

## Overall Schedule of Activities for Advisors

Every semester	Support student scheduling
Fall Semester	Preview Day (University-sponsored event) - two occurrences
Spring Semester	Open House (University-sponsored event) - two occurrences
Summer Semester	New Student Orientation - about 6 occurrences
Every semester (on request)	Meet with transfer students (external transfers, internal transfers)
Fall & Spring	Write letters of recommendation for graduate school or for employment
Fall & Spring	Graduation

## Checklist of Semester Activities for Advisors

### Prepare for a meeting with the student

1.	___	Retrieve student's folder from the file cabinet in the Department's Main Office
2.	___	Retrieve a copy of the student's updated academic records from MyWCU
3.	___	Update the Student Plan and other relevant advising forms to reflect new information from the academic records
4.	___	Make an appointment for a conference with the student

### During the student conference

1.	___	Review the student's previous semester's work
2.	___	Review the student's Projected Course Sequence
3.	___	Edit the Projected Course Sequence as needed
4.	___	When Projected Course Sequence is approved, open student's access to scheduling on MyWCU

**Appendix A Undergraduate Student Plan for a B.A. in Communicative Disorders**

Name:

WCU ID#

- 3 Graduation Requirements:** →
- 1) a minimum of **120 semester hours** at or above the 100 level
  - 2) a minimum overall **GPA=2.5**
  - 3) a minimum major (SPP) **GPA= 2.5.**

**General Education Requirements**

**(48+ semester hours)**

<b>ACADEMIC FOUNDATIONS (Total of 15-18 semester hours required)</b>				<b>Semester hours</b>	<b>Semester Year</b>	<b>Course Grade</b>					
WRT 1XX				3							
WRT 2XX				3							
MAT 1XX				3							
SPK ____ (208, 230) choose one (effective Fall, 2005)				3							
Diverse Communities Course <b>J</b> (can also count for Area 5 & 6 if a J course)				3							
Interdisciplinary course <b>I</b> (Recommend EDF300) No I course may be used to fulfill any of these disciplinary requirements.				3							
<b>SCIENCE (Two courses in a minimum of 2 different areas for a total of 6 semester hours)</b>											
Suggested courses BIO100/110; CHE 100/102thru107; ESS101/111/170; PHY 100/105/130/140/ 170/180. <b>Note:</b> a course in biology is required for ASHA certification. ASHA does not accept computer science as a physical science.											
BIO (100/110) (required by ASHA)				3							
				3							
<b>BEHAVIORAL &amp; SOCIAL SCIENCE (Two courses in a minimum of 2 different areas for a total of 6 hours)</b>											
Suggested courses: ANT 102/103; SOC 200/240; ECO101/111/112; GEO101/103; PSC100/101/213; PSY 100											
PSY 100 - Introduction to Psychology (recommended)				3							
				3							
<b>HUMANITIES (Two courses in a minimum of 2 different areas for a total of 6 semester hours)</b>											
suggested courses: LIT 165,CLS 165/260/261; HIS 101/102/150/151/152;PHI 101/180											
LIT XXX (required for students who plan to earn the PA instructional certification)				3							
				3							
<b>ARTS (One course from any one of the following areas for a total of 3 semester hours)</b>											
Art; Cinema; Dance; Music; Photography; Theatre											
				3							
<b>ELECTIVES (9 or more semester hours)</b> The number of electives is dependent on semester hours needed to meet 120 credits for graduation and semester hours needed to complete the language requirement. Minor courses and double major courses cannot count towards the elective requirement.											
<b>Elective Course</b>	<b>Hrs</b>	<b>Sem.</b>	<b>Grade</b>	<b>Minor Courses</b>	<b>Hrs</b>	<b>Sem</b>	<b>Grade</b>	<b>Double Major Courses</b>	<b>Hrs</b>	<b>Sem</b>	<b>Grade</b>
	3				3				3		
	3				3				3		
	3				3				3		
	3				3				3		
	3				3				3		

**Foreign Language Requirement**

**(12-15 semester hours)**

<b>FOREIGN LANGUAGE</b> - Complete language courses to the XXX202 level OR complete language to XXX102 level, then take 3 culture cluster courses related to the language studied. For culture clusters, at least two different prefixes are required.	<b>Sem. Hrs.</b>	<b>Sem-Year</b>	<b>Grade</b>
	3		
	3		
	3		
	3		
	3		

