



Graduate Student Handbook for Speech-Language Pathology

Department of Communication Sciences and Disorders
for Students Entering the Program in 2026

(Updated 8/16/2026)



WCU's SLP Program is Accredited in Speech-Language Pathology
by

The Council on Academic Accreditation
in Audiology and Speech-Language Pathology



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Welcome New Students!

Welcome to West Chester University's Speech-Language Pathology (SLP) graduate program in the Department of Communication Sciences and Disorders (CSD)! We hope you will find your experience at WCU to be pleasant, challenging, and rewarding.

The SLP ***Graduate Student Handbook*** (known here as the ***Handbook***) will serve as a supplement to the following important sources of information available to you via [WCU's website](#)

- WCU's current [Graduate Catalog](#)
- Policies and forms on WCU's [Graduate School website](#)
- Information provided on WCU's web-based [MA Advisement site](#) on D2L

This *Handbook* provides an overview and a guide to important information about CSD and about the Master of Arts (MA) graduate program in Speech-Language Pathology (SLP). Please keep this *Handbook* throughout your MA program and with your personal professional records thereafter. Its contents will help you plan and record your progress through the program, and it may be useful to you after graduation for documenting aspects of your graduate experience.

CSD's graduate program is accredited for **Speech-Language Pathology** by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA). In compliance with the CAA, we ask that you become familiar with three cardinal documents, available at www.asha.org

1. [ASHA's Code of Ethics](#)
2. [The Scope of Practice in Speech-Language Pathology](#)
3. [2027 Standards and Implementation Procedures for the CCC-SLP](#)

Important Notes:

- **Information in this *Handbook* is subject to change as policies of the University, Department, ASHA, and the Pennsylvania Department of Education (PDE) are updated.** Changes may also be made when recommended by the faculty to address emergent issues. If such changes occur, you will be informed through e-mail from the Graduate Coordinator and through notices posted to the web-based MA Advisement site on D2L (described later in this Handbook)

- This *Handbook* is updated annually while *WCU's Graduate Catalog* is updated once every two years. Therefore, it occasionally happens that some information appears to differ between the *Graduate Student Handbook* and *WCU's Graduate Catalog*. If you find such a discrepancy, please contact the Graduate Coordinator.
- The Graduate Coordinator will serve as your advisor and is available to support you throughout the program, but **the responsibility for completing all requirements for conforming to current policies and for meeting all deadlines is ultimately your own.**

CSD Mission Statement

West Chester University's Department of Communication Sciences and Disorders (CSD) offers three programs: (1) a Bachelor of Arts (BA) program in CSD, (2) a Pre-Graduate Program (PGP) allowing students with a degree in another discipline to complete core undergraduate CSD courses as a prerequisite for applying to graduate studies in SLP or AUD, and (3) a Master of Arts (MA) in Speech-Language Pathology (SLP).

- The BA and PGP programs offer a firm theoretical and empirical basis for understanding the nature of normal communication and swallowing processes, with an introduction to communication disorders.
- The MA program offers learning experiences that address the knowledge and skills standards defined by ASHA's Council for Clinical Certification (CFCC) in Speech-Language Pathology, including:
 - content targeting knowledge of theoretical and evidence-based frameworks for understanding the prevention, assessment, and treatment of communication and swallowing disorders;
 - opportunities to apply knowledge in the application of skills toward critical thinking and problem-solving within closely supervised on- and off-campus clinical practice settings;
 - opportunities to learn and apply competencies to support interprofessional collaboration; and
 - research opportunities to prepare students to become informed consumers of the literature and pursue graduate work beyond the master's level if desired.

Together with other programs in the West Chester University community, the BA, PGP, and MA programs support students in becoming broadly educated individuals who excel at critical thinking and evidence-based problem solving and behave in accordance with values

documented in ASHA's Code of Ethics, the College of Health Sciences' Strategic Priorities, and WCU's mission, including inclusion and cultural sensitivity.

Policy on Equitable Treatment

Consistent with [WCU's Mission Statement](#), the Department of Communication Sciences and Disorders complies with all applicable laws, regulations, and executive orders prohibiting discrimination towards students, faculty, staff, and persons served in the Speech and Hearing Clinic. This includes prohibitions on discrimination based on any category prohibited by applicable law, including, but not limited to, age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status. WCU's [Office for Equal Opportunity and Compliance](#) provides leadership and expertise to the campus community to promote inclusivity. This includes monitoring and recommending policies that promote an equitable learning and working environment free from discrimination and harassment. The Office is available to receive complaints, charges, and litigation alleging violations of non-discrimination policies and procedures. When complaints or charges arise at the Department level, individuals are referred to the Office for Equal Opportunity and Compliance.

Departmental Information

Mailing Address: Department of Communication Sciences and Disorders,
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Phone: 610-436-3401

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Physical Facilities

The Department of CSD and WCU's Speech and Hearing Clinic are located at 201 Carter Drive, at the eastern end of the campus. The building houses the Department's academic and clinical offices on a single floor and is accessible to individuals with mobility impairments.

Reserved parking for clients is located in front of the clinic. Students with West Chester University parking permits may park in the Bull Center parking lot or in the parking garage, both of which are located across Matlack Street. Students may also park in the lot behind 204 Carter Drive. As CSD majors, students are welcome to use the Department's facilities as soon as they are admitted to the MA program.

Areas included within the Department complex are described below:

Classroom (Room 428)

The classroom is used for all graduate courses for cohorts of 40 students or fewer. It is equipped with a videoconferencing system, including video cameras, monitors, and peripheral devices such as a computer, document camera, and VCR/DVD player. At times, this room is used to conduct distance education (DE) classes.

Speech and Hearing Clinic

WCU's Speech and Hearing Clinic includes six individual sound-treated therapy rooms, two larger therapy rooms (one typically used for children and one for adults), therapy room observation corridors, a Clinic Materials and Preparation room, a Waiting Room for clients and their families, a Clinic Office, and a Video Control Room used by supervisors to observe 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 CSD website [Clinic page](#).

Computer Room (Room 420)

The Computer Room contains desktop personal computers (PCs) for student use. Each is wirelessly connected to the University Local Area Network, providing access to various software packages, the University's electronic library catalog, e-mail, and the Internet. Additionally, this room contains a few anatomical models and other items that are used for teaching, research, and clinical management.

Library (Room 419, or "Multipurpose Seminar Room")

The multipurpose seminar room contains a conference table and chairs, a whiteboard, and a collection of books and journals. When not in use for seminars, clinic, or teacher/student conferences, this room can be used for individual study and group meetings.

Speech Science Research Laboratory (Room 430)

The Speech Science Research Laboratory contains a cabinet, bookshelves, tables, and research equipment. The room is also used for adult therapy when clinic is in session. Students conducting research are permitted to use the research lab only with faculty approval. The room must remain locked when it is not in use to protect the instruments stored therein.

Wireless Internet Connectivity

Students may access the internet in any area of the Department or Clinic. As indicated above, they may do so using the computers in the Computer Laboratory. They may also do so using their own laptops or laptops available for checkout from the Computer/Speech-Science Lab.

Use of Department Facilities

Hours of Operation

The use of all Department facilities is limited to times during which either the Department Administrative Assistant and/or faculty members 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 Monday through Thursday from 8:30 a.m. to 7:00 pm.

Study Areas

The Department does not have office space for individual graduate students. 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 Computer Room (when not in use for meetings), and individual therapy rooms (when not in use for clinic). When students use these spaces, they are expected to keep them clean and to conduct their activities in a manner that does not compromise other activities in adjacent spaces.

*The **Computer Room (Room 420)**, like other Departmental facilities, is available to students as a study area when it is not being used for another function (e.g., faculty meetings). If the lab door is locked, a key can be obtained from the Department Administrative Assistant or a faculty member. **When using this space (like all other spaces in the Department), students are responsible for ensuring that electronic devices and lights are turned off.***

*The **Computer Room** is frequently used by students and faculty alike. Therefore, it is sometimes necessary to schedule activities in this room. When this occurs, a sign-up sheet will be placed on the door to the room.*

Telephones

The use of Department telephones is restricted. Students may use Departmental phones for communicating with clinic clients. These activities require permission of the Director of Clinical Education, the Department's Administrative Assistant, the Clinic Administrative Assistant, or a faculty member. The procedure for making long-distance calls is based on the PaNET system and must be strictly followed. The Departmental Administrative Assistant, Clinic Administrative Assistant, or Faculty can explain how this works.

Bulletin Boards

The Department maintains bulletin boards that contain information of interest to students. These boards are in the library, the clinic preparation room, and the Department's hallways, including the hallway to the Department Chairperson's office. Please check these boards periodically for news.

Program Prerequisites

To participate in the SLP graduate program, students must complete undergraduate coursework in introduction to communication sciences and disorders, anatomy and physiology of speech and hearing, speech and hearing science, speech and language development, introduction to phonetics, speech and voice disorders, language disorders, and hearing disorders. Additionally, students must submit evidence that documents completion of these prerequisites.

Core Functions

Core functions are conditions and skills needed, with or without reasonable accommodations, to participate in clinical service delivery, including:

- physical health
- motor skills
- observation skills
- communication skills

- cognitive skills
- behavioral/emotional health
- professional skills

Appendix A of this Handbook defines these skills in detail. Students are asked to read this appendix and sign a form to indicate that they have read the document, agree with its contents, and understand that failing to meet expectations despite reasonable accommodations and reasonable levels of support from the faculty may result in a recommendation to discontinue the program.

25 Clinical Observation Hours

Observation of clinical service delivery is typically included in undergraduate programs in communication sciences and disorders. Documentation of hours may be provided in one of three ways: (1) In a letter from an instructor written on university letterhead, stating that a student has completed all 25 observation hours; (2) in a form created by the undergraduate program which lists details about each observation (e.g., client's age, type of disorder, length of observation) and includes the signature plus ASHA ID# of the clinically-certified clinician who supervised each observation; or (3) a summary list from Master Clinician Network (MCN) approved by a clinically-certified supervisor, listing the details of each observation.

Completion of 25 supervised observation hours is a prerequisite for participation in clinical practicum during the spring semester of the first year in the program. Students must send documentation of their completed 25 observation hours to the Graduate Coordinator as an email attachment upon entering the program. This information will be maintained in each student's academic and CALIPSO file. (CALIPSO will be described later in this Handbook.)

Five Prerequisite Courses (KASA Standards IV-A and Neurology)

To qualify for the Clinical Fellowship (CF) following graduation, students must complete all Knowledge and Skill (KASA) Standards defined by ASHA's Council for Clinical Certification (CFCC). Four of these standards pertain to undergraduate courses in biological science, physical science, statistics or research methods, and social/behavioral sciences, respectively.

Additionally, WCU's SLP program requires a course in the neurology of speech, language, and communication as a prerequisite for graduate studies. All requirements are summarized below.

Prerequisite Courses: KASA and Program-Specific

Standard Addressed	Criteria for Demonstrating Acquisition
KASA Standard IV-A Biological Sciences Course must be taken in a department other than CSD	Successfully complete coursework with content that covers one or more of the following areas : General biology; principles related to the human organism; and/or principles of human relationships with the world/biosphere.
KASA Standard IV-A Physical Sciences Course must be taken in a department other than CSD	Successfully complete coursework in physics or chemistry .
KASA Standard IV-A Statistics or Research Methods	Successfully complete coursework with content that focuses on learning from data and from measuring, controlling, and communicating uncertainty.
KASA Standard IV-A Social/Behavioral Sciences	Successfully complete coursework the analysis and investigation of human and animal behavior through controlled and naturalistic observation and disciplined scientific experimentation.

Standard Addressed	Criteria for Demonstrating Acquisition
MA Program Standard Undergraduate Neurology Course	The completion of a standalone undergraduate course in the neurology of speech, language, and hearing is a prerequisite of WCU's graduate SLP program.

More about KASA Standard IV-A Courses

Content targeted by Standard IV-A is typically completed at the undergraduate level. Incoming graduate students who did not complete these courses in their undergraduate programs must complete them during the summer before they begin graduate studies (preferred) or during the first year of graduate studies. The courses can be completed online or in person at any accredited institution of higher education. In some cases (biology, chemistry, social/behavioral science), course credit can also be earned by passing a proficiency test given through the College-Level Examination Program (CLEP <https://clep.collegeboard.org>). Completion of Standard IV-A content is a prerequisite during the first year of graduate studies (described later in this Handbook) and for beginning the Clinical Fellowship (CF) in speech-language pathology following graduation.

More about the Undergraduate Neurology Course

Since undergraduate CSD programs differ in their presentation of neurology content, incoming graduate students often represent one of three groups:

- Group 1 – students who have completed a free-standing course in the neurology of speech, language, and hearing.
- Group 2 – students who have received the equivalent of a free-standing course in neurology through units in neurology across several courses in their undergraduate programs.
- Group 3 – students who have not been exposed to neurology content at the level of depth equivalent to a free-standing course on the topic.

Students in Group 1 will have met the neurology course prerequisite. Students in Group 2 will have the option to complete the Neurology Qualifying Exam (NQE) administered at WCU during the summer before graduate studies begin. Students in Group 3 or those who are not sure whether they have been exposed to sufficient content may also take the NQE. However, students

who fail the NQE must complete an undergraduate course on the topic. The course can be completed online or in person at any accredited institution of higher education during the summer before graduate studies begin (preferred) or during the fall semester, together with graduate courses.

