~ AFFIRMATION ~

I choose to be a member of the La Salle University community.

I conduct myself with honesty, integrity, civility, and citizenship. I respect people, property, our University, and its Lasallian and Catholic heritage.

I celebrate our many cultures. I promote the free exchange of scholarly ideas. I commit to my personal involvement in learning for the greater good.

In all my actions, I am La Salle. In association, we are La Salle.
Dear Student:

Welcome to our programs in the Department of Communication Sciences and Disorders! You are beginning a fascinating and challenging field of study. Your success in the program is our priority.

This guide contains general information about the Department of Communication Sciences and Disorders, the CSD Programs and the La Salle University School of Nursing and Health Sciences, with specific information about the University’s policies and School resources. You will find it useful throughout your course of study. We suggest referring to the CSD Student Handbook annually; any policies and procedural changes will be updated there.

If you have questions, please contact Barbara Amster, Ph.D., CCC/SLP, Professor, Chair, and Graduate Director, Department of Communication Sciences and Disorders (215) 951-1986.

We wish you success in meeting your educational goals.

Sincerely,

Barbara Amster, PhD, CCC-SLP
Professor, Chair, and Graduate Director
Department of Communication Sciences and Disorders
La Salle University
School of Nursing and Health Sciences
Table of Contents

GENERAL INFORMATION ........................................................................................................... 5
History & Facts .......................................................................................................................... 6
MS in SLP Student Outcome Data ........................................................................................ 7
Methods of Communication .................................................................................................... 8
Phone/Email Directory ............................................................................................................ 8

SCHOOL OF NURSING AND HEALTH SCIENCES MISSION AND VISION ........................................... 10

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS .......................................................... 11
Speech-Language Pathology Graduate Program ........................................................................ 11
  Strategic Plan ......................................................................................................................... 11
  Strategic Goals 2016-2020 .................................................................................................. 11
  Student Learning Objectives of Graduate Program (revised 4-23-14) ................................ 12
Undergraduate Program .......................................................................................................... 13

ADMISSION, PROGRESSION, ADVISING, GRADUATION .................................................................. 14
Admission Process of CSD Four-year BS Students into the Five-year CSD Program ................ 15
Undergraduate Progression to Graduation ............................................................................. 16
Graduate Program Admission .................................................................................................. 17
Graduate Program Progression to Graduation .......................................................................... 19

GENERAL POLICY OF THE SCHOOL OF NURSING AND HEALTH SCIENCES ................................. 25

SPEECH-LANGUAGE PATHOLOGY CLINICAL PRACTICUM ................................................................ 29
  Clinical Practicum Guidelines for Contact and Observation Hours ...................................... 29
  Clinical Practicum Assignments Policy, Procedures & Practices ........................................... 30
  Clinical Practicum Compliance Summary ........................................................................... 31
  Clinical Practicum Policy on Professional Conduct and Standards .................................... 33
  Dress Code ......................................................................................................................... 33
  Confidentiality Policy (See Appendix) ................................................................................ 33
  HIPAA: Health Insurance Portability and Accountability Act ............................................... 33
  Clinical Practicum Policy on Standard Precautions ............................................................. 34
  Infection Control Policy for La Salle University Speech-Language-Hearing Community Clinics ................................................................. 34
  Transportation ...................................................................................................................... 34
  Substance Abuse Suspicion and Verification Policy and Process ...................................... 35
  Fire Emergency Evacuation Policy ..................................................................................... 36
  Policies and Procedures for Independent Study Application .............................................. 38

ESSENTIAL STUDENT RIGHTS, PROCESSES, AND EXPLANATIONS ............................................. 39

University Grievance Procedure ............................................................................................. 40
SONHS Student Complaint Policy .......................................................................................... 41

GENERAL UNIVERSITY DEPARTMENT INFORMATION ................................................................ 43

APPENDIX ..................................................................................................................................... 46
  ASHA CODE OF ETHICS ....................................................................................................... 47
  Individual Response to Intervention (IRTI) Plan ................................................................ 54
  Independent Study Contract ................................................................................................. 55
  Confidentiality Policy & Agreement ..................................................................................... 56
  Academic AND Clinical Agreement ...................................................................................... 57

COMPLIMENT, COMPLAINT, COMMENT ..................................................................................... 58
GENERAL INFORMATION

Each year, La Salle University publishes the Student Guide to Resources, Rights, and Responsibilities, http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/index.php?%20accordion_num=2&vn2Accordion_num=3&content=policies&anchorID=poli. Students generally refer to specific sections in this booklet for University policies and procedural guidelines. The Student Guide to Resources, Rights and Responsibilities, Graduate and Undergraduate Catalogs, CSD Clinical Practicum Manual and LSUSLHCC Handbook are available on the University’s web page. The La Salle University policies, regulating the School of Nursing and Health Sciences, publish the Undergraduate and Graduate catalogs annually*.

Among other contents, the following policies and procedures are found in the Student Guide to Resources, Rights, and Responsibilities:

<table>
<thead>
<tr>
<th>II. Resources</th>
<th>III. Student Rights &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Academics</td>
<td>➢ The Affirmation</td>
</tr>
<tr>
<td>➢ Directories</td>
<td>➢ University Governance</td>
</tr>
<tr>
<td>➢ Have a Question?</td>
<td>➢ Community Standards</td>
</tr>
<tr>
<td>➢ Student Organizations</td>
<td>➢ Discrimination &amp; Harassment</td>
</tr>
<tr>
<td>➢ Division of Student Affairs</td>
<td>➢ General Student Policies</td>
</tr>
<tr>
<td>➢ Sexual Misconduct</td>
<td>➢ Residential Community Information And Standards</td>
</tr>
</tbody>
</table>

Additional policies available at www.lasalle.edu

The faculty and Staff in the Department of Communication Sciences and Disorders developed this handbook as a reference guide for our students. The primary purpose is to provide information that is supplementary to the following informational/instructional guides:

- The La Salle University Graduate Academic Catalog
- The La Salle University Undergraduate Academic Catalog
- The La Salle University Student Handbook
- Student Guide to Resources, Rights, and Responsibilities
- The Financial Aid Manual
- Communication Sciences and Disorders Brochure
- Communication Sciences and Disorders Course Syllabi
- Communication Sciences and Disorders Clinical Practicum Manual

*The data contained within this Student Handbook reflects current policies and may be subject to change.
SCHOOL OF NURSING AND HEALTH SCIENCES
Communication Sciences and Disorders

History & Facts

La Salle University

La Salle University was founded in 1863 by a group of Christian Brothers, priests, and laymen. Currently, La Salle enrolls approximately 7000 undergraduate and graduate students. The 130-acre urban main campus offers a unique blend of city convenience and accessibility with the quiet beauty usually found in a country setting. La Salle is a member of a Campus Boulevard Consortium of health and educational institutions such as Albert Einstein Healthcare Network, Girls High School, Central High School, and Widener School that are all within walking distance of La Salle.

Communication Sciences and Disorders (CSD) at La Salle University

La Salle University’s School of Nursing and Health Sciences offers undergraduate and graduate programs in Communication Sciences and Disorders. The program of study leading to a master’s degree is designed to provide theoretical and clinical experiences to prepare students to function as professional speech-language pathologists. The Master of Science in Speech-Language Pathology Program at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289. The Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) is committed to ensuring that quality speech-language pathology and audiology services are available to the public. CAA accreditation indicates that the curriculum is sufficient to allow a graduate of that program to meet the American Speech-Language-Hearing Association (ASHA) Certificate of Clinical Competence (CCC) Standards. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. Most professional settings require both a master’s degree from an accredited University and current ASHA certification to practice in speech-language pathology. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of course work and practicum, a supervised Clinical Fellowship (CF) and passing of the national examination. Most states require speech-language pathologists to be licensed to practice. Licensure requirements in 49 of the 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards.

The ASHA Certificate of Clinical Competence for Speech-Language Pathologists (CCC-SLP) is the internationally recognized credential for speech-language pathologists. Individuals who meet the standards specified by the Association's Council for Clinical Certification may be awarded a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). Satisfactory completion of both undergraduate and graduate academic course work, clinical practicum requirements, supervised professional experience, and passing the national PRAXIS examination in speech-language pathology are necessary to obtain the CCC. (See CAA Accreditation Handbook and ASHA Membership & Certification Handbook for more information) for more information about certification, please contact the American Speech-Language-Hearing Association at 1-800-498-2071 or http://www.asha.org/certification/AboutCertificationGenInfo.htm.

Return to TOC
La Salle University’s Master of Science in Speech-Language Pathology is approved by the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania Instructional I Teacher Certification for Speech and Language impaired and for Educational Specialist for Speech & Language Pathology. Either certificate is needed to work in the various school systems in Pennsylvania. Candidates applying for either certificate are required by Pennsylvania State Board regulations to pass the appropriate PRAXIS Test administered by the Educational Testing Service which is the same test needed for national certification. Information about the PRAXIS Test is available [http://www.ets.org/praxis/pa](http://www.ets.org/praxis/pa). Other states may also require prospective school-based SLPs to take this and other examinations. In addition to all of the requirements for completion of the Master’s degree, candidates for Instructional I certificates must be recommended by the Department of Communication Sciences and Disorders Faculty. Recommendations are predicated upon successful completion of all course requirements with the required Grade Point Average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses). In addition to the CSD course requirements, candidates for Instructional I certificates must complete approved education courses and an approved full time school-based clinical practicum (COSD 521).

Our program benefits the community by preparing students to become skilled speech-language pathologists who will improve the quality of life for those living with communication and swallowing impairments. Thus, fulfilling the hope and mission of the University to graduate students confidently equipped for dedicated service to contribute to the common good.

**A Distinguished Faculty**
The Department of Communication Sciences and Disorders assembled a distinguished team of faculty recognized by organizations locally, nationally and internationally, for their contributions to the communication sciences and disorders community. These achievements include scholarly publications, field centered research, nominations and appointments to PSSHA, and ASHA organizations. Faculty members also hold positions in area hospitals, schools, research facilities, and clinical practice.

### MS in SLP Student Outcome Data

#### PRAXIS RESULTS*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students taking Praxis</th>
<th>Number of Students passing Praxis on first attempt</th>
<th>PRAXIS Percent Pass Rate on First Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>35</td>
<td>34</td>
<td>97.1%</td>
</tr>
<tr>
<td>2015</td>
<td>37</td>
<td>35</td>
<td>94.6%</td>
</tr>
<tr>
<td>2014</td>
<td>34</td>
<td>34</td>
<td>100.00%</td>
</tr>
<tr>
<td>3-Year PRAXIS Pass Rate</td>
<td>106</td>
<td>103</td>
<td>97.2%</td>
</tr>
<tr>
<td>2013</td>
<td>30</td>
<td>30</td>
<td>100.00%</td>
</tr>
<tr>
<td>2012</td>
<td>39</td>
<td>38</td>
<td>97.44%</td>
</tr>
<tr>
<td>2011</td>
<td>38</td>
<td>37</td>
<td>97.37%</td>
</tr>
<tr>
<td>2010</td>
<td>37</td>
<td>37</td>
<td>100.00%</td>
</tr>
<tr>
<td>2009</td>
<td>32</td>
<td>32</td>
<td>100.00%</td>
</tr>
<tr>
<td>2008</td>
<td>34</td>
<td>34</td>
<td>100.00%</td>
</tr>
<tr>
<td>9-Year PRAXIS Pass Rate</td>
<td>316</td>
<td>311</td>
<td>98.4%</td>
</tr>
</tbody>
</table>

*The PRAXIS test in Speech-Language Pathology also known as the NESPA is the National Certification Exam that all SLPs must pass to become certified. The average National Pass rate is 75-85%.*
## Methods of Communication

**Administration of the Programs within the Department of Communication Sciences and Disorders**

La Salle University's Department of Communication Sciences and Disorders resides, organizationally, in the School of Nursing and Health Sciences located in St. Benilde Tower. Administrators and staff in the School of Nursing and Health Sciences are comprised of the Dean of the School of Nursing and Health Sciences, Associate Dean of the School of Nursing and Health Sciences, Chair of the Communication Sciences and Disorders Programs, Graduate Director of MS in SLP Program, Chair of Nursing, Director of the Graduate Nursing Programs, Director of the La Salle Neighborhood Nursing Center, Chair of Nutrition and Public Health, Graduate Director of Public Health, Director of the Nutrition Programs, Assistant Dean and clerical staff.