**COMMUNICATIVE DISORDERS MAJOR REQUIREMENTS**

**(52 semester hours)**

<b>COGNATE/RELATED AREAS- (18 semester hours) See Cognate/Related Course Requirements, below.</b> One Course is required in each area. The exception is Area 4, which may be met by two courses.			
1. Research Skills - Recommend <b>MAT121</b>	3		
2. Human Communication	3		
3. Linguistics <b>ENG230/LIN230</b> is required	3		
4. Human Development - Recommend <b>PSY210</b> or <b>HEA206</b>	3		
5. Human Behavior and Services - (If EDF 300 taken for I, pick another option, J also counts)	3		
6. Human Abnormalities - (also counts for J course if EDA 230 or KIN 254 selected)	3		
<b>COMMUNICATIVE DISORDERS (34 semester hours)</b>			
<b>NOTE: A grade of "C" (2.0) or above is required in All SPP courses; The SPP and GPA cum minimum must be at least a 2.5.</b>			
SPP 101-Introduction to Communicative Disorders	3		
SPP 106-Anatomy of the Speech and Hearing Mechanism (SPP101*) Writing Emphasis**	3		
SPP 203-Speech and Hearing Science (SPP101* or Linguistics minor)	3		
SPP 204-Speech and Language Development (SPP101*,ENG/LIN230*) Writing Emphasis**	3		
SPP 207-Introduction to Phonetics (SPP101* or Linguistics minor)	3		
SPP 208-Neurology of Speech and Hearing (SPP101*,106*)	3		
SPP 329-Speech and Voice Disorders (SPP101*,106*,203*,204*,207*)	3		
SPP 333-Language Disorders (SPP204*)	3		
SPP 346-Hearing Disorders (SPP106*,203*)	3		
SPP 348-Hearing Disorders Laboratory- concurrent with SPP346 (SPP106*,203*)	1		
SPP 350-Clinical Principles (SPP329*,333*) Writing Emphasis**	3		
SPP 163/363/463-Seminar I/IV/VI in Communication Disorders	.5/.5/.5	/ / /	/ / /
SPP 166/266/366-Seminar II/III /V in Communication Disorders	.5/.5/.5	/ / /	/ / /
SPP 451-Clinical Practicum (SPP350*)(3.0 SPP cum; permission of instructor) or SPP 110/111, SPP 410, SPP 469, SPP 498 (junior or senior; permission of instructor) ( <b>optional electives</b> )	3		

\*Prerequisites \*\*For Writing Emphasis, at least 3 credits must be in 300 or 400 level courses (see WCU Undergraduate Catalog).

**Appendix B - Restrictive Major Requirements to Remain in or to Transfer into the Major  
BA in Communicative Disorders**  
(effective beginning in fall, 2008)

**Restrictive Major Requirement (RMR)**

CD majors and students who wish to remain in or to transfer into CD must do all three of the following:

1. Complete all of the RMR courses listed below
2. Receive a "C" or better in each RMR course
3. Earn a cumulative GPA of at least a 3.0 across all RMR courses

**RMR Courses**

<i>Restrictive Major Course Requirements</i>	Semester Hours	Semester Year	Course Grade
<b>General Education Courses</b>			
WRT __ (choose any 100-level course)	3		
MAT__ (choose any 100-level course)	3		
WRT__ (choose any 200-level course)	3		
<b>Cognate/ Related Area Course</b>			
ENG230/LIN230	3		
<b>Major Courses</b>			
SPP 101	3		
SPP 106	3		
SPP 203 (prerequisite: SPP 101)	3		
SPP 207 (prerequisite: SPP 101)	3		
<b>Cumulative GPA across all RMR courses =</b>			

**Additional Requirement for Transfer Students**

After completing the RMR coursework as defined above, transfer students must do the following:

1. Access the "Application for a Change of Major" form from the Registrar's Office at the following website:  
[http://www.wcupa.edu/registrar/documents/major\\_application\\_form\\_wsurvey.pdf](http://www.wcupa.edu/registrar/documents/major_application_form_wsurvey.pdf)
2. Complete the **Application for Change of Major** form
3. Obtain the Department Chair's signature on the form

**Appendix C - Cognate/Related Area Course Requirements for Communicative Disorders**  
(Updated February, 2011)

**ONE COURSE IS REQUIRED FROM EACH OF THE 6 AREAS (with the exception in Area 4)**

Prerequisites are listed in parentheses.