The SLP Program Curriculum

The SLP program's core curriculum addresses the KASA standards that prepare students for professional work as SLPs across service delivery settings. It includes 63 semester hours.

Courses in the Core Curriculum

Prefix & Course #	Course Names	Semester Credits
SLP 501	Foundations of Research	1
SLP 511	Child Lang. Disorders I: 0-5 years	3
SLP 512	Child Lang. Disorders II: 6-18 years	3
SLP 515	Adult Neurogenic Speech Disorders	2
SLP 516	Adult Neurogenic Communication Disorders	3
SLP 523	Voice Disorders	3
SLP 524	Fluency Disorders	3
SLP 526	Clinical Articulation & Phonology	3
SLP 543	Aural Rehabilitation	3
SLP 545	Augmentative Alternative Communication (AAC)	3
SLP 551	Clinical Practicum (S/L Clinic-1)	3
SLP 551	Clinical Practicum (S/L Clinic-2)	3
SLP 551	Clinical Practicum (Hearing Clinic)	1.5

Prefix & Course #	Course Names	Semester Credits
SLP 551	Clinical Practicum (S/L Diagnostics)	1.5
SLP 552	Medical Affiliation	6-9
SLP 553	School-based Affiliation	6-9
SLP 570	School Language, Speech, & Hearing Program	3
SLP 575	Medical Speech Pathology	3
SLP 582	Dysphagia	3
— XXX	Elective	3

Total # of Semester Hours : 63

Electives

Each year, the Department will offer an elective on a current topic of interest within the field of speech-language pathology (e.g., telepractice, bilingual SLP, autism). Each student will have the option to select this SLP elective or another relevant course offered by a different Department (with the Graduate Coordinator's approval). A copy of current electives within the Department of CSD and in other departments across the University is available on the MA Advisement site on D2L (WCU's web-based system for posting information related to courses and organizations).

Simulation Experiences

During most academic courses, students will be assigned assessment and intervention tasks involving clinical simulations, which provide risk-free opportunities to practice clinical decision-making. Most of the simulations will be presented through avatars on a web-based program called **Simucase**. Using Simucase incurs a \$130 annual fee. Please create an account at <https://www.simucase.com>.

Other simulations will be provided in SLP 575 (Medical SLP) through mannequins and standardized patients. Mannequins are human-like robots that behave like patients, displaying symptoms and responding to interventions. Standardized patients are actors who play the role of a patient. No cost is associated with the use of mannequins and standardized patients.

Bilingual Emphasis Course Sequence (BECS) — A Program Option

Purpose

The Bilingual Emphasis Course Sequence (BECS) is an option for students enrolled in West Chester University's speech-language pathology (SLP) graduate program. The purpose of BECS is to enhance the preparation of future speech-language pathologists with a special interest in working with Spanish-English bilingual individuals who have communication disorders.

Eligibility

Students who wish to participate in BECS must:

1. Respond to questions on CSDCAS indicating an interest in BECS.
2. Earn acceptance to the SLP graduate program.
3. Demonstrate Spanish language proficiency with a passing score of at least "Intermediate High" on either the standard ACTFL Oral Proficiency Interview (ACTFL OPI) or the ACTFL Oral Proficiency Interview - Computer (ACTFL OPIc) from the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL OPIc is recommended because it does not require a live proctor.
4. Sign the BECS contract to indicate commitment.

BECS Program Outcomes

- Discuss tenets of culturally responsive clinical practices
1. Practice culturally responsive clinical practices
 2. Conduct speech-language prevention, assessment, and intervention services in Spanish
 - Collaborate interprofessionally to provide effective, client-centered speech-language services
 - Provide interpretation services in clinical situations (e.g., speech-language, audiology)
 - Participate in in-class presentations and complete written assignments dealing with topics of culturally responsive practices

BECS Academic Curriculum

Students who participate in BECS take the same courses as students in the basic graduate curriculum.

- BECS requirements are integrated through specialized assignments in the following courses: SLP 501, SLP 511, SLP 512, SLP 516, SLP 523, SLP 524, SLP 526, and SLP 570. Instructors are notified of the BECS students enrolled in their classes.
 - Instructors will permit these students to utilize a bilingual/bicultural focus with at least one paper in the class, graded in consultation with Dr. Patricia Swasey Washington.
 - For SLP 501, the literature review must address a bilingual area.
- An elective BECS course (e.g., SLP 598) will be offered during the first summer of the graduate program. The instructor for this course will be Dr. Swasey Washington, and the topic will be “Cultural and Linguistic Diversity Issues in Speech-Language Pathology.” BECS students will take this course as their elective. One component of this course is studying abroad (see below).

BECS Clinical Curriculum

- One clinical practicum in speech-language pathology (SLP 551) for 3 semester credits will provide students with the opportunity to serve bilingual clients and/or clients seeking accent modification, under the supervision of or in consultation with Dr. Swasey Washington. Students will also assist with interpretation and translation services involving clients in the clinic.
- One school-based clinical affiliation (SLP 553) and one medical-based affiliation (SLP 552), each for 9 semester hours, will be completed in a setting with bilingual clients.
- **Communication Sciences and Disorders Study Abroad in Costa Rica Program**
 - Students enrolled in BECS will take the elective class (e.g., SLP 598; please see Electives above) and participate in the accompanying study abroad program. In extenuating circumstances, a virtual option will be offered. The study abroad program will allow students to participate in a clinical practicum, earn clinical hours, and enjoy an immersive Spanish language experience.

BECS Academic Standards

Once accepted into the BECS, students must:

- Achieve and maintain standards required of all graduate students in the SLP graduate program (see the Department's Graduate Student Handbook for further information on this topic)
- Complete with a grade of "B" or better all assignments specific to the BECS (see academic requirements below)
- Complete with a grade of "B" or better all elective courses associated with the BECS (see academic requirements below)
- Complete with a grade of "B" or better all clinical practica in the on-campus and affiliation settings.

Students will be dismissed from BECS if they:

- Earn a grade below "B" on a BECS-specific assignment, BECS-related elective course, clinical practicum (including a repeated course), and fail to meet BECS-related KASA standards through the initial assessment or the first remediation
- Earn a semester grade below "B" in a BECS-related elective course
- Fail to maintain program standards required of all SLP graduate students
- Earn a semester grade below "B" in any clinical practicum (including a repeated course)
- Fail to adhere to WCU Student Conduct and Education Abroad Policy
- Fail to participate in all components of the BECS

Documentation of BECS Completion

Students who complete the BECS will receive a certificate of completion from the Department of Communication Sciences and Disorders.

Didactic Instructor Responsibilities for BECS Students

- Communicate with BECS students to discuss which class project will be bilingually focused.
- Contact Dr. Swasey Washington if you have any questions on perspectives or procedures regarding bilingualism and/or culturally responsive practices (e.g., found in textbooks).

Clinical Director Responsibilities for BECS Students

- When possible, enroll BECS students in on-campus practica that offer opportunities to engage with Spanish-speaking clients.
- Enroll BECS students in affiliation practica that offer opportunities to engage with Spanish-speaking clients.

Clinical Supervisor Responsibilities for BECS Students

- Assign BECS students to Spanish-speaking clients (diagnostic and intervention) in on-campus practica.
- If interpretation services are needed (when a BECS student is not assigned to the diagnostic or therapy group), contact Dr. Patricia Swasey Washington, Jackie Johnson (Clinic Administrative Assistant), and Professor Sarah Moreau (Clinical Director).
- Send Spanish reports to Dr. Swasey Washington for correction and finalization.

Clinical Practicum

WCU's graduate program provides students with the coursework and clinical experiences required to meet the pre-professional academic and clinical standards leading to ASHA's **Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP)**. It also provides students with the coursework and clinical practicum experiences required by the PA Department of Education (PDE) to earn the **Educational Specialist Certificate for SLP** (needed for employment in the PA schools). To meet the requirements of ASHA and PDE, students participate in practicum at three different sites: (1) WCU's Speech and Hearing Clinic, (2) a school-based affiliation, and (3) a medical affiliation. Below is a list of policies pertaining to the clinical education program as a whole.

Clinical Practicum Environments

The MA degree requires successful completion of supervised clinical practica on campus at WCU's Speech and Hearing Clinic and at two off-campus affiliation sites approved by the Department.

GPA Prerequisites

To register for on-campus or off-campus clinical practica, students must have a minimum cumulative GPA of 3.0 in the MA program. Successful completion of the on-campus practica is a prerequisite for enrolling in the off-campus affiliations.

Clinical Practicum Clock-Hour Requirements

Students must earn a total of **400 clock hours** of clinical practicum to qualify for the MA degree.

1. At least 325 of the required 400 clock hours must be supervised clinical practicum while enrolled in a graduate program in speech-language pathology at a CAA-accredited institution.
2. At least 250 clinical clock hours must involve direct, in-person service provision.
3. To meet these requirements, the WCU SLP Program distributes the hours as follows:
 - a. Exactly 25 undergraduate clinical observation hours
 - b. Exactly 50 non-clinical care management hours (e.g., chart review, report writing, AAC device programming)
 - c. Up to 75 clinical simulation hours (e.g., Simucase, mannequins or standardized patients)
 - d. Up to 75 telepractice hours
 - e. At least 250 direct, in-person clinical hours

Off-Campus Affiliation Practicum

After completing their on-campus clinical work, students must complete two off-campus affiliations: one school-based affiliation (SLP 553) and a second, often medically-oriented, affiliation (SLP 552). Details regarding the requirements for participating in off-campus affiliation are provided below.

PA Educational Specialist Certification for SLP

The Pennsylvania Department of Education (PDE) requires all speech-language pathologists (SLPs) to earn either the **Educational Specialist I - School Speech and Language Pathologist PK-12 Certificate** (aka **Ed Spec Cert for SLP**) or the **Level I Teacher Certificate** if they wish to work in the schools. The curriculum of WCU's SLP graduate program includes the required content and assessment (SLP Praxis 5331) leading to the **Ed Spec Cert for SLP**, which reflects ASHA's scope of practice in SLP more closely than the **Level I Teacher Certificate**. However, note that the Ed Spec Cert for SLP differs from the Certificate of Clinical Competence (CCC-SLP) issued by

ASHA, and it requires students to meet competencies in education and linguistics, as well as in speech-language pathology. Information about how to apply for **Teacher Candidacy (leading to the Ed Spec Cert for SLP)** is provided in [Appendix B](#) of this Handbook.

WCU's curriculum also partially supports the Level I Teacher Certificate. However, students would need to complete other Praxis exams in addition to the SLP Praxis 5331.

Note that certification to work in the schools is an option, not a requirement, of this graduate program. However, we strongly urge students to pursue this option, which will maintain their employment flexibility. You may think you'd rather work in a medical setting where an educational certification isn't required. However, no one knows what the future may bring. You may decide at some later point that you'd prefer to work in a school, but the requirements for obtaining the Ed Cert Spec for SLP may have changed by that time. Graduates are encouraged to obtain their Ed Spec Cert for SLP while they are eligible, which is at the time of graduation.

On-Campus Clinicals

In SLP 551, students complete three semesters of on-campus clinical experiences that consist of two speech and language treatment opportunities (total of 6 credits), one speech and language diagnostic experience (1.5 credits), and one hearing diagnostic/treatment experience (1.5 credits). The sequence of these clinical experiences depends on each student's assigned academic pattern (described later in this handbook). Prerequisites for enrolling in the on-campus clinic are 25 completed observation hours and permission from the Department. More details about the on-campus clinical experience are available in the Clinic Handbook on D2L.

Off-Campus Clinical Affiliations

Below is a summary of important information regarding off-campus affiliations. The **Affiliation Practicum Handbook** on D2L provides more details about this process.

Affiliation Courses

Off-campus clinical practicum courses include SLP 552 (Medical Affiliation) and SLP 553 (School Affiliation). All students must complete 9 credit hours (at least 12 weeks) of SLP 553 (School-based Affiliation) and 6 credit hours (at least 9 weeks) of SLP 552 (Medical Affiliation). The affiliation practica are typically scheduled during the spring and summer semesters of the program's second year. Each student will be assigned a WCU faculty supervisor to support them during the affiliations. The WCU supervisor acts as a liaison between the student and the site supervisor. Face-to-face or Zoom visits will be scheduled to assess the student's performance.

Affiliation Requirements

Complete Academic Prerequisites

To register for an off-site affiliation, students must have earned a grade of “B” or better (both at midterm and as a final grade) in the on-campus clinical practica (SLP 551). **If this requirement is not met, students cannot register for the affiliation practicum.**

Submit an Affiliation Request Form

To enroll in an affiliation practicum, students must complete the **affiliation request process** with the Department’s Director of Clinical Education at least **two semesters** before the planned practicum. You will be provided with details about this process during your first year.

Register for SLP 552 or 553

Based on your program plan, the CSD Department Administrative Assistant will enroll you in both SLP 552 and 553.