### Phone/Email Directory

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>EMAIL</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Czekanski, PhD, RN, CNE</td>
<td>Dean</td>
<td><a href="mailto:czekanski@lasalle.edu">czekanski@lasalle.edu</a></td>
<td>(215) 951-1432</td>
</tr>
<tr>
<td>Mary T. Dorr, MSN, RN</td>
<td>Assistant Dean</td>
<td><a href="mailto:dorr@lasalle.edu">dorr@lasalle.edu</a></td>
<td>(215) 951-1646</td>
</tr>
<tr>
<td>Barbara Amster Ph.D., CCC-SLP</td>
<td>Chair, Graduate Director, Professor</td>
<td><a href="mailto:amster@lasalle.edu">amster@lasalle.edu</a></td>
<td>(215) 951-1986</td>
</tr>
<tr>
<td>Dana L. Bitetti, Ph.D., CCC-SLP</td>
<td>Assistant Professor</td>
<td><a href="mailto:bitetti@lasalle.edu">bitetti@lasalle.edu</a></td>
<td>(215) 951-1609</td>
</tr>
<tr>
<td>Evelyn R. Klein Ph.D., CCC-SLP</td>
<td>Professor</td>
<td><a href="mailto:klein@lasalle.edu">klein@lasalle.edu</a></td>
<td>(215) 951-1433</td>
</tr>
<tr>
<td>Jennifer Kleinow, Ph.D., CCC-SLP</td>
<td>Professor</td>
<td><a href="mailto:kleinow@lasalle.edu">kleinow@lasalle.edu</a></td>
<td>(215) 951-1232</td>
</tr>
<tr>
<td>Cesar Ruiz SLPD, CCC-SLP</td>
<td>Professor</td>
<td><a href="mailto:ruiz@lasalle.edu">ruiz@lasalle.edu</a></td>
<td>(215) 951-1985</td>
</tr>
<tr>
<td>Mitchell Trichon, Ph.D., CCC-SLP</td>
<td>Assistant Professor</td>
<td><a href="mailto:trichon@lasalle.edu">trichon@lasalle.edu</a></td>
<td>(215) 991-3707</td>
</tr>
<tr>
<td>James Mancinelli, M.S, CCC-SLP</td>
<td>Director of Clinical Education</td>
<td><a href="mailto:mancinelli@lasalle.edu">mancinelli@lasalle.edu</a></td>
<td>(215) 991-3597</td>
</tr>
<tr>
<td>Maureen Costello, M.S, CCC-SLP</td>
<td>Clinic Director</td>
<td><a href="mailto:costellom3@lasalle.edu">costellom3@lasalle.edu</a></td>
<td>(215) 951-1888</td>
</tr>
<tr>
<td>Erica Nix, BA</td>
<td>Administrative Assistant</td>
<td><a href="mailto:Nixe1@lasalle.edu">Nixe1@lasalle.edu</a></td>
<td>(215) 951-1982</td>
</tr>
</tbody>
</table>
Other Methods of Communication

Students receive important CSD Program material, student account information, and University announcements through the University Portal, mylasalle. Upon enrollment, the University’s Information Technology Department (I.T.) assigns each student an email address and temporary password. The student will receive a letter with login directions by U.S. mail. After receiving the mylasalle login and instructions, students can begin using their La Salle student email and mylasalle portal. Access to our server is crucial. If you are having difficulty accessing the portal or logging into your La Salle University email, please call the student helpdesk at (215) 951-1860. Students are urged to check the website and email frequently in order to keep current with school and course information. The portal also gives access to student account information, class materials, course descriptions, and registration instructions. Faculty and staff utilize your La Salle issued email address for all non-confidential communications. Students are also encouraged to use this method of contact for questions or concerns directed to faculty and staff of the CSD Department. Confidential information relating to student grades, health records, student financial accounts, or academic progress, is mailed traditionally, through the U.S. postal service. Students may also relay questions or concerns with faculty by appointment during posted office hours. Please call or email the faculty member directly. Hand-written or type written messages for faculty should be given to the CSD administrative assistant/Room 2201 or placed in the CSD mail slot located on the 4th floor of St. Benilde Tower.
MISSION AND VISION

Mission

Consistent with Lasallian values, the mission of the School of Nursing and Health Sciences is to provide scientifically-based education programs to prepare students as proficient, caring health professionals engaged in evidence-based practice, advocacy, service, and life-long learning.

Vision

La Salle University School of Nursing and Health Sciences leads in the implementation of curricula based on the health needs of populations that mobilize social, political, and healthcare and educational resources and aimed at the welfare of vulnerable, underserved, and diverse populations through educational and service programs. Faculty implements programs of research, scholarship, leadership, and practice that promote the health and education of people.

Goals

- To engage students in educational and service programs aimed at caring for people they serve.
- To facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care for the health of individuals, families, groups and communities locally, regionally, and globally.
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Speech-Language Pathology Graduate Program

Strategic Plan

Mission

La Salle University's Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communication sciences and disorders. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.

Vision

To guide our graduate students to become tomorrow’s leaders in speech-language pathology.