**AREA 1. RESEARCH SKILLS - Choose one:**

MAT 121 - Statistics (strongly recommend) ← **STRONGLY RECOMMENDED**

PSY 245 - Statistics for the Behavioral Sciences

SOC 321 - Statistics in Sociological Research (SOC 200)

**AREA 2. HUMAN COMMUNICATION BEHAVIOR AND THEORY - Choose one:**

COM 204 - Interpersonal Communication

COM 216 - Small Group Communication

COM 219 - Communication Theory - taught regularly

COM 250 - Intercultural Communication

COM 295 - Communication and Disability

COM 307 - Non-verbal Communication (to waive pre-requisites contact Dr. Tim Brown)

ENG 330 - English Phonology (ENG 320) - taught once a year or once every 2 years with LIN503

ENG 331 - Structure of Modern English (ENG 230) - taught every semester & often in the summer

LIN 415 - Language, Thought and Behavior (COM 208, 219, 224) - sometimes taught as PHI415

SOC 302 - Sociology of Everyday Life

SOC 333 - Self and Society

SOC 335 - Racial and Cultural Minorities

**AREA 3. LINGUISTICS**

LIN 230 or ENG 230 - **REQUIRED**

**AREA 4. HUMAN DEVELOPMENT - LIFESPAN - Chose plan A or Plan B**

**Plan A - choose one of these:**

EDE 253 - Human Development and Behavior (PSY 100)

HEA 206 - Human Development

PSY 210 - Developmental Psychology: Lifespan (PSY 100)

**Plan B - two courses are required (1 course from B1 and 1 course from B2)**

**B1 - HUMAN DEVELOPMENT: INFANCY THROUGH ADOLESCENCE**

EDE 251 - Child Development and Behavior (PSY 100)

PSY 382 - Developmental Psych: Infancy, Childhood and Adolescence (PSY 100)

SWO 350 - Psycho-Social Foundations of Human Behavior I

**B2 - HUMAN DEVELOPMENT: ADULTHOOD**

HEA 320 - Positive Aspects of Aging

PSY 384 - Developmental Psychology: Adulthood and Aging (PSY 100)

SOC 364 - Sociology of Aging (SOC 200)

SWO 351 - Psycho-Social Foundations of Human Behavior II (SWO 350)

**AREA 5. HUMAN BEHAVIOR AND HUMAN SERVICES - Choose one**

- EDF 300 - Democracy and Education ← this is an "I" course (interdisciplinary)
- ENG/LAN 382 - Teaching English Language Learners← this is a "J" course (diverse commun.)
- EDP 250 - Educational Psychology OR PSY 363 - Psychology of Learning
- HEA 110 - Transcultural Health: Principles and Practices
- HEA 300 - Professional Ethics and the Health Professions
- HEA 410 - Mental Health
- PSY 254 - Social Psychology (PSY 100)
- PSY 257 - Theories of Personality (PSY 100)
- PSY 325 - Psychological Testing and measurement (PSY 100)
- PSY 327 - Applied Behavior Analysis (PSY 100) (HIGHLY RECOMMENDED)**
- PSY 350 - Motivation (PSY 100)
- PSY 475 - Cognitive Psychology (PSY 100, PSY 363, Recommended)

**AREA 6. HUMAN ABNORMALITIES - Choose one**

- EDR 345- Literacy Development and Students in Inclusive Classrooms (SPP 204 or SPP 333)
- EDA 230 - Inclusive Classrooms ←This is a "J" course (diverse communities)
- EDA 241 - Introduction to Disabilities (PSY 100)
- KIN 254 - Psychosocial Aspects of Physical Disability ←This is a "J" course (diverse communities)
- KIN 485 - Physical Disabilities of Childhood (2 credits)
- PSY 375 - Abnormal Psychology (PSY 100)
- PSY 480 - Neuropsychological Rehabilitation (Consent of Instructor, Chairperson)
- SOC 349 - Perspectives on Mental Illness (SOC 200)
- SOC 350 - Sociology of Mental Illness (SOC 200)
- SOC 351 - Deviance (Soc 200)