Receive an Affiliation Assignment from the Director of Clinical Education

Affiliation practica are offered only at sites where WCU’s Department of CSD has a written contractual agreement. Only the Department’s Director of Clinical Education can negotiate and finalize such an agreement. **Students may not arrange an off-campus practicum site without permission from the Director of Clinical Education.** In all cases, students will be assigned to supervisors who hold a CCC-SLP.

Interview with Site Supervisor

Many sites follow a student selection process requiring a formal interview. After such an interview, the student must contact the Director of Clinical Education to discuss the outcome. The Director will then contact the site for final approval.

Determine Starting and Ending Dates

If the site agrees to take the student, a confirmation letter will be sent to the site. The site supervisor and/or site administration will determine the start and end dates for the practicum. The first affiliation dates may range from December to late May. The second affiliation dates may range from January to late August, depending on the needs of the site. Once these dates are determined, they should be emailed to the Director of Clinical Education and the Clinic Administrative Assistant.

Complete Site-Specific Requirements

Prior to beginning an affiliation practicum, students must comply with clearances and additional requirements specific to an affiliation site. The following items are typically included:

- TB test
- Pennsylvania State Police Criminal Record Check
- Pennsylvania Child Abuse History Clearance
- FBI clearance
- Liability Insurance
- Contract Attestation Form
- Any drug testing (if required by the site)
- Physical examination (if required by the site)
- Evidence of Immunizations (if required by the site)
- Proof of medical insurance (if required by the site)

Important Note about Clinical Clock Hours

Neither the Department nor the practicum site can guarantee the exact number of clinical contact hours that a student will earn or the distribution of contact hours relative to certification requirements. Additionally, students may not terminate an affiliation before the agreed-upon end date, even if all required ASHA clinical hours have been completed. Students are expected to attend all days of the affiliation, and absences are permitted only for extenuating circumstances or medical emergencies. Any absences must be made up. Students may not plan vacations during the affiliation dates.

Affiliation Performance Standards

Students must earn a passing grade of B (3.0) or better in each affiliation practicum (SLP 552 and SLP 553). Please note that SLP 552 and SLP 553 can be repeated only once (maximum). A repeat must result in a passing grade. Failure to pass the affiliation practicum on a second attempt will result in dismissal from the program. SLP 552 and SLP 553 are distinctly different courses and are not interchangeable when a repeat is required. Students must also

demonstrate success in all clinical KASA standards. Students who do not demonstrate success will be required to repeat the clinical experience, even if they earn a passing grade.

Documentation of Clinical Clock Hours

Please see the section of this Handbook called “[Tracking KASA Standards via CALIPSO](#).”

Summative Assessments

ROSA (Repeated Objective Summative Assessment)

Three ROSAs are used to assess students' retention of information about communicative sciences and disorders up to the point of testing: the Entry ROSA, ROSA 1, and ROSA 2. ROSA results are also used to inform the faculty of content areas that may require more emphasis. The schedule and content of each assessment is summarized in below.

	Entry ROSA	ROSA 1	ROSA 2
Content	A/P of the S/H Mechanism S/H Science Language Development Phonetics & Artic/Phono Neurology of S/H Language Dis (child/adult) Fluency Voice Hearing Cultural Diversity	Foundations of Research Aural Rehabilitation Clinical Artic & Phonology Adult Neuro Speech Dis. Child Lang Dis (0-5) Cultural Diversity	Adult Neuro Dis. Child Lang. Dis. II Voice Fluency School Programs Dysphagia Cultural Diversity
Schedule	1 st year, Fall semester, 1 st month	1 st year, End of fall semester	2 nd year, End of fall semester
Pass Criteria	None (100 Questions)	65% (65 of 100 Questions)	65% (65 of 100 Questions)

SLP Praxis 5331

General Description

The **Praxis Examination in Speech-Language Pathology (SLP Praxis 5331)** is a standardized, summative assessment of knowledge important for independent clinical practice. It is commissioned by ASHA and facilitated by the Educational Testing Service (ETS). However, it is distinct from other Praxis exams required by the Pennsylvania Department of Education (PDE) for participation in school-based affiliation. While the other praxis exams required by PDE assess school-based applications, the SLP Praxis assesses knowledge required across all primary employment settings (e.g., hospitals, clinics, rehabilitation centers, private practice, schools, etc.).

The SLP Praxis is offered in computer format only, known as the **SLP Praxis 5331**. It includes a combination of multiple-choice questions and questions that require a constructed response. All questions focus on content related to the major practice areas of basic human communication processes, phonological and language disorders, speech disorders, neurogenic disorders, audiology/hearing, clinical management, and professional issues, including psychometrics and research. Case studies assess the examinee's knowledge of possible applications to clinical situations and issues. Research articles are included to assess the examinee's ability to synthesize information and to apply it to specific examples. For more detailed information about the SLP Praxis 5331, please search for the **Praxis Examination in Speech-Language Pathology** at www.ASHA.org and at www.ets.org

Purpose

WCU's MA program uses the SLP Praxis 5331 as one of several tools for conducting a summative assessment. Students must pass the SLP Praxis to meet PDE standards for the Ed Spec Cert for SLP. The College of Education and Social Work (CESW) facilitates PDE application processing. Therefore, all students are encouraged to send their passing SLP Praxis results for both the Graduate Coordinator and the CESW before graduation. Additionally, a passing score on the SLP Praxis is one of the requirements for earning ASHA's CCC-SLP.

Registering for the Praxis

Students will register for and take the SLP Praxis late in their last spring semester at WCU. The current minimum score for passing the SLP Praxis is 162. If a student fails, they may repeat the exam early in the summer semester. Details about registering for the exam and receiving a score report will be discussed during cohort advisement meetings early in the spring semester of year 2.

Using the Recipient Codes

Registration for the SLP Praxis 5331 is done online at www.ETS.org. During the registration process, ETS will ask an applicant to enter one or more **Recipient Codes** (R-Codes) to identify the locations to which the test results should be sent. **It is extremely important for students to enter the following R-Codes:**

2659 – WCU’s College of Education and Social Work

8033 – Pennsylvania Department of Education (PDE)

Score Report Form

When you have completed the SLP Praxis, you will receive a Score Report Form from ETS. You should send a copy of the Score Report Form to the Graduate Coordinator as an email attachment for record-keeping purposes.

Research and Scholarship Options

The CSD faculty encourages students to become both consumers and developers of scholarship in all forms, including research. Scholarship can involve a variety of activities. For example, students may conduct a literature review, formulate a research question, design an empirical study, collect data, analyze data, create posters for a presentation, and much more. Students are encouraged to engage in scholarship at any level that meets their interests and motivations. The initiation of a project can occur in various ways. Below are three of the possibilities.

Student-Faculty Collaboration

All CSD faculty engage in scholarship within their areas of expertise. Students are welcome to interview faculty members about their scholarship projects. If an area of scholarship sounds interesting, there may be a way for you to become involved. Many of our students have collaborated in research projects with faculty in this way. Collaborative projects have led to co-presentations at professional conferences and co-authorships of published journal articles.

MA Scholarship Award

The MA Scholarship Award (\$1,000) was established in 2008 to recognize an incoming graduate student's scholarly work. To be eligible for the Award, students must identify a faculty mentor and propose a study in an ASHA convention proposal format. The proposal deadline will align with the ASHA Call for Papers each year (early to mid-April). The winner will be selected in May of the first year, and the award will be disbursed during the second year.

Thesis Research

A thesis is a formal, written document that describes one of the following:

- an original empirical study
- a replication of an empirical study
- a modification or extension of an existing empirical study
- the development of a theoretical construct
- a state-of-the-art literature review

Writing a thesis is an option for all students enrolled in the SLP graduate program. It may be initiated at any time during a student's academic program. However, the completion of a thesis typically requires three or more semesters. Therefore, it is strongly recommended that students who wish to pursue this option begin early in their graduate programs. A natural starting point for thinking about thesis research is during the first semester of the MA program when students are enrolled in SLP 501 (Foundations of Research). One feature of this course is a literature review that may naturally lead into an independent research project.

Students who have completed a thesis almost always acknowledge that it was extremely gratifying for the technical skills they acquired, the intellectual and emotional resources they found within themselves, and the sense of accomplishment they felt upon completing a complex project successfully. The completion of a thesis is also a valuable experience for students who wish to continue their education at the doctoral level after completing the MA degree.

A detailed description of the thesis option is provided in [Appendix C](#) of this Handbook. It includes all components of the process as well as a detailed timeline.

The Curriculum Sequence

The graphic on the next page outlines the standard program curriculum sequence. Although the plan below is generic, students should be aware that:

- Individual plans may vary depending on a student's prerequisite completion status. For example, a student who must complete the neurology requirement may take this course in the first semester of their first year concurrently with graduate-level courses.

- Students in each cohort are grouped into one of three patterns that determine the sequence of their on-campus clinical rotations:
 - Pattern A – Speech/Language Diagnostic and Hearing in Spring 1; Speech/Language Treatment in Summer 1; Speech/Language Treatment in Fall 2
 - Pattern B – Speech/Language Treatment in Spring 1; Speech/Language Diagnostic and Hearing in Summer 1; Speech/Language Treatment in Fall 2
 - Pattern C – Speech/Language Treatment in Spring 1; Speech/Language Treatment in Summer 1; Speech/Language Diagnostic and Hearing in Fall 2
- Each pattern is time-intensive. Students should plan to be present during the semesters indicated by the program plan to which they are assigned. **Students are asked not to schedule family vacations, weddings, or other important events to overlap with the program plan.**

Curriculum Sequence for MA in Speech-Language Pathology (63 hours)

Year	Semester	Course / requirement	Credits
Year 1	Fall	Research Foundations	1
Year 1	Fall	Motor Speech Disorders	2
Year 1	Fall	Child Language Dis I	3
Year 1	Fall	Artic & Phono Dis	3
Year 1	Fall	Aural Rehab	3
Year 1	Fall	Semester total	12 cr
Year 1	Winter	Elective	3
Year 1	Winter	Semester total	3 cr
Year 1	Spring	Child Language Dis II	3
Year 1	Spring	Adult Cog-Ling Dis	3
Year 1	Spring	Voice	3
Year 1	Spring	Clinic I	3
Year 1	Spring	Semester total	12 cr
Year 1	Summer	AAC	3
Year 1	Summer	Clinic II	3
Year 1	Summer	Semester total	6 cr
Year 2	Fall	Fluency	3
Year 2	Fall	School SLP	3
Year 2	Fall	Dysphagia	3
Year 2	Fall	Clinic III	3
Year 2	Fall	Semester total	12 cr
Year 2	Winter	No courses scheduled	—
Year 2	Winter	Semester total	—
Year 2	Spring	School Affiliation	9
Year 2	Spring	Medical SLP	3

Year	Semester	Course / requirement	Credits
Year 2	Spring	Semester total	12 cr
Year 2	Summer	Medical Affiliation	6
Year 2	Summer	Semester total	6 cr

Performance Standards

Academic Standards

General Degree Requirements

Graduate students must meet WCU's general requirements to earn the MA degree. This includes completion of all courses with a cumulative grade point average (GPA) of at least 3.0 on a 4.0-point scale. Grades and GPA values are published in RamPortal at the end of each semester.

Academic Probation

If a student's cumulative GPA falls below a B (3.0), the student will be placed on academic probation and will have one semester to raise it to 3.0 or better. Failure to do so will result in dismissal from the University.

KASA Standards

The SLP graduate program prepares students for their Clinical Fellowship (CF), which is required to earn ASHA's Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). To qualify for the CF, students must demonstrate that they have achieved all of the KASA standards defined by ASHA's Council for Clinical Certification (CFCC)
<https://www.asha.org/certification/2020-slp-certification-standards/>.

Students will meet KASA knowledge standards in academic courses and KASA skill standards in clinical or affiliation courses. To meet any KASA standard, a student must receive a performance code of "T" or "A." The "T" (Target) code indicates that a standard was met during the initial assessment. A code of "A" (Acceptable) means the standard was met after remediation. A code of "U" (Unacceptable) indicates the student did not meet the standard, even after remediation. The performance code assigned to a student for a specific KASA standard will be determined by a course instructor (for a knowledge standard) or a clinical instructor or supervisor (for a skill standard). If a KASA standard is not met after two remediations, the student must retake the course in which it is addressed.

The **performance criteria** for earning a code of “T” for a standard or set of standards are clearly outlined in the syllabus of each academic and clinical course. Students receive ongoing feedback throughout the course regarding their performance on tasks designed to assess their mastery of specific KASA standards. If a student does not earn a “T” for a particular knowledge standard in an academic course, the **instructor** will develop a remediation plan for that standard. If a student fails to meet a skill standard in their first practicum course, they will have additional opportunities to meet the standard in subsequent practicum courses. If performance standards are not met after two remediation attempts, the student must retake the course or the clinical practicum.

Tracking KASA Standards Via CALIPSO

Tracking student progress is an essential part of the SLP graduate program. A web-based, FERPA-compliant, password-protected system called **CALIPSO** (Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations) is used for this purpose. The system records each student’s progress toward meeting KASA standards and the number of clinical clock hours earned for practicum. Students can view their progress at any time.

About one week before the start of the first semester, each student will receive an email prompt to register for CALIPSO. Registration involves a one-time \$125 fee per student. Once students are registered, they have continuous access to information about their progress on KASA standards and the accumulation of clinical clock hours throughout the MA program.