Core Values

As leaders in the education and preparation of professionals in communication and swallowing disorders, La Salle University Communication Sciences and Disorders (CSD) Department:

- cultivates a collegial learning environment within the university and global community
- develops leaders in advocacy for people with communication and swallowing disorders
- enhances the lives of people with communication and swallowing disorders and their family/caregivers through the provision of quality services
- attracts diverse, talented and caring students and faculty
- observes the highest standards of ethics, integrity and respect for human dignity
- integrates reason and faith in the provision of services including poor and underserved people in the community
- provides academic and clinical opportunities for students to meet the standards for state licensure and certification by the American Speech Language Hearing Association

Strategic Goals 2016-2020

1. Champion a culture of diversity, inclusion, civility, and collegiality.
2. Establish interprofessional partnerships and educational opportunities.
3. Pursue professional development, mentoring, and leadership/advancement opportunities for faculty, clinical supervisors, and students.
4. Enhance the service delivery capacity, quality, and mission integration of our clinics.
5. Ensure Departmental sustainability through recruitment of additional highly-qualified, full-time faculty and staff.
6. Develop and enhance areas of expertise in clinical research, services, and education
7. Ensure that our curriculum is innovative, evidence-based, and has measurable outcomes.

Goals of the Graduate Program (Revised 6-30-09)

The Master of Science in Speech-Language Pathology Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The Program provides theoretical and clinical experiences that prepare students for leadership roles to meet the...
health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania and as a foundation for doctoral study. Graduates of this Program will earn a Master of Science degree.

**Student Learning Objectives of Graduate Program (revised 4-23-14)**
The following objectives reflect entry-level competency in all the basic human communication and swallowing areas including articulation, fluency, voice and resonance, receptive and expressive language, hearing, including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards 2014

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)

2. Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)

3. Analyze, synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)

4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)

5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C; IV-D; IV-E; V-B; V-C; V-D)

6. Integrate and demonstrate ethical, legal and professional standards in the provision of speech-language pathology services. (IV-F; IV-G; V-B)

7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (IV-B; IV-C; IV-D; IV-E; IV-F; IV-G; V-B; V-C)

8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D; IV-E; IV-F; IV-G)

9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G; IV-H; V-C; V-D; V-E; V-F)

10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (IV-B; IV-C; V-B; V-C; V-D; V-F)

11. Evaluate individuals with communication and swallowing disorders, utilizing appropriate diagnostic tools. (IV-C; IV-D; V-B; V-C; V-D; V-F)
12. Provide intervention for individuals with communication and swallowing disorders, utilizing appropriate clinical methods and strategies (IV-C; IV-D; V-B; V-C; V-D; V-F)

13. Practice independently and collaboratively, in various health care and educational systems, with appropriate professional manner. (IV-A through IV-H; V-A through V-F; VI)

Undergraduate Program

Mission (Revised 06-01-15)
The Mission of La Salle University’s Communication Sciences and Disorders Undergraduate Program is to prepare students to apply for graduate study by providing them with the basic knowledge of human communication and swallowing processes within the context of a liberal arts education.

Student Learning Objectives (Revised 4-23-14)
- The student will demonstrate knowledge of the principles of: Biological sciences, Physical sciences, Statistics, and Social/Behavioral sciences.
- The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
- The student will communicate effectively in writing and speaking.
- The student will apply critical thinking to synthesize, analyze and evaluate information.
- The student will identify professional and clinical practice issues in the field of speech language pathology.

La Salle University Speech-Language-Hearing Community Clinic (LSUSLHCC)

Mission Statement (revised 05-14-10)
Consistent with Lasallian values, the Mission of the La Salle University Speech-Language-Hearing Community Clinic is to provide assessment and intervention for a diverse population experiencing communication and swallowing disorders. Students provide services under the supervision of faculty and staff that are certified by the American Speech-Language-Hearing Association (ASHA). These supervised experiences are designed to meet the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards for developing entry-level clinical knowledge and skills.

Goals and Objectives (revised 4-23-14)
- Clinical Quality- Offering clinical education experiences of the highest quality by:
  - Employing clinical instructors certified by the American Speech-Language and Hearing Association (ASHA);
  - Utilizing innovative equipment and evaluation materials; and
  - Maintaining a HIPAA and ADA compliant environment
SCHOOL OF NURSING AND HEALTH SCIENCES
Communication Sciences and Disorders

- **Service Delivery** - preparing professionals committed to excellence in the delivery of treatment services to individual clients:
  - Students will apply prevention strategies and formulate diagnostic and clinical management procedures for clients in the clinics. (IVD; VB)
  - Students will demonstrate increasing independence in providing appropriate therapeutic intervention, recording data, and applying reinforcement schedules. (VB)
  - Students will demonstrate skill in the forms of written and oral communication relevant to the discipline and clinic setting including evaluation reports, treatment charting, progress reports, and discharge summaries as they apply to clients they serve. (IVD; VA; VB)
  - Students will demonstrate increasing independence in observing, analyzing, and interpreting client behaviors. (VB)
  - Students will internalize a caring, positive, and realistic therapeutic attitude enabling them to effectively work with those who demonstrate communication disorders as well as the families of these individuals. (VB-3 a-d)
  - Students will determine multicultural issues relevant to the practice setting and provide appropriate considerations for treatment. (IVD; VB-2e)

- **Professional Responsibility** – fostering the development of professional responsibility and demonstrate ethical, legal and professional standards in the provision of speech-language pathology services by:
  - Following the standards set by the CAA for clinical supervision;
  - Adhering to the ASHA Code of Ethics; and
  - Complying with current rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Occupational Safety and Health Administration (OSHA) as they pertain to speech-language pathology services. (IVE;IVG)

**ADMISSION, PROGRESSION, ADVISING, GRADUATION**

Undergraduate Program

**Undergraduate Admission**

Undergraduate-To-Graduate Five-year Program and Four-year Bachelor of Science Program