**Course Requirements for PA School Certification with Completion of the BA Degree\*\***

Courses required by PDE for school-based clinical practice	Sem. Hrs.	Sem-Year	Grade
ENG/LAN 382 (undergrad) or ENG/LAN 569 (grad) - Teaching English Language Learners			
EDR 345 or 347 (undergrad) or EDR 550 (grad) - Literacy Development and Students in Inclusive Classrooms (SPP 204 or SPP 333 for undergrads)			

**Appendix D – Typical Course Sequence for a B.A. in Communicative Disorders**  
(Revised May 2010)

<b><u>Fall, Freshman Year</u></b>	Credits	<b><u>Spring, Freshman Year</u></b>	Credits
SPP 101 - Introduction to Comm Dis	3	SPP 106 - Anatomy of the S/H Mech	3
SPP 163 - Seminar I (internal observations)	$\frac{1}{2}$	SPP166 - Seminar II (internal observations)	$\frac{1}{2}$
WRT 120 - Effective Writing I	3	ENG 230 (Linguistics) - Related Area 3	3
MAT ____ (103, 105)	3	WRT ____ (204, 208, 220)	3
Humanities <u>or</u> PSY 100	3	Foreign Language	3
Foreign Language	3	PSY 100 <u>or</u> Humanities	3
<b>TOTAL CREDITS</b>	<b>15<math>\frac{1}{2}</math></b>	<b>TOTAL CREDITS</b>	<b>15<math>\frac{1}{2}</math></b>
<b><u>Fall, Sophomore Year</u></b>	Credits	<b><u>Spring, Sophomore Year</u></b>	Credits
SPP 203 - Speech & Hearing Science	3	SPP 204 - Speech & Lang Development	3
SPP 207 - Introduction to Phonetics	3	SPP 266 - Seminar III(internal observations)	$\frac{1}{2}$
Foreign Language	3	Foreign Language	3
Science	3	Science	3
SPK__ (208, 230)	3	Elective	3
		Social-Behavioral Science	3
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>15<math>\frac{1}{2}</math></b>
<b><u>Fall, Junior Year</u></b>	Credits	<b><u>Spring, Junior Year</u></b>	Credits
SPP 208 - Neurology of Speech and Hearing	3	Humanities	3
SPP 333 - Language Disorders	3	SPP 329 - Speech & Voice Disorders	3
SPP 363 - SeminarIV(external observations)	$\frac{1}{2}$	SPP 366 - Seminar V (external observations)	$\frac{1}{2}$
Area 1 (MAT 121 is recommended)	3	Area 2	3
Diverse Communities (J) (can also count for Area 5 or 6)	3	Area 4	3
Interdisciplinary (I)	3	Art	3
<b>TOTAL CREDITS</b>	<b>15<math>\frac{1}{2}</math></b>	<b>TOTAL CREDITS</b>	<b>15<math>\frac{1}{2}</math></b>
<b><u>Fall, Senior Year</u></b>	Credits	<b><u>Spring, Senior Year</u></b>	Credits
SPP 350 - Clinical Principles in Comm. Dis.	3	SPP 346 - Hearing Disorders	3
SPP 463 - Seminar VI(internal observations)	$\frac{1}{2}$	SPP 348L - Hearing Disorders Lab	1
Area 5 or 6	3	Elective (e.g., SPP 451 - Clinical Practicum)	3
Elective	3	Elective	3
Elective	3	Elective	2
Elective	3		
<b>TOTAL CREDITS</b>	<b>15<math>\frac{1}{2}</math></b>	<b>TOTAL CREDITS</b>	<b>12</b>

**NOTE:**

- To remain in the major or to transfer into the major, the student must complete the following prerequisite courses with a GPA of at least a 3.0 and a minimum grade of "C" or better; SPP 101, SPP 106, WRT 1XX, MAT 1XX, SPP 203, SPP 207, ENG230/LIN230, and WRT 2XX.
- Graduation requires 1) a minimum of 120 semester hours at or above the 100 level; 2) a minimum overall GPA of 2.5; and 3) a minimum SPP GPA of 2.5.
- SPP 451 (Senior Year, Spring Semester) or other SPP 400-level elective is a free elective that can replace any other free elective
- Related (Cognate) Area courses 1, 2, 4, 5, and 6 can be taken during any semester. (The numbers assigned to Related Areas courses in the above course sequence were used simply to insure that each course was accounted for).
- Students wishing to meet the PDE requirements for school-based clinical practice must be sure to take the following courses:
  - two 3 credit math (MAT) courses. (This typically includes MAT 103 or 105 and MAT 121).
  - a 3 credit English composition course and a 3 credit literature course (This may include any CLS course from the Diverse Communities courses or any LIT course from the Interdisciplinary courses; and it may replace 1 humanities course.)