CALIPSO documents two types of KASA standards: (1) Knowledge Standards covered in didactic courses and (2) Skill Standards covered in clinical practicum courses. The documentation process differs somewhat for each standard type.

Knowledge Standards. For each student, documentation of didactic KASA standards begins before the first semester of graduate studies with a review of the student’s undergraduate transcript to identify courses that meet the program’s prerequisites (see [Prerequisite Courses](#) above). Students who have not completed the prerequisite courses receive a Prerequisite Screening Form that lists the prerequisites and the student’s status for each. It also prompts students to develop a plan to complete any missing prerequisites. Some prerequisites (e.g., a course in neurology) must be completed in the summer before starting graduate studies (preferably) or by the end of the fall semester of the first year. Other prerequisites (e.g., biology, chemistry, physics, statistics, lifespan) should also be finished before beginning graduate studies (preferably), but no later than the end of the second semester. Once students register with CALIPSO, the Graduate Coordinator enters each student’s prerequisite screening results into the system. Students who need to meet prerequisite standards will see their Standards evaluation on CALIPSO update once the prerequisite is completed.

Documentation of the Knowledge Standards acquired in didactic courses is also entered into CALIPSO through a multi-step process. The syllabus of each course defines the Knowledge Standards to be addressed, the assessment methods, and the criteria for mastery. As students progress, they receive feedback from the instructor regarding their performance on tasks that measure the standards. If remediation is needed, each remediation is documented on a corresponding form signed by both the instructor and the student. At the end of each semester, each student's achievement of knowledge standards for each course is recorded in CALIPSO as either completed or not completed. If remediations occurred, the remediation forms are also uploaded to CALIPSO. Documentation of knowledge standards in CALIPSO should align with the feedback provided to each student throughout the semester. If students have concerns about the documentation of the Knowledge Standards on their CALIPSO profiles, they should discuss them with the Graduate Coordinator.

Skill Standards Through Simulation Tasks. Students can earn up to 75 clinical clock hours through simulated clinical practice. These simulations are mainly delivered in didactic courses via a web-based system called Simucase and through 3D experiences with mannequins and standardized patients. Simulations give students opportunities to practice clinical problem-solving without risk. Each simulation includes three phases: an introduction (**prebrief**), a follow-up discussion (**debrief**), and an **interactive performance** as assigned by the instructor. After completing each phase, students earn a specific number of clock hours. They will enter these hours into CALIPSO as a course-related simulation, and the instructor will approve them. At the end of the two-year graduate program, an evaluation form will be uploaded into CALIPSO, listing the ages, disorders, and skill standards covered by the simulations overall.

Skill Standards via Traditional Clinical Courses. During clinical practicum and affiliation courses, students will receive periodic feedback from their supervisors on their performance against the clinical Skill Standards. As with Knowledge Standards, this feedback will use the codes "T," "A," or "U," and students must earn a "T" or "A" for each Skill Standard. Additionally, students will earn clinical hours during each clinical course. For each clinical course, each student's evaluation will be documented on the "Evaluation of Student Clinician" form, and their clinical clock hours will be documented on a "Clinical Clock Hours Log." The supervising clinician will sign each of these forms. It will then be up to each student to enter their evaluation results and clock hours into CALIPSO. The supervisor will then review the data entered by the student for final validation. Students will receive training on how to do this.

Please note: In clinical practicum courses, the Director of Clinical Education will make every effort to ensure that students are exposed to diverse clinical experiences that provide opportunities to demonstrate all of the clinical standards included in the KASA. However, in rare cases, a KASA standard may pertain to a disorder-specific clinical skill that a student has not yet had the opportunity to demonstrate in any of their clinical practicum courses. In these rare instances, the WCU clinical supervisor for the student's last affiliation practicum will offer

alternative opportunities for the student to meet such a standard. These alternative opportunities might include case study assignments (written or oral), role-play activities, or a SimuCase assignment. In all cases, the documentation of skill acquisition and clinical clock hours will adhere to the same protocol described above for traditional clinical practicum and affiliation courses.

Graduation Clearance: At the end of each student's two-year program, the Graduate Coordinator will clear a student for graduation when the student's CALIPSO profile shows the completion of all KASA standards. This will allow the student to apply for the CF, which (as mentioned above) is a prerequisite for earning the CCC-SLP. If a student does not meet all KASA standards, the Graduate Coordinator will not clear the student for graduation. In other words, **students who fail to meet even one KASA standard may lose their eligibility for the CF and, subsequently, for the CCC-SLP.** Therefore, it is important for you to regularly review your KASA progress throughout the program.

Standards of Conduct

Students are expected to behave in a professional manner on campus and in affiliation settings. The standards of student conduct are described in the following locations:

1. [The ASHA Code of Ethics](#)
2. CSD The Student Conduct Policy ([Appendix D](#) of this Handbook)

The CSD Student Conduct Policy

The CSD Student Conduct Policy describes the professional behavior expected of students in on- and off-campus settings. This policy is referenced in every syllabus, and a complete copy is in [Appendix D](#).

On-campus policies establish expectations for behavior within the department, classrooms, and clinical practica regarding six key issues:

- Interactions with academic and clinical faculty
- Interactions with faculty, administrators, and support staff at the department, college, and university levels
- Appropriate personal appearance, mannerisms, and values
- Adherence to class schedules
- Adherence to attendance and class participation policies

- Preparation for assignments

Off-campus policies define standards of behavior expected in school and medically based affiliation settings related to the following issues:

- Appropriate interaction with WCU and affiliation supervisors
- Appropriate interaction with other affiliation site staff members and administrators
- Appropriate personal appearance, mannerisms, and values
- Adherence to policies and procedures defined by the affiliation sites
- Adherence to attendance and responsibility requirements
- Adherence to expected levels of preparedness

Consequences of Conduct Violations

Most conduct violations are minor and can be resolved with a friendly reminder of the standards. If a conduct violation requires formal action, due process procedures will be followed to protect the rights of students and faculty. These procedures involve four steps and are consistent with those described in the [Student Code of Conduct](#). The process begins with Step 1 and continues until the problem is resolved. Resolution may occur at any step.

Step 1: When a faculty member or clinical supervisor observes a conduct violation, they will:

- Inform the student that a conduct violation has been observed.
 - Include an objective behavioral description of the violation.
 - Discuss the violation with the student in a supportive manner.
 - Provide an opportunity for the student to share their perspective on the violation.
 - Create a plan to avoid a similar violation (or perception thereof) in the future.
- It is recommended that the faculty/supervisor invite a second faculty member/supervisor to join the conversation.

- For academic violations, the second faculty member/supervisor may be either the Graduate Coordinator (who also serves as the graduate student advisor) or the Department Chairperson.
- For Clinic violations, the second faculty member/supervisor must be either the Clinic supervisor, Director of Clinical Education, Graduate Coordinator, or Department Chairperson.
- If a second faculty member/supervisor 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** (refrain from participating in discussion)
 - The overarching goal of the meeting is to turn the apparent conduct disorder into a learning opportunity for the student and faculty member.
 - If the tone of the meeting escalates in a negative manner, the student or the instructor may terminate the meeting and follow up (Step 2).
- At the end of Step 1, the faculty member will send a summary of the contents of the meeting to the student copied to the student's academic advisor (the Graduate Coordinator). This summary will not be placed in the student's academic file.
- If the Graduate coordinator 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 problem is not resolved at Step 1, the student should be referred to the Graduate Coordinator (who also serves as graduate student advisor).

- The possible outcomes of this meeting 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 & faculty member.
- Documentation of the completion of the remediation plan in the student's academic file.
- If the Graduate Coordinator is the faculty member who initiated the complaint, the CSD 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 to dismiss the student from the program.
- Completion of remediation activity as outlined above in Step 2.

Step 4: If the student disagrees with the decision of the CSD Chairperson, they 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.

Advisement, Scheduling, and Student Records

Advisor

The graduate coordinator serves as the advisor for all graduate students.

Advisement Goals

- To support and monitor each student's progress towards key program milestones.
- **Completion of program prerequisites** – documented in the Prerequisite Form.
- **Maintenance of academic standards** – documented on RamPortal at the end of each semester.
- **Selection of Elective**

- **Achievement of KASA standards** – documented on CALIPSO.
- **Achievement of 400+ clinical clock hours** – documented on CALIPSO.

Note: The 25 observation hours you earned during your undergraduate program are not automatically added to the total number of clock hours on CALIPSO. That is because CALIPSO has no option for adding those hours. However, your documentation for having earned those hours is included in the Documents folder of your CALIPSO folder, and you may add those hours to the total number of clock hours documented by CALIPSO. For example, if CALIPSO states that you have earned 375 clinical clock hours, you may add 25 observation hours to that total to get the 400 needed to graduate. However, always maintain your documentation for those 25 observation hours in case you are asked for documentation of all hours included in your total.

- **Completion of ROSAs** – documented on D2L Advisement site and included in the electronic file maintained by the Graduate Coordinator.
 - Entry ROSA
 - ROSA 1
 - ROSA 2
- **Completion of Clinical Education Tasks** prompted on the Program Plans and described in [Appendix B](#)
 - Obtain Clearances – Fall, Year 1.
 - Renew Clearances – Fall, Year 2.
 - Apply for Teacher Candidacy – Fall, Year 2.
 - Obtain medical clearances for SLP 552 – Fall, Year 2.
 - Apply for Education Specialist Certification in SLP during the last month of the program.
- **Completion of SLP Praxis** – documentation is provided by ETS. Send a copy of your Score Report form to the Graduate Coordinator.
- **Intent to Graduate** – This form must be completed on RamPortal by June 1 of Year 2.
- **Graduation Clearance** – completed by the Graduate Coordinator based on the above evidence.

ADVISEMENT PROTOCOLS

Contact with the advisor will take multiple forms, each is described below.

Scheduled Group Advisement/Pro-Seminar Events (GAP) Meetings

GAP meetings will be scheduled once or twice a month during the first year of the program and once a month during the second year of the program. They will be used to discuss upcoming program requirements and to discuss professional clinical issues. These meetings are mandatory, and a calendar of specific meeting dates/times will be presented during the first week of classes.

Individual Office Visits

You are welcome to visit the Graduate Coordinator for an individual conference during scheduled office hours or at another time upon request. Either way, please send an email in advance to reserve a time.

MA Advisement Site on D2L

WCU provides all students with access to a web-based system known as **D2L (Desire to Learn)**. This system is used to present course material as well as advisement information. Follow these steps to access CSD's MA Advisement site:

- Go to www.wcupa.edu
- Click on Menu in the right-hand corner of the horizontal tool bar at the top of the screen and see the drop-down menu
- Click on D2L at the bottom of the drop-down menu
- Log in with your WCU email and password
- Click on the "Organizations" tab under "My courses"
- Click on the MA Advisement icon
- If you have trouble finding this link, please call the WCU Help Desk (610-436-3350).

The MA Advisement site is an important source of information about the program. Please tag the MA assignment site with a "pin" for ease of access.

Course Scheduling

The CSD Administrative Assistant (Valerie Collins) schedules classes for all graduate students based on the curriculum sequence described in this *Handbook*. Any deviation from this program plan requires the approval of the Graduate Coordinator.

Note: **Billing** for tuition is done through the WCU Bursar's Office.

Textbooks and instructional materials can be obtained by going to the campus bookstore (Sykes Student Union), by calling the bookstore (610-436-BOOK), or by ordering online <https://www.wcucampusstore.com/>

Student Records

Information about student progress and performance can be found in the three locations described below.

RamPortal

RamPortal is a FERPA-compliant, password-protected online university website. On this website, students have individual password-enabled access to their records, including their transcript and their Degree Progress Report. Further, the transcript documents the completion of academic milestones, including the Approved Program of Study Form, Teacher Candidacy, and Transfer Credits.

CALIPSO

CALIPSO stands for Clinical Assessment of Learning Inventory of Performance Streamlined Office Operation. It is a web-based, FERPA-compliant system for documenting the following information:

- Acquisition of knowledge and skill standards, including remediations as needed.
- Clinical clock hours in all clinical practicum courses and for simulations.
- Details about the characteristics of each client for whom a student delivered services
- Evaluation reports and remediation reports associated with clinical practicum courses

Academic Files

The following data are placed in each student's FERPA-compliant, password-protected online Academic File. Copies of each document are either generated by or provided to students.

- Application materials submitted by student during the admissions process (e.g., transcripts, personal statements, vitae, etc.)
- Program Plan - A copy is provided to each student when they enter the program.
- A prerequisites screening form
- Documentation of the completion of prerequisite courses
- Documentation of 25 clinical observation hours provided to the program by the student
- ROSA Results
- SLP Praxis Score Report forms
- Copies of awards or certificates (if any) given to a student by the Department (e.g., the BECS certificate)
- Documentation of conduct incidents (if any)

Students receive copies of all content that is included in their academic files, and it is their responsibility to maintain their own copies of this content. However, if a student loses one or more of their own copies, they may request copies from the Graduate Coordinator.