Application for admission of freshmen as well as transfer students is made through the Office of Admissions of the Day Division of La Salle University. The candidate’s credentials are evaluated by the Admissions Office. The Admissions’ Office Counselor will conduct an interview with the potential student to review the applicant’s eligibility for the CSD major. Candidates must meet the criteria for admission established by the University. Applications are considered on an individual basis. Freshman year applicants with outstanding academic backgrounds can be admitted directly into the Five-year program. Other applicants can be admitted into the Bachelor of Science CSD Four-year program. CSD four-year students are those students accepted by La Salle University into the Four-year undergraduate CSD major but not accepted into the Five-year program. Pre-CSD students are those students accepted by La Salle University as “Intending to Major in Communication Sciences and Disorders” but are not officially accepted into the major.
Admission Process of CSD Four-year BS Students into the Five-year CSD Program

- Determined during the spring semester of the sophomore year.
- Students must have successfully completed the freshman CSD year curriculum; the 1st semester curriculum of the sophomore level courses and be enrolled in the 2nd semester sophomore curriculum prescribed for the Five-year CSD program (have equivalent coursework to those students already in the 5-year program) with no repeated courses.
- Students who transfer into the CSD program after the freshman year are not eligible for the Five-year program.
- In order to apply, students must have a minimum overall GPA of 3.5 and a minimum GPA of 3.5 in CSD courses, but having this minimum GPA does not guarantee admittance into the five-year program.
- Students must also have a minimum 3.0 GPA in required science courses.
- Students must have completed a minimum of 45 overall credit hours, of which a minimum of four courses must be successfully completed CSD courses, in addition to BIO 161 & 162.
- Students will be invited to complete and submit an application to the Department Chair by a deadline determined during the second semester of their sophomore year (the application will include a one page essay – topic to be determined by CSD faculty).
- The CSD Admission Committee will review applications and make the final determination of acceptance or denial to the program. As part of this process, CSD faculty will complete a student competency checklist for each student applicant.
- Students who are not accepted into the Five-year program can remain in the CSD major and complete the degree requirements for the BS in CSD. These students can then apply to any Master’s degree program including the SLP MS program at La Salle University.

Note: Students who are not accepted into the Five-year program and do not complete the Four-year undergraduate major in CSD may still complete a CSD minor by taking additional CSD courses during their junior/senior years, as specified in the requirements of the CSD minor. (See La Salle University Catalog for information about the CSD minor.)

- Note: For students who transfer into the Four-year program  Transfer course credits for required science and CSD courses that are below a “B” will not be accepted.
Undergraduate Progression to Graduation

Students’ academic progress is reviewed by their advisors each semester and by CSD faculty. All CSD Four-year majors and Pre-CSD students must maintain a minimum 3.0 GPA (overall, in the major, and in required sciences) with no more than 2 courses below a B, in order to advance to the sophomore year as a CSD major and in order to continue in the major and progress in the program. Any student who does not meet this requirement will receive written notification from the chair of the CSD Department and will be required to declare a different major for the fall of the sophomore year or at any other time during the course of study.

Students who enter La Salle in the Five-year Program must maintain a minimum overall cumulative GPA of 3.5, including the CSD major and required science courses, by January of the sophomore year and the 3.5 must be maintained through the second semester of the junior year. Students who do not meet this requirement may continue in the Four-year Program if they meet the Four-year Requirements. These students are no longer eligible for application to the Five-year Program.

Students who are concerned that they may not meet these requirements may contact Academic Support Services at http://www.lasalle.edu/provost/academiclearningsupport/index.php?section=sheekey_center&page=make_appt

Tutoring for various subject areas (25+ courses), primarily in the core curriculum, though not exclusively, is available for La Salle undergraduates. General Subject tutors help students identify what, as well as how, to learn, clarify course content, and help students understand their strengths and weaknesses regarding the subject matter. Students should take advantage of tutoring at the first indication of difficulty in a course or whenever they wish to improve their performance or knowledge in a course.

Learning Support Services offers students individualized help on time management, reading strategies, study strategies, note taking, test taking, and identifying learning styles. Workshops also take place throughout the year on these topics. A number of workshops are also offered online so students are advised to go to www.lasalle.edu/portal/learningsupport for workshop descriptions, dates, and times. Instructions for distance writing tutoring as well as handouts, online workshops, other useful resources, and information on all areas of Academic and Learning Support Services are available at www.lasalle.edu/portal/learningsupport.

Undergraduate Grading Scale
School of Nursing and Health Sciences

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>NUMERICAL RANGE</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>75-77</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Indicates work not completed within the semester period</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Indicates an authorized withdrawal from a course</td>
<td></td>
</tr>
</tbody>
</table>

Grading is consistent with the University's policy for "plus" and "minus" grades.
Undergraduate Policy for Incomplete Grades
The “I” grade is a provisional grade given by an instructor to a student who has otherwise maintained a passing grade in the course throughout the semester, but who has failed to take the semester examination or complete all assigned course requirements for reasons beyond his/her control. Make-up examinations and assignments for the fall semester must be completed before the opening day of the spring semester. Students will receive a failing grade (“F”) on their transcript for all Incomplete (“I”) grades that have not changed within three weeks of the last regular examination of the semester. Students may request an extension of time, in writing to the Dean of his/her Program. The written request should explain the student’s circumstance for failing to complete all of his/her coursework, with attached copies of all valid documentation to support the petition to postpone, including medical records.

Graduate Program

Graduate Program Admission
MS Program for Students with a BS Degree in Communicative Science and Disorders
General Admission Standards for the Master’s Program include:

- Minimum 3.0 GPA overall and a minimum of 3.0 in the undergraduate major;

- Minimum official verbal, quantitative, and writing Graduate Record Examination (GRE) scores taken within the past five years should be at the 50th percentile or higher;

- 300 to 500 word personal essay describing your reasons for pursuing graduate study in speech-language pathology. Please include why you are choosing La Salle University. We are interested in reading about your career goals as well as your clinical and research interests. You can also include any related life experiences that you believe will further demonstrate your qualifications;

- Three letters of reference. At least two of these letters must be an academic reference (faculty who have taught you at a college or university);

- Special consideration may be made on the basis of having successfully completed substantial graduate coursework in a related discipline or having made noteworthy contributions to the field. A personal interview may be required.