## Appendix E - Undergraduate Major Courses and Semester Offered

Departmental Course Requirements (and prerequisites*) - availability varies →	Semester offered	Sem Hrs
SPP 101 - Introduction to Communicative Disorders	Fall (Summer)	3
SPP 106 - Anatomy of the Speech and Hearing Mechanism (*SPP101)	Spring (Fall)	3
SPP 163 - Seminar I in Communicative Disorders	Fall	$\frac{1}{2}$
SPP 166 - Seminar II in Communication Disorders	Spring	$\frac{1}{2}$
SPP 203 - Speech and Hearing Science (*SPP 101)	Fall	3
SPP 204 - Speech and Language Development (*LIN230/ENG230)	Spring (Summer)	3
SPP 207 - Introduction to Phonetics (*SPP 101)	Fall (Summer)	3
SPP 208 - Neurology of Speech and Hearing (*SPP 101, 106)	Fall (Spring)	3
SPP 263 - Seminar III in Communicative Disorders	Spring	$\frac{1}{2}$
SPP 329 - Speech and Voice Disorders (*SPP101, 106, 203, 204, 207)	Spring (Fall)	3
SPP 333 - Language Disorders (*SPP204)	Fall	3
SPP 346 - Hearing Disorders (*SPP106, 203)	Spring	3
SPP 348 - Hearing Disorders Laboratory - concurrent with SPP346	Spring	1
SPP 350 - Clinical Principles (*SPP207, 329, 333)	Fall (Summer, Spring)	3
SPP 363 - Seminar IV in Communicative Disorders	Fall	$\frac{1}{2}$
SPP 366 - Seminar V in Communicative Disorders	Spring	$\frac{1}{2}$
SPP 463 - Seminar VI in Communicative Disorders	Fall	$\frac{1}{2}$
SPP 451 - Clinical Practicum (Optional) or other SPP 400-level elective	Spring (Fall, Summer)	3

*Appendix F - Projected Course Sequence*

Student: \_\_\_\_\_

Fall	hrs	Spring	Hrs	Summer	Hrs
<b>Total hrs</b>		<b>Total hrs</b>		<b>Total hrs</b>	

Fall	hrs	Spring	Hrs	Summer	Hrs
<b>Total hrs</b>		<b>Total hrs</b>		<b>Total hrs</b>	

Fall	hrs	Spring	Hrs	Summer	Hrs
<b>Total hrs</b>		<b>Total hrs</b>		<b>Total hrs</b>	

Fall	hrs	Spring	Hrs	Summer	Hrs
<b>Total hrs</b>		<b>Total hrs</b>		<b>Total hrs</b>	

## Appendix G - Honors Student Advisement Sheet

**B.A. in Communicative Disorders with certification for school based clinical practice through the Honors Program**  
Effective for students entering Fall '09 and later.

*Indicate all the courses you have taken at WCU or transferred for credit. For completed courses, also list the grades. Mark an asterisk (\*) beside courses you are currently taking.*

### I. COMMUNICATIVE DISORDERS

34 -37 \*s.h.

All SPP courses taken towards the major must have a grade of C, courses with lower marks must be repeated the next time the course is offered. A minimum 2.5 average in both the cumulative and major program must be achieved for graduation.

- SPP101 \_\_\_ (Intro to SPP)
- SPP106 \_\_\_ (Anatomy)
- SPP163 \_\_\_ (Seminar I)
- SPP166 \_\_\_ (Seminar II)
- SPP203 \_\_\_ (Sp/Hearing Sci.)
- SPP204 \_\_\_ (Sp. Development)
- SPP207 \_\_\_ (Phonetics)
- SPP 208 \_\_\_ (Neurology)
- SPP263 \_\_\_ (Seminar III)
- SPP329 \_\_\_ (Speech/Voice Dis.)
- SPP333 \_\_\_ (Lang. Disorders)
- SPP346 \_\_\_ (Hearing Disorders)
- SPP348 \_\_\_ (Hearing Dis. Lab)
- SPP350 \_\_\_ (Clinical Prin.)
- SPP363 \_\_\_ (Seminar IV)
- SPP366 \_\_\_ (Seminar V)
- SPP 451 \_\_\_ (Clinical Practicum)\*
- SPP463 \_\_\_ (Seminar VI)