Important Academic Policies

Academic Policies are described in detail in the WCU Graduate Catalog at the following URL: <https://catalog.wcupa.edu/graduate/academic-policies-procedures/>. Unless otherwise specified, the following policies are based on this source.

Policies Regarding Transfer Courses

Note: The following information is based on the WCU's Graduate Catalog available on www.wcupa.edu. However, because the schedules for updating the SLP Graduate Student Handbook and WCU's Graduate Catalog are different, we ask that you verify the information provided below by reading the current issue of WCU's Graduate Catalog.

Transfer Courses and KASA Requirements

Students who wish to transfer a graduate course from another university for credit towards the graduate degree at WCU **must provide evidence of having met the KASA standards associated with the course content**. Note that this is an SLP program policy, not a university policy.

Transfer Course Restrictions

With one exception (see below) students who enter WCU's graduate program with an earned master's degree **in another discipline** cannot receive credit for courses that applied toward the completion of that MA degree program.

Exception to Transfer Course Restrictions

Students who enter the MA program with an earned graduate degree **in another discipline** may be given a waiver for SLP 501 (Foundations of Research) **if** they have successfully completed a research course as part of their degree program in the other discipline. However, WCU's policy does not permit students to apply credits earned in a graduate degree program at another university toward the graduate program at WCU. Therefore, if SLP 501 is waved, the student must take a 1-semester-hour, graduate-level elective course to earn the 63 semester hours required for the MA degree.

Criteria for Acceptance of Transfer Credits

The following conditions are the minimum requirements for acceptance of transfer credit:

1. The credits must have been earned at an accredited graduate school.
2. The courses taken must be approved by the department or program in which the applicant intends to enroll at West Chester University and by the graduate dean.
3. The maximum number of credits that may be transferred shall not exceed 20 percent of the total required for completion of the student's degree program, rounded to the next highest three-credit increment. **The total number of credits needed to complete the SLP graduate program is 63, and 20% of 63 is 12.6 or 15 hours when rounded to the next highest three-credit increment.**
4. The grade earned for courses to be transferred must be B or better (an "A" equals 4.0.).
5. An official transcript and an official course catalog description and syllabus must be submitted with a request for the approval of transfer credits. Transcripts must be sent directly to the Graduate School by the institution that granted the credits, and they must clearly indicate that the courses to be transferred are graduate courses for which graduate credit was given.
6. The courses for transfer must have been taken recently enough to fall within the six-year time limitation.

7. To receive Departmental approval for transferring a graduate course from another graduate institution, the student must provide the Graduate Coordinator with documentation for having met the KASA standards associated with the course content.

Time Limit on Transfer Credits

As indicated above, no transfer credit will be given for any courses completed more than six years prior to commencement of WCU's MA program in CSD.

Enrollment Policies

Continuous Enrollment

To remain in good standing, graduate students must maintain continuous enrollment (i.e., one or more semester hours each fall and spring) from the semester of matriculation through the semester of graduation. The only exception is for students on a leave of absence. All graduate students who have been admitted into a graduate program must maintain continuous registration each semester (except summer sessions) or must apply for a formal leave of absence. Graduate students who do not wish to register for formal course work, but who desire to maintain continuous enrollment, must register for GSR799, a noncredit registration category used to record the fact of continuous enrollment. Graduate students are not required to maintain matriculation during the summer sessions unless they intend to complete their final degree requirements during this period.

A **leave of absence** may be granted with the approval of the Department's **Graduate Coordinator** and the **Dean of Graduate Studies**. Leave of absence forms may be obtained at the Graduate School website. A leave of absence does not extend the six-year time limit for completion of all degree requirements.

Unless a graduate student is granted a leave of absence, they are ineligible to return until readmitted. A formal application for readmission must be completed and submitted to the Graduate School. Forms are available on the Graduate School Website.

Provisional Enrollment Status

Individuals who are admitted to the SLP graduate Program on a provisional enrollment basis without full matriculation must satisfy the deficiencies related to their provisional status and then apply for full matriculation. These students are responsible for meeting with the Graduate Coordinator before or during their first semester to develop a plan for remediating the provisions.

Notification of Withdrawal from Classes or from the SLP Program

If a student withdraws from a class, they must notify their instructor **in writing** of the intent to withdraw. A student who withdraws from a class without proper notification will receive a grade of F for that class at the end of the semester. If a student wishes to withdraw from the MA Program, they must notify the Department's Graduate Coordinator in writing of the intent to withdraw, prior to the withdrawal. A student who withdraws from the program without proper notification will not be readmitted.

Petitions for Exception to Policy

Department policies cannot cover all contingencies for all students. Therefore, exceptions are bound to arise. When they do, students have the right to petition the Department Graduate Committee for an exception to a policy. This does not guarantee approval, but it does ensure that the appeal will be given careful consideration.

Students requesting an **Exception to Departmental Policy** should address their request to the Graduate Coordinator and include the following information:

- Statement of the standard policy
- Statement of the requested exception
- Rationale for the request

The petition should be discussed with the Graduate Coordinator. The Graduate Coordinator will then present the petition to the faculty. A written response will be sent to the student as soon as possible following deliberations.

Students requesting an **Exception to University Policy** should download and complete the Petition to Exception of Policy form from the website maintained by the Graduate School. The form must be signed by Graduate Coordinator and by the Department Chairperson before it can be submitted to the Graduate School.

Grade Appeals

If a student receives a grade that is believed to be unfair, the first course of action is for the student to discuss the concern with the instructor who assigned the grade for possible resolution of the problem. If the discussion does not result in a satisfactory resolution, the student is free to pursue the issue further by following the University's grade appeals policy.

Grade appeals in the Department follow the guidelines published in the **University Graduate Catalog**. Please note that the grade appeals policy stipulates specific reasons for which a grade may be appealed and very strict time limits for each step of the appeals process. The procedures in the catalog must be strictly followed.

WCU References

When policies are changed at the University and/or Graduate School level, they will take precedence over policies stated in this *Handbook*. When such changes are announced by the University, students will be informed. However, in an abundance of caution, please verify a policy statement in the current edition of the following references when a policy becomes relevant to your situation.

- [WCU's current Graduate Catalog](#)
- [Policies and forms on WCU's Graduate School web page](#)

Student Services

Students have access to a wide variety of services at WCU, and they are provided with a list of services through the Office of Graduate Studies when they are accepted into the program. Additionally, instructors may list some of these services at the end of their course syllabi.

The Student Support Center (<https://www.wcupa.edu/Support/default.aspx>) serves as a portal for all support services available to students. The website contains a Rammy Navigator where a student can find out how to connect with all University resources, including a success coach. Below is a sampling of the supports that can be accessed through the **Rammy Navigator**:

- [Graduate School](#) – McKelvie Hall/ 610-436-2943
- [Graduate Student Association](#) – McKelvie Hall/ 610-436-2943
- [WCU Library System](#)
- [Office of Equal Opportunity and Compliance](#)
- [Office of Educational Accessibility](#) (OEA) Lawrence Center/ 610-436-2564
- [Student Health Services](#) – Commonwealth Hall/ 610-436-2509
- [Center for Trans and Queer Advocacy](#) Sykes Student Union 610-436-3147

- [Counseling and Psychological Services](#) – Lawrence Center/ 610-436-2301
- [Learning Assistance Resource Center](#)
- [Speech and Hearing Clinic](#) – 201 Carter Drive; Suite. 400/ 610-436-3402
- [Dept. of Public Safety/Parking Services](#) – Peoples Building/ 610-436-3345
- [Student Support Center](#)
- [Center for Women and Gender Equity](#) – Lawrence Center/ 610-436-2122
- [Twardowski Career Development Center](#) – Lawrence Center/ 610-436-2501
- [Campus Recreation Center](#) – Student Recreation Center/ 610-436-1732
- [Off-Campus and Commuter Services](#) – Sykes Union/ 610-436-2209 or 2984
- [Financial Aid Office](#) – 25 University Avenue/ 610-436-2627
- [Bursar's Office](#) – 25 University Avenue/ 610-436-2552
- [Lawrence A. Dowdy Multicultural Center](#) – Sykes/ 610-436-3273
- [Information Services & Technology](#) – Peoples Building/ 610-436-3350
- [WCU Campus Store](#) – Sykes/ 610-436-2665
- [Sykes Student Union Building](#) (student community center) – Sykes/ 610-436-2984 or 3360
- [Veterans Center](#) – 624 S. High Street/ 610-436-2862
- [The Writing Center](#) - phone: 610-430-5664

Graduate Assistantships

Seven half-time Graduate Assistantships (GAs) are awarded by the Department of CSD to selected first-year students for the first academic year (fall and spring semesters). The selection process is based on a review of academic records and supplemental materials, such as a writing sample or interview.

Each GA is assigned to work with one or two faculty members for a total of 10 hours a week through the fall and spring semesters of their first year. Generally, GAs will be assigned work that enhances their understanding and repertoires of skills consistent with the field of CSD.

Other assistantships may be available in other academic departments. Students who wish to pursue these positions are encouraged to indicate their interest by contacting the Graduate School at this URL: https://www.wcupa.edu/admissions/sch_dgr/assistantships.aspx

NSSLHA

The Department sponsors an active chapter of the **National Student Speech-Language-Hearing Association (NSSLHA)** that is open to both undergraduate and graduate student membership. When students enroll as a member of the national organization, they automatically become a member of WCU's chapter.

Membership in the national organization entitles students to all the professional journals that ASHA publishes, as well as to special privileges, such as newsletters and reduced rates for convention registration. The journals are valuable tools for graduate and professional work and are available to students for a fraction of the cost to full ASHA members.

WCU's NSSLHA chapter offers a variety of activities during the school year. In the past, this has included social activities (e.g., picnics, holiday parties) and educational functions (e.g., guest speakers, an annual conference). The chapter, in conjunction with the departmental faculty, also awards the Vincent Suppan scholarship to a deserving undergraduate student.

Officers for WCU's NSSLHA chapter are elected each year by the undergraduate and graduate students in the Department. Graduate students are encouraged to engage in all aspects of the NSSLHA organization.

Program Assessment and Growth

The CSD faculty is continually engaged in program assessment and in the use of assessment data for making improvements when indicated. Graduate students within the program have multiple opportunities to participate in these assessment activities. Some of feedback will be sought in the form of periodic surveys as follows:

- Assessment of academic instruction
- Assessment of clinical instruction within WCU's Speech and Hearing Clinic
- Assessment of clinical instruction in affiliation sites

- Assessment of the graduate program overall

Students will also be asked to share their perceptions in less formal ways through interaction with the faculty:

- Attending an annual focus group meeting to contextualize survey responses.
- Meeting with the Graduate Coordinator at any time to discuss programmatic concerns.

As noted above, when students register to take the **SLP Praxis (5331)**, we ask that they designate WCU as a recipient of the score report by including the **Recipient Code (R-Code) of RA0267** on the registration form and to provide the Graduate Coordinator with a copy of their **Score Report Form**. This enables the Department track student success rates and to adjust the curriculum if the success rates fall below standards.

After graduation, alumni are asked to complete a survey to evaluate their satisfaction with the pre-professional preparation they received at WCU. When alumni later become employers or supervisors of program graduates, they are asked for feedback regarding the professional performance of the alumni or current graduate students.

The feedback provided by graduate students and alumni is extremely important to the program. It provides a means of identifying program strengths and needs. The information is used to reinforce and/or modify aspects of the program so that students will continue to receive the best possible education to support their future success in the profession. Therefore, students and alumni are urged to take this assessment process seriously, to provide feedback when it is requested, and to volunteer feedback when a need arises.

Complaints about the Program

Every student has the right to seek redress for a complaint about the graduate program as a whole or any aspects thereof. If the problem is with the overall program, the first level of complaint should be with the Graduate Coordinator. If the problem pertains to a particular course or practicum, the student should first seek resolution by communicating with the respective **instructor** or **supervisor**. If a resolution cannot be found, the next level of complaint rests with either the **Graduate Coordinator** (if the complaint pertains to the academic program) or with the **Director of Clinical Education** (if the complaint pertains to the clinical education component). If the problem is still not resolved at this level, the student may bring their complaint to the **CSD Chairperson**. If a student feels that adequate redress of the complaint has not been achieved at the Department level, they are free to file a complaint with the **Associate Dean of the College of Health Sciences**. Below is a summary of the hierarchy of individuals who should be consulted when a student has a complaint.

Level 1. The course instructor or the clinical supervisor for a didactic or clinical course, respectively

Level 2. The Graduate Coordinator or Director of Clinical Education

Level 3. The CSD Chairperson

Level 4. The Associate Dean of the College of Health Sciences

Students must follow this hierarchy. They will be asked, by each person in the hierarchy (beginning at level 2) if they have addressed the problem at the previous level.

A complaint about any program accredited by ASHA's Council on Academic Accreditation (CAA) may be submitted in writing by any student, instructional staff member, audiologist, speech-language pathologist and/or member of the public to the CAA at the following address:

Chair, Council on Academic Accreditation

American Speech-Language-Hearing Association

2200 Research Boulevard, #310

Rockville, MD 20850-3289

Phone: (800) 498-2071

Complaints from students or faculty/instructional staff members must be submitted using the CAA's complaint form accompanied by documentation showing that all institutional grievance and review mechanisms have been exhausted before they are submitted to the CAA. A complaint must clearly describe the specific nature of the violation of accreditation standards, and it must provide supporting data for the charge. Additional procedural details can be found at <https://caa.asha.org/programs/complaints/>.