Applications to the graduate program are completed through the CSDCAS Centralized application portal at portal.csdcas.org

Submit Application and all Official transcripts to CSDCAS at the address below:

CSDCAS Verification Department
P.O. Box 9113
Watertown, MA 02471

CSDCAS accepts application submissions starting in August. We have a firm deadline of February 1st. All application materials must be received and verified by CSDCAS by the February 1st deadline or the application will not be reviewed. Students must submit official GRE Scores, along with official transcripts to CSDCAS with our designated Institution Code: 0717 assigned to La Salle University CSDCAS. Please check CDSCAS website for this year’s application start date, https://portal.csdcas.org/.
Prerequisites for Students without a BS Degree in Communicative Science and Disorders

In order for students to meet current 2014 ASHA certification standards, applicants to La Salle University’s Speech-Language-Pathology Master’s Program must have a background in communication sciences and disorders also known as speech-language-hearing science. For more information on ASHA certification standards: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/.

The CSD Admissions Committee will not review the applications of candidates who do not have an educational background in communicative sciences and disorders. La Salle University recommends 10-11 prerequisite courses see PreSLP: http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=preslp&page=index.

Not all of the 10-11 prerequisite courses have to be completed at the time of application but an applicant should have transcript grades for approximately six communication sciences and disorders courses at the time of application so that the Admission Committee can evaluate the applicant’s performance in this subject matter. Students must fulfill prerequisite requirements prior to obtaining the master's degree.

Upon admission to the SLP Master of Science Program, the student meets with their advisor to determine the course of study, review the student’s transcript to verify whether the student has fulfilled all the prerequisite requirements and to begin to implement the Knowledge and Skills Acquisition (KASA) summary form which monitors the acquisition of knowledge and skills needed for certification as a SLP. If the student has not met the prerequisite requirements (equivalent course title and description at the undergraduate institution), the student is required to meet these requirements upon entering the MS program. Outstanding coursework must be completed through La Salle University’s PreSLP Program concurrently with graduate coursework. Students must fulfill prerequisite requirements prior to receiving the master’s degree.

The applicant must have transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, social/behavioral sciences and statistics.

To fulfill these requirements, La Salle University suggests the following La Salle courses:

- BIO 161 and BIO 162: Anatomy and Physiology I and II or BIO 164WB Essentials of Anatomy and Physiology (biological science)
- PHY 205: The Essentials of Physics for Health Sciences (physical science)
- EDC 103: Educational Psychology or PSY 210 Developmental Psychology; and PSY 220: Psychopathology (social/behavioral sciences)

To meet the current 2014 ASHA certification requirements, students need a course in both the biological and physical sciences. If not, they must complete undergraduate courses in these areas that do not count towards the master’s degree. The applicant must demonstrate knowledge of basic human communication and swallowing processes including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. To fulfill this requirement, La Salle University suggests the following courses in basic human communication processes:

- COSD 100: Introduction to Language and Communication
- COSD 200: Phonetics
- COSD 202: Anatomy and Physiology of Speech Hearing Mechanisms
- COSD 203: Language Development
- COSD 211: Acoustic Bases of Speech and Hearing
- COSD 306: Neurological Bases of Communication

and-

Return to TOC
Additional Prerequisites:

- COSD 102: Introduction to Communication Disorders
- COSD 304: Introduction to Audiology
- COSD 308: Clinical Procedures in Speech and Language Pathology
- COSD 314: Diagnostic Procedures in Speech and Language Pathology

The PreSLP Program courses are reserved for students who have attained a bachelor’s degree. CSD undergraduate majors are restricted from taking PreSLP courses.

Graduate Program Progression to Graduation

Every student in a La Salle University Graduate Program is required to maintain a minimum cumulative scholastic average of “B” (3.0). In addition, a student whose academic performance falls below this standard is subject to academic review by his/her advisor and the Graduate Director. Depending upon the degree of the academic deficiency, a student may be given a warning with regard to academic standing. At the discretion of the faculty, students in academic jeopardy may be dismissed from the Program.

A student with a cumulative grade point average below 3.0 is automatically in academic jeopardy whether or not he or she receives written notification of this status. A student must have a cumulative average of 3.0 or better to graduate from La Salle University. (See La Salle University Graduate Catalog for more information)

Graduate Program Grading Standards & Guidelines

- CSD graduate students must maintain a minimum cumulative 3.0 GPA. Refer to La Salle University Graduate Catalog.

- SLP graduate students may not earn more than two grades below a “B” in CSD courses. Note that a “B-” does not satisfy this requirement.

- Students who exhibit a lack of improvement on the clinical evaluation tool or receive a grade of a “B-” or below in a practicum course must participate in a Response to Intervention (RTI) which will include individualized supervision at LSUSLHCC. The student will enroll in COSD 501X, 516X, 521X or 616X for clinical independent study.

- COSD 501 is the introductory clinical practicum course and is prerequisite to COSD 516. A student who receives a grade lower than a “B” may repeat COSD 501 once. Students who receive a below a “B” after retaking the course will be in academic/clinical jeopardy. At the discretion of the faculty, students in academic jeopardy may be dismissed from the Program.

- Students receiving a “B-” or lower in any clinical practicum course must repeat the course and receive a “B” or better. Students who receive below a “B” on retaking the course are subject to dismissal from the Program.

- A grade of “F” in any clinical practicum course (COSD 501, COSD 516, COSD 616) including the school based practicum course (COSD 521) is grounds for immediate dismissal from the program.

- SLP graduate students are expected to abide by the ASHA Code of Ethics http://www.asha.org/Code-of-Ethics/ The CSD Faculty will determine the degree to which a student fulfills these criteria. If a student is found to be in violation of the ASHA Code of Ethics, dismissal from the Program results.