Note: \* Recommended but not required

### II. RELATED AREAS 18 s.h. – courses selected from department approved list (advised substitutions allowed).

- MAT 121 \_\_\_ (Statistics)
- COM 219 \_\_\_ (Comm. Theory)
- ENG/LIN230 \_\_\_ (Linguistics)
- HEA 206 \_\_\_ (Human Develop.)
- EDP 250 \_\_\_ (Ed. Psychology)
- EDR 230 \_\_\_ (Inclusion)

### III. FOR. LANGUAGE (3-15 s.h.)

**Option 1:** Complete courses to the 202 level (or higher).

**Option 2:** Complete courses to the 102 level and 3 approved culture cluster courses in the same language area.

<u>course</u>	<u>grade</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### IV. HON SEQUENCE for GEN ED (27 s.h.)

- HON 100 \_\_\_ (Self Awareness)
- HON 211 \_\_\_ (Public Discourse)
- HON 212 \_\_\_ (Ethics & Technology)
- HON 310 \_\_\_ (Community Change)
- HON 311 \_\_\_ (Stewardship and Civic Responsibility)
- HON 312 \_\_\_ (Educational Systems)
- Or**
- HON 322 \_\_\_ (Leading Chng. ELL)+
- HON 313 \_\_\_ (Public Opinion)
- HON 314 \_\_\_ (Environ. Systems)
- HON 315 \_\_\_ (Community & Arts)
- MAT or SCI 3 hours (NOTE: Met from MAT 121 in related area) \_\_\_X\_\_\_

+Meets requirement for ENG/LAN382.

### V. Additional HON program requirements (9 cr.)

- A) Two HON seminars at the 350/400 level  
HON 351/451 \_\_\_\_\_  
HON 352/452 \_\_\_\_\_
- B) Senior Project  
  
HON 490 \_\_\_\_\_

### VI. REQUIRED PROFESSIONAL EDUCATION COURSES for CERTIFICATION (15 s.h.)

- EDA230\_X\_ (Inclusion)\*
- ENG/LAN382\_X\_ (Teaching Eng Lang. Learners)+

NOTE: PDE requirements for 2 math, 2 compositions, and 1 literature course are met through HON core courses.

+HON322 meets requirements of ENG/LAN 382

\*Courses met in Related Areas

### VII. FOUNDATION COURSES FOR ADMISSION TO GRADUATE SCHOOL (9-10 s.h.)^

- BIO110 \_\_\_ (Biology)
  - PHY130 \_\_\_ (Physics I) **or**
  - CHE103 \_\_\_ (Gen. Chem. I) **and**
  - CRL103 \_\_\_ (Chem. Lab)\*
  - PSY 100 \_\_\_ (Gen Psychology)
- ^Two physical science courses are mandated for graduate school. PSY100 is a pre-req. to many upper level PSY courses that Comm. Dis. majors would find of interest.

### DIRECTED ELECTIVES

Take enough directed electives to complete 120 credits. Students should consider obtaining a Minor in: foreign language (especially Spanish), Literacy, or Special Education. Additional courses in ESL (English as a Second Language) and Statistics are also valued. The actual number of electives required will vary depending upon (among other things) the option to complete a minor(s) and the number of courses the student must take to complete the foreign language requirement.

<u>Course</u>	<u>Grade</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Bring this sheet with you whenever you meet with your advisor about scheduling or course planning!**

## *Appendix H - Internal Transfer Policy*

The following requirements apply to students who have already been admitted to West Chester University as bachelor degree candidates and who are interested in changing their major to Communicative Disorders:

1. The student must be in **good academic standing with a GPA of at least a 2.5**.
2. To remain in the major or to transfer into the major, the student must meet the following requirements:
  - a) Complete the following prerequisite courses with a cumulative GPA of at least a 3.0 and a minimum grade of "C" or better in each course; SPP 101, SPP 106, WRT 1XX, MAT 1XX, SPP 203, SPP 207, ENG230/LIN230, and WRT 2XX.
3. The student must **participate in an interview** with the Department Chairperson or faculty designee to review major requirements and departmental academic policies as described in the undergraduate catalog.
4. The student must complete the Application for Change of Major form, and this form must be signed by the department chair. The form is accessible at the following website:  
<http://www.wcupa.edu/registrar/forms.html#major>