Appendix A: Core Functions of Candidates for Graduate Program Admission and Continuance

(8.16.26)

WCU's Department of CSD offers three programs: a Bachelor of Arts (BA), a Pre-Graduate Program (PGP), 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-Hearing Association (ASHA) in fulfillment of the requirements for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology (SLP). The education of a speech-language pathologist requires acquiring knowledge and skills and developing judgment through client care experience in preparation for independent decision-making. Additionally, the current practice of SLP emphasizes interprofessional collaboration with professionals in education, rehabilitation, and medical settings.

Policies Influencing the Program of Study

WCU's graduate program in SLP is accredited for Speech-Language Pathology by ASHA's Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology. Operating within the scope of ASHA standards, the Department has the freedom and ultimate responsibility for (1) selecting students, (2) designing, implementing, and evaluating the curriculum, (3) evaluating student progress, and (4) determining who should be awarded a degree.

CSD Faculty and professional staff also have a responsibility for the welfare of clients tested, treated, or otherwise affected by CSD students. The Department has a responsibility to the public to assure that its graduates can become fully competent SLP professionals, capable of delivering quality services in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice SLP.

The Department of CSD, as part of the College of Health Sciences, is committed to the principle of equal opportunity. **The University, College, and Department do not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or disabled veteran or Vietnam era veteran status. When requested, the University will provide reasonable accommodation to otherwise qualified students with a diagnosed disability.** The CSD faculty and professional staff have a responsibility for the welfare of students in the Department, and for the clients the students serve in the Speech and Hearing Clinic. To meet this responsibility, the Department has established academic standards and minimum core functions (defined on the following pages) that must be demonstrated by students, with or without reasonable accommodations, to participate in and complete the program successfully. Students with conditions that may require accommodations will be referred to the Office of Educational Accessibility (OEA) for a determination of whether the condition is a disability as defined by applicable laws, and for a determination of reasonable accommodations. The determination will specifically consider whether the requested accommodation could jeopardize the safety of clinic clients or the student's ability to complete the classroom, laboratory, and clinical work required for the CSD graduate program. The OEA will make this determination with input from the Department of CSD. Whenever possible,

reasonable accommodations will be provided for students with disabilities to enable them to meet these standards and ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination.

Description of the Core Functions

The Department of CSD selects applicants with evidence of the potential to become highly competent SLP professionals. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that support the candidate's performance of the core functions of the academic and clinical program required for graduation. **Core functions**, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that support mastery of the curriculum and of the professional attributes required of all students at graduation. Core functions are described below across six areas: **physical and behavioral/emotional health; motor, sensory, communication, and intellectual/cognitive** (conceptual, integrative, and quantitative abilities for problem-solving and diagnosis); **and professional skills**.

1. **Physical Health.** With or without reasonable accommodation, a student must possess the physical health and stamina required to complete the SLP Program. The student must be able to sit or stand continuously for at least 3 hours.
2. **Behavioral/Emotional Health.** With or without reasonable accommodations, the student must be able to demonstrate progress in analytical, decision-making, and time-management skills needed to complete all tasks involved in the diagnosis and treatment of communication and swallowing disorders. In addition, they must be able to maintain mature, sensitive, and effective relationships with individuals served, students, faculty, staff, and other professionals under all conditions, including highly stressful situations that may arise in certain clinical contexts. The student must have the emotional stability to function effectively under the typical stresses of clinical settings and to adapt to an environment that may change rapidly and unpredictably. The student must know if their values, attitudes, beliefs, emotions, and/or experiences affect their perceptions and relationships with others. The student must be willing and able to examine and change their behavior when it interferes with productive individual or team relationships. The student must possess the skills and experience necessary for effective, harmonious relationships in diverse learning and work environments.
3. **Motor Skills.** With or without reasonable accommodation, a student must have sufficient motor function so that they can (1) access transportation to and within all academic settings and clinical affiliations, (2) process relevant academic and clinical information (e.g., take notes during class and during client interviews, type papers and clinic reports, participate in classroom discussions and client counseling sessions, give oral presentations, model the production of speech, etc.), (3) use a computer keyboard to operate clinical and laboratory equipment, and to (4) execute movements required to provide with acuity, accuracy, and facility complete speech/language and dysphagia evaluations and to

provide therapeutic services to clients of all ages and genders across a full range of clinical and educational contexts.

4. **Sensory Skills.** With or without reasonable accommodation, a student must have sufficient vision and hearing to observe effectively in classroom, laboratory, and clinical settings. Hearing (aided or unaided) must be functional for the speech frequencies. Students must be able to master information presented in coursework through lectures and recorded audio signals, including subtle discriminations involving individual phonemes, phoneme sequences, words, larger language segments, and suprasegmental features of speech. Vision (aided or unaided) must be sufficient to process written materials, projected video segments, laboratory demonstrations, and demonstrations in the clinical training portion of the program. When performing clinical evaluations and treatments, the student must be able to observe a client from a distance of 1 to 10 feet to identify nonverbal communication signals (e.g., body orientation, joint attention, facial expressions, conventional gestures, manual signs, proxemic cues). The student must further be able to read a case history and to perform a visual evaluation of various oral, manual, and cranio-facial structures (i.e., ear, throat, oral cavity, skull, etc.) and functions (e.g., individual oral-motor movements, swallow patterns, articulatory gestures, manual gestures, facial expressions, visual gaze patterns, body postures, etc.). The student must have sufficient sensory capability to perform all required evaluations and treatment protocols using instruments and tools necessary for accurate, efficient, and timely completion of such activities, including the ability to interpret video swallow studies.
5. **Communication Skills.** With or without reasonable accommodations, a student must demonstrate communication skills sufficient to engage in effective clinical and professional interactions with individuals served. For oral communication, students must demonstrate English speech and language skills that, at a minimum, are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, students must be able to produce and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. Information must be communicated succinctly yet comprehensively, in settings (e.g., hospitals, rehabilitation centers, schools) where time for verbal reporting and/or written documentation may be limited. These skills require the ability to assess and effectively communicate all relevant information, including the significance of nonverbal responses. Also required is the ability to communicate the need for appropriate, well-focused follow-up during or immediately after an assessment. The student must be capable of responsive, empathic listening to establish rapport that promotes openness about issues of concern and sensitivity to potential cultural differences. The student must express their ideas clearly and demonstrate a willingness and ability to give and receive feedback.
6. **Cognitive Skills.** With or without reasonable accommodations, the student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level consistent with the standards defined in a course syllabus, the Clinic Handbook, or by an affiliation site. These skills may be described as the ability to comprehend, memorize, integrate, analyze, synthesize, and

apply material. They must be able to demonstrate the reasoning and decision-making skills needed for problem-solving appropriate to the practice of SLPs.

7. **Professional Skills.** With or without reasonable accommodations, a student's emotional health must be sufficient to perform the above tasks, including the use of good judgment and behavior that is professional, reliable, mature, and responsible. The student must effectively manage time and systematize actions to complete professional and technical tasks under realistic constraints. The student must be adaptable, possessing sufficient flexibility to function in new and stressful environments. They must be able to critically evaluate their own performance, be forthright about errors, accept constructive criticism, and look for ways to improve their performance in the classroom and clinic. The student must show respect for individuals of different ages, ethnic backgrounds, religions, sexual orientations, gender expressions, and disabilities across the diverse spectrum of communicative disorders. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language, and public behavior. The student must uphold the Code of Ethics of the American Speech-Language-Hearing Association and WCU's standards of academic honesty. It is expected that essential professional skills will develop over the course of the program, with support from faculty through a combination of direct instruction, modeling, and constructive performance feedback.

Every student's progress is reviewed twice during the academic year by the entire faculty: once in the fall and once in the spring semester, respectively. This is known as the "MA Review" involving the consideration of (1) progress in the completion of prerequisite skills, (2) grades earned in academic and clinical courses and (3) progress toward the acquisition of knowledge and skills addressed in each course as documented on the web-based, FERPA-compliant, password protected system called Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO). The knowledge and skills standards are established by ASHA's Council for Clinical Certification (CFCC) as prerequisites for the Clinical Fellowship (CF), and the CF is a requirement for earning the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Knowledge and skill standards are addressed in courses across the curriculum, and each course syllabus lists the knowledge or skills standards for that course. If a student fails to meet a knowledge and skill standard, the course instructor develops a remediation plan. If the student does not meet the criterion for remediation (with or without reasonable accommodations as determined by OEA in collaboration with the Department), the student will be advised to either write a paper, re-enroll in the course, or discontinue the MA program. Students who do not meet the KASA standards will not be eligible for the post-graduate Clinical Fellowship, or for the ASHA Certificate of Clinical Competence (CCC), which is the entry-level credential for SLPs as determined by ASHA.

Academic standards are defined in WCU's Graduate Catalog. All students must maintain a

cumulative GPA of 3.0. If a student's GPA falls below this standard despite any applicable reasonable accommodations, they will be placed on probation and required to raise their GPA to at least 3.0 in the following semester. Students who fail to raise their cumulative GPA to at least 3.0 will be dismissed from the University.

PROGRAM PARTICIPANT AGREEMENT STATEMENT

As a matriculated student in the West Chester University's Speech-Language Pathology MA program, my signature below indicates that I have read all 4 pages of the Core Functions document; that I agree with its contents; that I am committed to the policies expressed therein; and that I may be advised to discontinue the program should I fail to demonstrate all of the Core Functions despite reasonable accommodations (if recommended by OEA) and reasonable levels of support from the faculty.

Student Name (printed): _____

Student Signature: _____

Date: _____

WCU's Core Functions Policy is adapted from the following sources:

Council of Academic Programs in Communication Sciences and Disorders (CAPCSD, 2023). The new Core Functions Document: A guide for engaging in supportive student conversations. Webinar conducted on December 12, 2023.

Council of Academic Programs in Communication Sciences and Disorders (CAPCSD, 2023). A guide for future practitioners in audiology and speech-language pathology: Core Functions. Retrieved on 6/10/24.

<https://growthzonecmsprodeastus.azureedge.net/sites/1782/2023/04/Core-Functions-for-AUD-and-SLP-Approved-4-3-23-rev-4-25-23-4b25d025-b102-44d3-80ee-2323381d68ab.pdf>

Appendix B: Applying for Teacher Candidacy and PA Ed. Spec. Cert. in SLP

Procedures

1. Apply for Teacher Candidacy (leading to the PA Ed Spec Cert in SLP)

This must be done early during the first semester of the second year in the SLP program.

The **Teacher Candidacy Application form** outlines the necessary coursework and academic plan for certification. A copy of the form is available below and on D2L's MA Advisement site under Ed Spec Cert in SLP.

2. Complete Required Coursework

Students must complete all basic courses required for the MA core curriculum and all coursework required by the Pennsylvania Department of Education (PDE). The required PDE courses are embedded in the SLP curriculum.

3. Apply for Three Clearances

NOTE:

- The **clearances** described below are required for ALL clinical experiences (in-house clinicals and affiliations), and they are **valid for only one calendar year**.
- Application must be completed to cover the period during which the student will be enrolled in clinical practicum and in clinical affiliations.
- Prior to the school affiliation, you must have your original clearances scanned at the College of Education scanning station.
- Additional details regarding clearances are provided on the [College of Education and Social Work website](#). (This website also provides access to the forms needed to complete the clearances described below.)

a) ACT 34 Compliance (Criminal History Record Information)

Each student must submit a **Criminal History Record Information** form from the PA State Police. This form documents that the State Police Central Repository contains no criminal information pertaining to the student. The criminal record history report must be no more than one (1) year old. Students must show the original report to the administrator at the school affiliation site.

b) ACT 151 (PA Child Abuse History Clearance)

Each student must submit a copy of an official clearance statement obtained from the PA Department of Public Welfare or a statement from the Department of Public Welfare that no record exists. The clearance statement must be no more than one (1) year old. The student must show the original report to the administrator at the school affiliation site.

c) ACT 114 (FBI Clearance)

This requires fingerprinting. Once completed, it's important to bring and save the 2-page unofficial copy. You will not receive a paper copy in the mail.

4. Apply for the PA Educational Specialist Certification in SLP via TIMS

Note: The official name of this certification is **Educational Specialist I – School Speech & Language Pathologist PK-12 certificate in PA**. It is listed on the PDE website under [“Educational Specialist Certificates - Type Code 31.”](#)

Do not begin your application until the last month of your graduate program.

You will receive a reminder from the Graduate Coordinator before graduation, along with instructions for completing this application.

The application process involves four parts:

- Request a letter of completion by supplying information at this URL: [Letter of Completion](#)
- [Watch a video](#) about how to register with the Teacher Information Management System (TIMS)
- [Register for TIMS](#) – A registration fee of ~ \$200 will be requested
- Create your TIMS profile.

5. Wait for your certification to be processed

Processing involves three steps:

- WCU's Graduate School will send documentation of your graduation to the College of Education (COE).
- The COE will send paperwork to PDE.

- PDE will process your paperwork and then send you your certification.