Return to TOC
While an SLP graduate student is enrolled at La Salle University, required graduate courses and electives must be taken at La Salle University only. However, up to nine graduate credits completed prior to enrollment at La Salle University may be accepted for transfer into the program at the discretion of the Director of the SLP Graduate Program.

Decisions of the CSD Faculty are final but subject to appeal. Refer to La Salle University Graduate Catalog and Student Guide to Resources, Rights, and Responsibilities.

**Graduate Program Grading Scale**

**School of Nursing and Health Sciences**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C</td>
<td>80-75 (Indicates a level of competence below that expected in graduate work)</td>
</tr>
<tr>
<td>F</td>
<td>74 and below (Indicates failure to demonstrate even a marginal level of competence)</td>
</tr>
<tr>
<td>I</td>
<td>Indicates work not completed within the semester period</td>
</tr>
<tr>
<td>W</td>
<td>Indicates an authorized withdrawal from a course</td>
</tr>
</tbody>
</table>

*Students enrolled in graduate courses in partial fulfillment of their undergraduate degree requirements are graded according to the Graduate Program grading scale.*
Graduate Program Policy for Incomplete Grades
A graduate student who is unable to complete the course work for the semester for a valid reason will be assigned a grade of Incomplete or "I". The student then has one semester to complete the work required and for the grade to be changed. If the work is not completed within one semester, then the grade of "I" remains on the transcript and the student must repeat the course; this means that the student must register for and take the course again. If there is an extenuating circumstance in which the student cannot complete the course within one semester, then the instructor must request an extension, indicating a maximum time length, from the Dean's office.

Perspectives on Grading (revised 8/23/04)
It is the position of La Salle University’s CSD Faculty that the grade “A” should be given only when a student’s work can be characterized as EXCEPTIONAL. In the academic setting, the quality of the student’s work, as represented in examinations, written assignments, research papers, and class presentations and participation, must show such originality, insight, and/or critical thinking. Essentially, the quality of an “A” student’s academic performance is superior to the work of others. Furthermore, students must understand that a grade of “B” in graduate school is considered a “satisfactory level of competency”, typically characterizing the work of most students at the graduate level.

In the clinical setting, the grade of “A” will be assigned to fieldwork that exceeds expectations of the field clinical educator and university clinical instructor. It is very rare when a new clinician can perform at a superior level.

The university clinical instructor determines the student’s grade for clinical work performed in external placements in consultation with the field clinical educator.

- See University’s Graduate Catalog: III. E. General Student Policies: 1 Rights, b. Curricula Standards
  [http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/index.php?%20accordion_num=2&vn2_accordion_num=3&content=policies&anchorID=poli](http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/index.php?%20accordion_num=2&vn2_accordion_num=3&content=policies&anchorID=poli)

Individual Response to Intervention (IRTI) Policy
Academic Courses (see appendix)
The SLP Graduate Program Director and faculty are dedicated to preparing students to become qualified speech-language pathologists. Students experiencing academic difficulties are encouraged to meet with the faculty member to discuss his/her performance, possible causes for performance deficits and create an action plan accordingly. The intended plan is to improve the student’s abilities and understanding of the course material.

Faculty members will review the student’s work and select Individual Response to Intervention (IRTI) goals that will address the student’s proficiency in the area of concern. Some examples follow:
- If a student fails an exam, the faculty member may choose to ask the student to respond to those questions that he/she incorrectly answered using an open book format. The student will have an opportunity to explain the choices made to the faculty member. He/she must score a “B” or better. A change of grade remains at the discretion of the faculty member.
- If the student does NOT score a “B” or better, he/she must then answer the incorrect questions in essay form, no more than 250 words per question, and must include citations if requested.
- If the student does not receive a passing grade on a research paper, the faculty member may have the student re-write the paper with specialized emphasis on the deficient areas. The faculty member will provide guidelines on how to improve that particular section of the paper.
- IRTIs for all other material, other than failed exams, will be the discretion of the instructor.
The faculty member may discontinue the IRTI if the student fails all attempts to demonstrate proficiency in academic knowledge. The student’s transcript will reflect the original grade for the course.

Clinical Courses (see appendix)

- The University Clinical Instructor confers with the Field Clinical Educator.
- The University Clinical Instructor meets with the student to discuss the grade given and the areas of the student’s clinical performance that need improvement. Student is required to repeat the course through independent study.
- The faculty member for the independent study will formulate a La Salle University Independent Study Contract. The contract requires signatures from the Dean of the SONHS, the SLP Graduate Program Director, the faculty member, and the student.
- The faculty member will create a syllabus for the Independent Study course that meets KASA standards relevant to the course. Student must earn a “B” or better in the Independent Study.

Advisement of Students

There are three types of advisement available to CSD students at La Salle University: Academic Advisement, Career/Professional Advisement, and Personal Counseling.

Academic Advisement

Each CSD student is assigned to a full-time faculty member who is available to students to interpret the program requirements, ASHA certification requirements and Pennsylvania Teacher/Educational Specialist Certification requirements as well as to plan and review individual student’s programs and progress. Your advisor will assist you in planning and integrating your academic and clinical education and will take a special interest in your progress. Faculty post office hours outside their office doors and students are encouraged to meet with their advisors for questions or concerns about the program or about speech-language pathology in general. Students are expected to meet with their advisor prior to registration each semester and to review their KASA progress.

Career/Professional Advisement

Faculty is available to students for advice on career planning, professional issues related to career, and for planning graduate study. Students are encouraged to meet with faculty to discuss their issues and concerns.

Personal Counseling

The Counseling Center, staffed by experienced, licensed psychologists, an alcohol and drug counselor, and doctoral counseling interns, is available to students. Students can schedule appointments by going to the Counseling Center or by calling the office. In the case of an emergency, students can be seen without scheduled appointments. The Counseling Center can be reached at (215) 951-1355.