## *Appendix I - Communicative Disorders Courses for Non-Majors*

Any non-major WCU student may take the following courses as electives

- SPP 101 - Introduction to Communicative Disorders** (3 semester hours)  
An introductory survey of normal processes and disorders of speech, language, and hearing
- SPP106 - Anatomy of the Speech and Hearing Mechanism** (3 semester hours)  
A study of embryology, normal development, neurology, and physiology of anatomical structures of the speech and hearing mechanisms. (Prerequisite is completion of SPP 101 with a "C" or better)
- SPP 163 - Seminar I** (.5 semester hours)  
An introductory survey of the field of Speech-Language Pathology, the Department of Communicative Disorders, and the educational requirements necessary to practice as a Speech-Language Pathologist
- SPP 203 - Speech and Hearing Science** (3 semester hours)  
This course presents students with the fundamental knowledge of acoustics related to speech production and speech perception. It also provides an opportunity for students to engage in laboratory experiences related to acoustic and psychoacoustic measurement (Prerequisite is completion of SPP 101 with a "C" or better).
- SPP204 - Speech and Language Development** (3 semester hours)  
Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from prelinguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism. (Prerequisite is completion of ENG/LIN 230 and SPP 101 with a grade of "C" or better in each course)
- SPP 207 - Introduction to Phonetics** (3 semester hours)  
Introduction to the International Phonetic Alphabet and its use in transcribing normal and disordered speech. Emphasis is placed on broad and narrow transcription skills (Prerequisite is completion of SPP 101 with a "C" or better).

### **Note:**

SPP106, SPP 203, SPP204, and SPP 207 have prerequisites (see above) which must be completed prior to enrollment in these courses.

To take any courses other than those listed above, a student would need special permission from the instructor.

**Special Education majors** and Psychology majors may take SPP240 and other Communicative Disorders courses for which they receive departmental approval

## *Appendix J - Description of CD Courses*

### **From the Undergraduate Catalogue**

#### **Symbol: SPP**

- 101 Introduction to Communicative Disorders (3)** An introductory survey of normal processes and disorders of speech, language, and hearing. Suitable for nonmajors.
- 106 Anatomy of Speech and Hearing Mechanisms (3)** A study of embryology, normal development, neurology, and physiology of anatomical structures of the speech and hearing mechanisms. PREREQ: SPP 101.
- 163 Seminar I in Communicative Disorders (.5)** The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on career/professional awareness, orientation to the department, and individual studies.
- 166 Seminar II in Communicative Disorders (.5)** The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on personal adjustment, assertiveness, and active listening.
- 203 Speech and Hearing Science (3)** This course presents students with the fundamental knowledge of acoustics related to speech production and speech perception. It also provides an opportunity for students to engage in laboratory experiences related to acoustic and psychoacoustic measurement.
- 204 Speech and Language Development (3)** Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from prelinguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism. PREREQ: [ENG/LIN](#) 230, SPP 101.
- 207 Introduction to Phonetics (3)** Introduction to the International Phonetic Alphabet and its use in transcribing normal and disordered speech. Emphasis is placed on broad and narrow transcription skills.
- 208 Neurology of Speech and Hearing (3)** A study of neuroanatomy and neurophysiology of the speech and hearing mechanism. PREREQ: SPP 101, 106.
- 240 Development and Disorders of Language (3)** An examination of normal language development and its psycholinguistic, neurological, and social dimensions. Special education considerations for children with language disorders. PREREQ: [EDA](#) 104 is required; SPP 101 is recommended.