Processing takes time:

- PDE typically receives many similar applications at the end of each academic year, so, you may not receive your certificate immediately.
- If an employer asks you for validation that you have completed the requirements to qualify for the Certification before you receive the official document, you may ask the Graduate Coordinator to write a letter of validation.

West Chester University

Teacher Candidacy Form

Post-baccalaureate

Instructions:

- **Application to Teacher Candidacy (Ed Spec Cert in SLP) must be completed no later than one full semester before your school-based affiliation begins.**
- **On page 1 of this form, provide the following information:**
 1. **Name, phone number, student ID number**
 2. **Check “yes” if you already have a PA instruction I certification and attach a copy.**
 3. **Sign and date page 1 under ‘certification student’s signature’**
- **On page 2 of this form, indicate the courses you have completed and when you will complete the rest.**
- **Download your WCU transcript showing graduate courses and sign each page.**
- **Obtain an official copy of your undergraduate transcript with conferral date.**
- **Create a single document that includes all 4 items (page 1 of this form, page 2 listing courses, undergraduate transcript, graduate transcript).**
- **Send the single document to the Graduate Coordinator.**

Name _____ Student ID _____

(LAST, First)

Phone # (cell) _____ (home) _____ Certification Area: Speech Language Pathology

Check (✓): _____

___ yes* ___ no The candidate has a valid PA Instructional Certificate (either level I or II)

*subject: _____

The candidate is pursuing certification in a graduate program that leads to a MA degree and is approved for Teacher Candidacy

The candidate is pursuing the following certification:

- Educational Specialist in SLP (requires ASHA Praxis Exam only)

~~~~~

\_\_\_\_\_

(Certification Student's Signature)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(Professional Advisor's Signature – CSD Dr. Koenig)

\_\_\_\_\_

(Date)

\_\_\_\_\_

(WCU Certification Officer's Signature)

\_\_\_\_\_

(Date)

Office use only: \_\_\_\_\_

PDE code

PS code

Date

Initials

**Checklist of Requirements for Teacher Candidacy**

For each set course, indicate courses the semester in which you have received credit or the semester in which you plan to complete courses for which you have not yet received credit.

**Communication Sciences and Disorders Curriculum**

| <b>Course #</b> | <b>Course Title</b>                                       | <b>Semester<br/>Credit Received</b> | <b>Semester Scheduled<br/>to Take</b> |
|-----------------|-----------------------------------------------------------|-------------------------------------|---------------------------------------|
| SLP501          | Foundations of Research in Speech Pathology               |                                     |                                       |
| SLP511          | Child Language Disorders I                                |                                     |                                       |
| SLP512          | Child Language Disorders II                               |                                     |                                       |
| SLP 515         | Adult Neurogenic Speech Disorders                         |                                     |                                       |
| SLP516          | Adult Neurogenic Communication Disorders                  |                                     |                                       |
| SLP523          | Voice Disorders                                           |                                     |                                       |
| SLP524          | Fluency Disorders                                         |                                     |                                       |
| SLP526          | Clinical Articulation & Phonology                         |                                     |                                       |
| SLP543          | Therapy for the Hearing Impaired                          |                                     |                                       |
| SLP551          | Graduate Clinical Practicum (Speech/Language Therapy) I   |                                     |                                       |
| SLP551          | Graduate Clinical Practicum (Speech/Language Therapy) II  |                                     |                                       |
| SLP551          | Graduate Clinical Practicum (Hearing)                     |                                     |                                       |
| SLP551          | Graduate Clinical Practicum (Speech/Language Diagnostics) |                                     |                                       |
| SLP582          | Dysphagia                                                 |                                     |                                       |
| SLP 545         | Augmentative and Alternative Communication                |                                     |                                       |
| SLP575          | Medical Speech Pathology                                  |                                     |                                       |

| Course # | Course Title                                | Semester<br>Credit Received | Semester Scheduled<br>to Take |
|----------|---------------------------------------------|-----------------------------|-------------------------------|
| SLP552   | Medical Affiliation Practicum               |                             |                               |
| SLP570   | School Language Speech and Hearing Programs |                             |                               |
| SLP553   | School-based Affiliation Practicum          |                             |                               |
|          | Graduate Elective:                          |                             |                               |

## Appendix C: Writing a Thesis

### General Facts about Thesis Work

A thesis is a formal, written document which describes one of the following:

- an original empirical study
- a replication of an empirical study
- a modification or extension of an existing empirical study
- the development of a theoretical construct
- a state-of-the-art literature review

Thesis work is an option for all students in the graduate SLP program. It may be initiated at any time during the program. However, it is strongly recommended that students initiate their thesis work during their first semester of graduate school. A natural starting point for thinking about thesis research is during the first semester of the MA program when students are enrolled in SLP 501 (Foundations of Research). One feature of this course is a review of the existing research literature, and this review may lead to a thesis research project.

The Graduate School defines the following features of thesis work: Deadlines, forms and Templates, Submission, Binding, and other FAQs. This information is provided at the following URL: [https://www.wcupa.edu/admissions/SCH\\_DGR/thesis.aspx](https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx). Students considering the

thesis option should visit this page and familiarize themselves with the Graduate School's requirements.

## Selecting the Thesis Option

The decision to engage in a thesis project should be discussed first with the student's academic advisor (the Graduate Coordinator). As indicated above, this should be done, ideally, by the completion of SLP 501 (Foundations of Research).

Once a decision has been made to elect the thesis option, the student should choose a **Thesis Committee Chair** (see below), a **Thesis/Examining Committee** (see below), and complete the **Request for Approval of Master's-Degree Thesis Examining Committee** form. This form is available on D2L's MA Advisement site under "Thesis Material." It must be completed and submitted to WCU's Graduate Office. A copy must be given to the student's academic advisor who will place it in the student's academic folder.

## Selecting a Thesis Topic

Thesis topics are conceived in many ways. Below is a list of some examples:

- Completion of the literature review assignment in SLP 501 may lead to a research project.
- Information gained in content courses may expose an area of interest that needs to be developed.
- A research article or series of articles may suggest some unanswered questions.
- Clinical practicum experiences may lead to questions about the evidence base for therapy approaches.
- Informal discussions with instructors and/or peers may lead to a research question.
- Ideas for research may be revealed by a speaker presenting at a professional conference.
- A faculty member may invite a student to develop/carry out a study related to their content area.

Whatever the source of an idea, the development of a research question is always a work in progress. Students often begin by identifying a general area of interest, or by raising a general question which they want to study. Then, the topic is refined through review of the literature and discussions with the thesis advisor, other instructors, peers, and others. For many students, the selection of a topic is one of the most difficult aspects of the thesis process.

## Time Required to Complete a Thesis

Most students require at least three full academic semesters to complete their thesis work. However, the exact number of semesters required by an individual student may vary. Below is a list of common variables:

- the nature of a particular research project
  - the clarity with which a research question is defined at the beginning of the project
  - the complexity of a study
  - the availability of participants
  - the resources a student brings to the task (e.g., motivation, organization, self-discipline, time management)
- The table below summarizes a timeline for critical tasks that must be completed by students who identify a thesis project.

| Timeline for Writing a Thesis   |                                                                                                                                                                                                                  |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <sup>st</sup> Fall Semester   | <ul style="list-style-type: none"> <li>• Write a research proposal</li> </ul>                                                                                                                                    |
| 1 <sup>st</sup> Spring Semester | <ul style="list-style-type: none"> <li>• Select a thesis committee chair</li> <li>• Select a thesis committee</li> <li>• Begin writing formal prospectus for approval by committee</li> </ul>                    |
| 1 <sup>st</sup> Summer          | <ul style="list-style-type: none"> <li>• Finalize the formal prospectus</li> <li>• Receive committee approval for the research plan</li> <li>• Complete the paperwork needed to begin data collection</li> </ul> |

|                                 |                                                                                                                                                                                              |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 <sup>nd</sup> Fall Semester   | <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Analyze data</li> <li>• Write the thesis</li> </ul>                                                                         |
| 2 <sup>nd</sup> Spring Semester | <ul style="list-style-type: none"> <li>• Defend thesis before the committee</li> <li>• Make changes if requested by the committee</li> <li>• Submit thesis to the Graduate Office</li> </ul> |

## Selecting a Thesis Director

A Thesis Director is a member of the CSD faculty who serves as a mentor to the student and is a key member of a student's Thesis Committee (also known as the Examining Committee). Below is a list of tasks for which a thesis advisor is responsible:

- Helping a student to establish a timetable for completing the thesis
- Guiding the student through each phase of the development of the thesis
- Assisting the student in choosing the other members of their Thesis Committee
- Informing the student of important policies, procedures, and deadlines associated with the thesis.
- Serving as a resource person and troubleshooter.

The choice of a Thesis Director is entirely up to a student. Naturally, students should select a member of the CSD faculty with whom they feel they can work well, someone who has expertise in the content area of the thesis and who has the time to serve as a mentor.

Before selecting a thesis Director, students are encouraged to interview members of the faculty who might serve in this capacity. Students should assess each faculty member's interest in a particular topic and the time to serve as a mentor throughout the thesis project. During this interview, most faculty members will expect a student to provide them with (a) an oral description of their thesis research idea, and (b) a writing sample (usually the first draft of the

prospectus). Note that a faculty member may accept or decline an invitation to serve as thesis Director.

## Selecting a Thesis Committee (aka Examining Committee)

A Thesis/Examining Committee must be comprised of least three individuals, including the Thesis Director (see description above) and two or three additional faculty members. One of the two additional faculty members must be from CSD. The second member may be from CSD, from another department, or from another university or off-campus facility (e.g., a research laboratory, medical facility, school, etc.).

Students should collaborate with their Thesis Director in selecting additional committee members. Committee members are typically selected for their ability to contribute to some aspect of the thesis project (e.g., content, statistical analysis, etc.) and for their availability at key points in the process.

Below is a list of tasks for which members of a Thesis/Examination Committee are responsible.

- Evaluate the formal prospectus and determine whether it merits approval
- Ask questions that support a student's thesis project
- Serve as a resource, as appropriate, to different aspects of the thesis project
- Participate during the Oral Defense (see below) and determine (by vote) whether the thesis merits approval

Once a student has chosen their committee, they must complete the Research and Compliance form provided on the Graduate School web page under Thesis and Doctoral Culminating projects- Forms: [https://www.wcupa.edu/admissions/SCH\\_DGR/thesis.aspx](https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx)

## Developing a Thesis Prospectus

Recall that a thesis project may involve research, a state-of-the-art literature review, or a theoretical treatise. A **prospectus** is essentially a "game plan" for a thesis project. While the idea may be developed in various ways, the formal prospectus is generally developed in collaboration with the Thesis Director and one or more members of the Thesis/Examining Committee. The content of a prospectus will vary somewhat, depending on the type of thesis that a student is writing.

A **research prospectus** is a formal, written document which includes the following components:

- Statements about the importance of the topic you wish to explore

- A review of the theoretical and technical literature on the topic
- A summary of the gaps left by the current literature
- A statement of the research objectives
- A description of the research design
- A hypothesis regarding the expected outcomes

The prospectus for a **state-of-the-art literature review** or **theoretical treatise** must describe, in detail, a solid rationale for the proposed work and plan for completing it.

All documents **must conform to acceptable rules of format and style** (see guidelines for style and formatting, below). Students may also wish to review thesis documents written by previous students.

## Oral Defense of Prospectus

Once the prospectus has been written and approved by the Thesis Director, a formal meeting of the Thesis/Examining Committee must be held to determine if the formal prospectus is acceptable. **Members of the Thesis/Examining Committee should receive the written document of a formal prospectus at least two weeks prior to the Prospectus Meeting.** At the time of the meeting, the student should be prepared to defend their prospectus in an oral examination format. Implementation of the plan described in the prospectus may not proceed until the prospectus has been defended and the Thesis/Examining Committee has given its approval.

## Regulations Regarding the Research Process

Thesis research often involves participants (subjects) who are located at off campus sites. In addition, research may involve clinical or laboratory instrumentation available at off-campus facilities. Within this context, student researchers must (a) adhere to the policies and regulations of the external agency or institution with which they are collaborating and (b) comply with all Federal, State, University, and Department policies regarding the research process.

## Guidelines for the Treatment of Subjects

Strict Federal and University guidelines exist concerning the treatment of human and animal subjects. Students who are planning to conduct research involving the use of subjects must first review the **“Guidelines for Submitting Protocols to the Human Subjects Committee and**

**Application Package.”** This document, together with supporting application forms, is provided by the **Human Subjects Committee** of WCU’s **Institutional Review Board (IRB)** at the Office of Sponsored Research. To see these documents, please visit and review information on the following website: <http://www.wcupa.edu/research/>. Students who are planning to collect data at an off-campus site with its own IRB must also comply with the requirements of the site’s IRB standards and protocol.

## Off-Campus Contacts

Students who are planning to conduct research at an off-campus site or to draw subjects from agencies and institutions in the community, do so as a representative of WCU and of CSD. To protect all parties, on- and off-campus, students must receive approval for all off-campus contacts. Letters, phone calls, and personal meetings are subject to approval by the Thesis Advisor. This coordination is essential since there are legal, ethical, political, and practical ramifications to off-campus contacts and commitments.

## Style and Format Guidelines for Writing a Thesis

A thesis must be written in the format and style of professional journals in the field of communication sciences and disorders. This style is described in the ***Style Manual of the American Psychological Association (APA), 7<sup>th</sup> Edition***. Copies of this manual are available in the University bookstore. Further, WCU’s Graduate School has additional requirements that must be followed. Details are available at this URL:

[https://www.wcupa.edu/admissions/SCH\\_DGR/thesis.aspx](https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx)

## Oral Defense of Thesis

After a thesis has been written and approved by the Thesis Director, the student must participate in an Oral Defense of their work. The participants in the defense include all Thesis Committee members and any other faculty members or students who wish to attend. The student must establish a date for the Oral Defense by coordinating with all Thesis Committee members. Copies of the thesis must be given to each Thesis Committee member by the student at least two weeks prior to the date of the Oral Defense. Additionally, the student should invite other faculty and students to the Oral Defense once the date is established.

At the Oral Defense, a student may be asked questions pertaining to any aspect of thesis content. During the Oral Defense of a research project, the discussion often turns to alternative interpretation of data, ways to extend the research that has been conducted, and future studies that can be planned. The Oral Defense is an opportunity for a lively and productive scholarly discussion.

At the end of the Oral Defense, students are typically provided with feedback from committee members regarding the content and style of their thesis. It is not unusual for students to be asked to revise some aspect of the written document following the Oral Defense. Final approval by the committee, all of whom must sign an approval sheet that is included in the thesis, is given when the revised document is accepted by all committee members.

## Critical Milestones for Thesis Completion

A table called “[Critical Milestones & Checklist for Thesis Completion](#)” (next page) summarizes the specific tasks that must be done by students electing to write a thesis, and the sequence in which the tasks must be done. While there may be some minor variations in the timeline, these milestones represent the typical sequence of events for students engaged in thesis research. The Critical Milestones & Checklist table is intended to be used by the student, their Thesis Director, and their academic advisor so that all individuals are clear about their responsibilities and so that task completion can be tracked.

It is extremely important that students who wish to write a thesis read the cardinal documents regarding thesis research at WCU during the first fall semester of their graduate studies:

- Check the Graduate School website to review all information under the Thesis and Doctoral Culminating Projects web page:  
[https://www.wcupa.edu/admissions/SCH\\_DGR/thesis.aspx](https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx)
- Any research involving human subjects must be approved by WCU’s Institutional Review Board (IRB). Please visit the IRB website for information about procedures to be followed:  
<https://www.wcupa.edu/admin/research/irb.aspx>

The best foundation for the successful completion of a thesis is a full understanding of the tasks required.

## Critical Milestones & Checklist for Thesis Preparation

Name of Student: \_\_\_\_\_

Name of Thesis Advisor: \_\_\_\_\_

|                                 | Task                                                                                                                                                                                                                                                                                                                                                         | Date |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1 <sup>st</sup> Fall Semester   | Develop a <b>preliminary thesis topic</b>                                                                                                                                                                                                                                                                                                                    |      |
|                                 | <p>Develop a thesis idea.</p> <p>Familiarize yourself with institutional guidelines.</p> <ul style="list-style-type: none"> <li>• Check the Graduate School web page information about thesis preparation guidelines.</li> <li>• Review information on the Institutional Review Board's (IRB) website regarding permission to use human subjects.</li> </ul> |      |
| 1 <sup>st</sup> Spring Semester | Select a Thesis Director (provide him or her with your preliminary prospectus).                                                                                                                                                                                                                                                                              |      |
|                                 | Select a Thesis/Examination Committee.                                                                                                                                                                                                                                                                                                                       |      |
|                                 | Finalize the thesis topic and write formal prospectus for approval by committee.                                                                                                                                                                                                                                                                             |      |
|                                 | Finalize the formal prospectus.                                                                                                                                                                                                                                                                                                                              |      |
|                                 | Obtain the Thesis Director's approval of the formal prospectus.                                                                                                                                                                                                                                                                                              |      |
| 1 <sup>st</sup> Spring          | Schedule date with Committee Members for a Prospectus Meeting.                                                                                                                                                                                                                                                                                               |      |
|                                 | Send copies of the formal prospectus to the Thesis Committee Members at least 2 weeks before the Prospectus meeting.                                                                                                                                                                                                                                         |      |
|                                 | Advertise the Prospectus meeting to the Department, using flyers and e-mail.                                                                                                                                                                                                                                                                                 |      |
| OR                              | <b>Present the prospectus</b> using PowerPoint during a formal meeting with Thesis Committee.                                                                                                                                                                                                                                                                |      |
| 1 <sup>st</sup> Summer          | Obtain the <b>Thesis Committee's approval</b> for the research plan.                                                                                                                                                                                                                                                                                         |      |
|                                 | Submit the Research and Compliance form<br>( <a href="https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx">https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx</a> ).                                                                                                                                                                                      |      |

|                                 |                                                                                                                                                                                                                                  |  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                 | If applicable, submit <b>required forms</b> to WCU's IRB/Human Subjects Committee.                                                                                                                                               |  |
|                                 | If drawing subjects from another site, complete the procedures required by that site's IRB regarding the protection of human subjects. Allow time for processing.                                                                |  |
|                                 | If applicable, receive approval from the Human Subjects Committee and from the IRB of another site (if applicable) for data collection. Allow time for processing.                                                               |  |
| 1 <sup>st</sup> Summer          | Collect Data.                                                                                                                                                                                                                    |  |
| 2 <sup>nd</sup> Fall Semester   | Analyze Data.                                                                                                                                                                                                                    |  |
|                                 | Write thesis manuscript using the guidelines described in the <i>Publication Manual of the APA</i> , 7 <sup>th</sup> Edition (2010) and in the style document provided by WCU's Graduate School.                                 |  |
| 2 <sup>nd</sup> Spring Semester | Obtain <b>Thesis Director's approval</b> for the thesis manuscript.                                                                                                                                                              |  |
|                                 | Develop a <b>PowerPoint presentation</b> for use in sharing the results with the Thesis Committee.                                                                                                                               |  |
|                                 | Schedule a Thesis Defense meeting with the Thesis Committee.                                                                                                                                                                     |  |
|                                 | Advertise the Thesis Defense to the Department, using flyers and e-mail.                                                                                                                                                         |  |
|                                 | <b>Defend the Thesis</b> before the Thesis Committee.                                                                                                                                                                            |  |
|                                 | Make changes to the manuscript if recommended by the Committee.                                                                                                                                                                  |  |
|                                 | <b>Obtain signatures</b> from Committee Members for the approval of the Thesis<br><br>(use forms referenced in WCU's Thesis Guidelines).                                                                                         |  |
|                                 | Submit copies of thesis to the Graduate School by the due date (see <a href="https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx">https://www.wcupa.edu/admissions/SCH_DGR/thesis.aspx</a> ). Distribute copies to Thesis Comm. |  |
|                                 | Receive a grade for thesis credits.                                                                                                                                                                                              |  |



## Appendix D: Student Conduct Policy

### Expectations of Conduct in On- and Off-Campus Settings

Preparation for a successful career in speech-language pathology (SLP) includes the development of sensitivity to patterns of conduct that are appropriate across professional settings (e.g., classroom, clinic, hospitals, rehabilitation centers, schools, etc.). Examples of appropriate behaviors can be found in WCU's *Student Code of Conduct* (see copy on D2L's MA Advisement website under Essential Functions and Code of Conduct), in the **Undergraduate Catalog**, in the **Graduate Catalog**, in the class participation guidelines described in each **course syllabus**, and in the description of expectations provided below:

### Expectations of Conduct in On-Campus Settings

#### **Appropriate interaction with academic and clinical faculty**

Students are expected to do their part to foster professional, effective, respectful, and harmonious relationships with their instructors. Additionally, students are expected to accept constructive feedback (written and/or verbal) from their instructors. When issues arise, students are expected to follow the complaint process described later in this *Handbook*.

#### **Appropriate interactions with faculty, administrators, and support staff at the Department, College, and University levels**

Students are expected to do their part in establishing and maintaining a professional, effective, respectful, and harmonious relationship with all administrators and support staff at the Departmental, College, and University levels.

#### **Appropriate personal appearance, mannerisms, and values**

Students are expected to: dress appropriately to situations and learning environments; conduct themselves professionally through appropriate verbal and non-verbal communication patterns; engage in appropriate personal habits and mannerisms; exhibit fair, consistent, and equitable treatment of all; respect the civil rights and confidentiality of all; demonstrate civility and respect for diversity; see the worth and dignity of others; and work effectively and collaboratively with their peers.

#### **Adherence to class schedules**

Students are expected to be punctual and to observe the schedules, regulations, and expectations of the university-student relationship.

## **Adherence to attendance and class participation policies**

Students are expected to: adhere to the attendance policies set by their instructors and by the University; fulfill course obligations; notify appropriate persons and/or to submit necessary documentation if absent; follow through on assigned responsibilities; and participate appropriately during class discussion, lectures, and presentations.

## **Demonstrate preparation**

Students are expected to show evidence of being well-prepared for class academically and attitudinally. They are expected to approach tasks in an organized, skillful, and proactive manner and to include appropriate professional content in their assignments.

## **Expectations of Conduct in Off-Campus Affiliation Settings**

### **Appropriate interaction with WCU and affiliation supervisor**

Students are expected to do their part to promote a professional, respectful, effective, and harmonious relationship with their supervisors from WCU and from the affiliation site. They are also expected to accept constructive feedback (written and/or verbal) from their supervisors.

### **Appropriate interaction with other affiliation site staff members and administrators**

Students are expected to do their part to maintain a professional, respectful, and harmonious relationship with other staff members and administrators at their off-campus affiliation sites.

### **Appropriate personal appearance, mannerisms, and values**

Students are expected to dress and groom in a way that is consistent with the affiliation site culture. Many sites require scrubs or lab coats. It is the student's responsibility to obtain these if required. They must conduct themselves professionally by using appropriate verbal and non-verbal communication patterns and by demonstrating appropriate personal habits. They must treat others in a manner that is fair, consistent, and equitable. They must respect the civil rights of all, maintain confidentiality of affiliation site matters and client-specific information, demonstrate civility and respect for diversity, see the worth and dignity of all, and work effectively and collaboratively with affiliation site staff and administrators.

## **Adherence to policies**

Students are expected to: adhere to all policies and procedures of the affiliation site; be punctual; and observe established schedules, regulations, and expectations of the university-affiliation site relationship. Many sites have additional policies and procedures, which must be followed by students who are assigned to these sites.

## **Adherence to attendance and responsibility requirements**

Students are expected to demonstrate regular and reliable attendance according to the standards set by the affiliation site. They are expected to: fulfill affiliation site obligations; notify appropriate persons and submit necessary documentation if absent; carry through on all assignments; and exercise sound, ethical, and professional judgment in all matters.

## **Adherence to expected levels of preparedness**

Students are expected to show evidence of being well prepared, substantively, and attitudinally, for affiliation site responsibilities. They must show a willingness to approach tasks in an organized, skillful, and proactive manner. They are expected to demonstrate enthusiasm for the clients and the affiliation site processes, use their time effectively, and demonstrate the flexibility needed to adapt to changing situations at the affiliation site.

## **Consequences of Conduct Violations**

Most conduct violations are minor and can be resolved with a friendly reminder of the standards. If there is a need to address a conduct violation formally, due process procedures will be followed to protect the rights of students and faculty. These procedures include four steps consistent with procedures described in the [Student Code of Conduct](#). The process begins with Step 1 and continues until the problem is resolved. Resolution may occur at any step.

**Step 1:** When a faculty member or clinical supervisor observes a conduct violation, they will...

- Inform the student that a conduct violation has been observed.
  - Include an objective description of the violation.
  - Discuss the violation with the student in a supportive manner.
  - Provide an opportunity for the student to share their perspective on the violation.
  - Create a plan to avoid a similar violation (or perception thereof) in the future.
- It is recommended that the faculty/supervisor invite a second faculty member/supervisor to join the conversation.
  - For academic violations, the second faculty member/supervisor may be either the Graduate Coordinator (who also serves as the graduate student advisor) or the Department Chairperson.

- For Clinic violations, the second faculty member/supervisor must be either the Clinic supervisor, Director of Clinical Education, Graduate Coordinator, or Department Chairperson.
- If a second faculty member/supervisor 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** (refrain from participating in discussion).
  - The overarching goal of the meeting is to turn the apparent conduct disorder into a learning opportunity for the student and faculty member.
  - If the tone of the meeting escalates in a negative manner, the student or the instructor may terminate the meeting and follow up (Step 2).
- At the end of Step 1, the faculty member will send a summary of the contents of the meeting to the student with cc to the student's academic advisor (the Graduate Coordinator). This summary will not be placed in the student's academic file.
- If the Graduate coordinator 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 problem is not resolved at Step 1, the student should be referred to the Graduate Coordinator (who also serves as graduate student advisor).

- The possible outcomes of this meeting
  - 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 & faculty member.
  - Document completion of the remediation plan in the student's academic file.

- If the Graduate Coordinator is the faculty member who initiated the complaint, the CSD 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 CSD Chairperson, they 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.