- 263 Seminar III in Communicative Disorders (.5)** The seminar is designed to help integrate experiential and theoretical information. The seminar will focus on implications of disabilities and on cultural diversity.
- 329 Speech and Voice Disorders (3)** The symptomatology, etiology, assessment, and treatment of communicative disorders associated with speech and voice. PREREQ: SPP 101, 106, 203, 204, and 207.
- 333 Language Disorders (3)** Clinical management issues associated with developmental and acquired language disorders in children and adults. Linguistic patterns observed in the performance of individuals with various etiological conditions (e.g., mental retardation, autism, hearing loss, neurological impairment, craniofacial anomalies, learning disability). Factors indicating risk for and maintenance of language disorders. Protocols for evaluation and treatment indicated by developmental theories, processing models, and sensitivity to normal variations among culturally diverse populations. PREREQ: SPP 204.
- 346 Hearing Disorders (3)** An introduction to audiology and its relationship to other medical and educational fields concerned with hearing impairments. Developmental, medical, social, physical, and psychological properties of hearing and sound are explored. Evaluative techniques are introduced with opportunity for limited practical experience. PREREQ: SPP 106 and 203.
- 348 Hearing Disorders Laboratory (1)** Laboratory experience to become familiar with most common hearing testing and remediation equipment. Taken concurrently with SPP 346.
- 350 Clinical Principles in Communicative Disorders (3)** A study of evaluative and therapeutic materials and methods applicable to the professional setting. PREREQ: SPP 207, 306, 323, and 333.
- 363 Seminar IV in Communicative Disorders (.5)** The seminar is designed to help integrate experiential and theoretical information, focusing on principles and applications of counseling.
- 366 Seminar V in Communicative Disorders (.5)** The seminar is designed to help integrate experiential and theoretical information, focusing on professional resources and the legal, ethical, and political responsibilities of the professional.
- 410 Independent Study (1-3)** Research, creative projects, reports, and readings in speech pathology and audiology. Application must be made to advisers by students one semester in advance of registration. Open to juniors and seniors only. PREREQ: Approval of department

chairperson. Offered on demand.

*This course may be taken again for credit.*

**451 Clinical Practicum in Communicative Disorders (3)** Supervised practice in the Speech and Hearing Clinic. Designed to prepare students to evaluate and provide therapy for children and adults who have communication problems. PREREQ: Overall GPA of 2.75 and major GPA of 3.0; permission of the department.

**463 Seminar VI in Communicative Disorders (.5)** The seminar is designed to help integrate experiential and theoretical information, focusing on employment opportunities and graduate education.

**469 Clinical Instrumentation (3)** Evaluation, selection, use, and maintenance of electronic aids for the speech and hearing clinician. Emphasis on demonstrations and practical experience. Open to speech pathology and audiology students with senior standing. Also offered as SPP 569 for graduate credit.

**498 Workshop in Communicative Disorders (3)**

*This course may be taken again for credit.*

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**ENG230 (Also LIN 230) Introduction to Linguistics (3)** Basic concepts of language description, classification, change, reconstruction, dialectology, and sociolinguistics. (Prerequisite for all courses in English.)

## *Appendix K - Course Abbreviations*

ACC = Accounting	GEO = Geography and Planning
AEB = INstrumental Music	GER = German
AIC = Music Instrum. Conducting	HEA = Health
AIM = Music	HIS = history
AIM = Music	JRN = Journalism
ANT = Anthropology	KIL = Kinesiology Lab
ARH = Art History	KIN = Kinesiology
ART = Art	LIN = Linguistics
AWM = Music	LIT = Literature
BIO = Biology	MAT = Mathematics
CHE = Chemistry	MGT = Management
CLS = Comparative Literature	MHL = Music History and Literature
COM = Communication Studies	MHW = Music History Workshop
CRJ = Criminal Justice System	MKT = Marketing
CSC = Computer Science	MTC = Music Theory & Composition
CSW =	MUE = Music Education
ECE = Early Childhood & Special Ed	NSG = Nursing
ECO = Economics and Finance	PEA = Physical Education
EDA = Early Childhood Special Education	PHI = Philosophy
EDE = Elementary Education	PHL = physics lab
EDF = Department of Professional & Secondary Education??	PHY = Physics
EDP = Educational Psychology	PMG = Public Management
EDR = Literacy	PSC = Political Science
EFR = ?	PSY = Psychology
ENG = English	SMD = Sports Medicine
ENG = Interdisciplinary & Cult Clust	SML = Sports Medicine lab
ENV = Health - Human Environment	SPA = Spanish
ERU =	SPP = Communicative Disorders
ESL = Geology Lab	SWO = Social Work
ESP = Interdisciplinary & Cult. Clust	THA = Theatre
ESS = Geology and Astronomy	TRN = (Generic Transfer Credit)
FLM = ??	VOC = Music Vocal and Choral
FRE = French	WOS = Women's Studies
	WOS = Women's Studies program