Academic Advisement and Pre-Registration for Graduate Students

All students are assigned a faculty advisor upon admission to the graduate and undergraduate programs. The faculty advisors are available by appointment for student advisement concerning course selection any time during the year and especially during the pre-registration period. Please call or email in advance for appointments. If the advisor is not in the office, email or leave a voice mail with your name, address, and telephone number so that the advisor can return your call. The Graduate Program will announce pre-registration times before each semester so that students admitted to the program can register for courses. Students must seek approval from their advisor for all courses selected. If roster changes are necessary, students should call or email their Advisor or the Graduate Director, who may be able to make the changes by phone or email. Students may also make changes to their rosters (drop/add) during the first week of each semester. This can be done during the times posted for late registration. However, since the graduate program is a full-time, cohort
program, we expect all graduate students to enroll and complete the courses specified by their advisor during the appropriate semester.

Graduation

General Graduation Information
Degrees are conferred three times each year following the end of each term in January, May and August. Commencement ceremonies take place once a year in May. All students who have completed degree requirements during the previous year (June through May) can participate in the May commencement ceremonies. Information on commencement dates and events are announced on the mylasalle portal and forwarded to graduating students during the spring term. It is the student’s responsibility to verify readiness for graduation. Please call the Chair or Graduate Director, with questions about completion of your graduation requirements. Students apply for graduation by completing the application for graduation on the mylasalle portal. After submission, the application is forwarded to the Dean and Chair or Graduate Director. For more information: https://wa3.lasalle.edu/registrar/grad/app.php

Master of Science Graduation
Students must meet with their advisors each semester to discuss registration. The KASA Summary must be completed, approved, and signed by the Graduate Director to complete graduation requirements. This approval will be reported to the registrar’s office and will be recorded on the student’s official La Salle University transcript. The graduate student’s academic and clinical record is examined by their advisor during their final semester of study. The records are reviewed to ensure compliance with La Salle University SLP Program and ASHA requirements and standards. In addition, the advisor must review and approve the KASA. Typically, the Capstone (COSD 635) course is completed during the student’s final semester in the Program. Part of the SLP requirements for graduation includes taking the National Examination in Speech-Language Pathology (NESPA) while enrolled in the Capstone Course (COSD 635). The test scores must be reported to the Department Code 0260. Please note that passing the NESPA is not a condition of graduation. Any deviation from this sequence must be approved by the Graduate Program Director. Students enrolled in the capstone course must also successfully pass the La Salle University Comprehensive Exam in order to graduate.

Graduating master’s students must meet with their advisor to approve the KASA. In addition, we must confirm that you have completed the clinical practicum requirements. The CSD Administrative Assistant should have the originals of ALL Clinical Practicum Hours and Observation Hours. Please keep in mind that it is YOUR responsibility to tally your Clinical Contact Hour Log, document each practicum on the Clinical Practicum Summary Form, keep a copy for your records, and give the packet to the Administrative Assistant for entry into the database. Please tally your hours accurately. Finally, after completing these steps in the graduation process, make an appointment with Graduate Director, Barbara Amster, Ph.D., CCC-SLP, for final KASA approval and signature of your ASHA Certification Application. No one can graduate without these final approvals.

Pennsylvania Educational Specialist for Speech & Language Pathology and Teaching Certificate for Speech-Language Impaired

La Salle University’s Department of Communication Sciences and Disorders is approved for teacher certification for Speech and Language Impaired and for Educational Specialist for Speech & Language Pathology from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Either certificate is needed to work in the various school systems in Pennsylvania. Candidates applying for either certificate are required by Pennsylvania State Board regulations to pass the appropriate Praxis Test: administered by the Educational Testing Service. Information about the Praxis Series Tests is available http://www.ets.org/praxis/pa. The required content test is the NESPA, the same test needed for ASHA certification. Scores for the NESPA must be
reported to the Department Code 0260, ASHA, and to PDE. Other states may require prospective teachers to take this and other examinations.

Candidates interested in either certificate must satisfy all program requirements for the master’s degree. In addition, the candidate must receive recommendation by the CSD Faculty. Recommendations are predicated upon successful completion of all courses with the required Grade Point Average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses). Lastly, candidates for these certificates must successfully pass approved education courses including a full time school-based practicum (COSD 521).

**Remember:** Students will not graduate without obtaining the Advisor’s and Graduate Director’s approval of the KASA. The approval is reported to the registrar’s office and recorded on the student’s official transcript.

- ASHA Certification Application (PDF Format) [http://www.asha.org/certification/SLPCertification.htm](http://www.asha.org/certification/SLPCertification.htm)


**GENERAL POLICY OF THE SCHOOL OF NURSING AND HEALTH SCIENCES**

Academic Integrity Policy

The Academic Integrity Policy of the Programs of the School of Nursing and Health Sciences is consistent with the University Academic Integrity Policy that can be found on the "Academic Services" tab of the mylasalle portal:

http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/index.php?accordion_num=2&vn2Accordion_num=3&content=policies&anchorID=poli

Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. All work submitted by a student must be the student's own work. Summarizing or directly quoting other people’s ideas must be appropriately acknowledged (in APA style). The first instance of academic dishonesty may result in a grade of “0” on the relevant assignment. Further instances may result in a grade of “F” for the course.

It is expected that all work submitted by a student represents his/her own efforts. If the work involves an assigned group project, it is inferred that the work is that of the total group. It is the responsibility of the group members to ensure that all group members contribute equivalently to the project. Faculty assistance in conflict resolution should be requested if students cannot resolve group issues on their own.

Plagiarism occurs when one copies another's words or ideas without giving proper credit or acknowledgment and then tries to represent them as one's own original work. Faculty may assign a grade of "F" to a plagiarized paper. It is the responsibility of the student to understand plagiarism and comply with University policies and procedures. Students are referred to the following site for resources about plagiarism:

http://www.lasalle.edu/library/plagiarismandcopyright/

Cheating refers to any academic dishonesty on examinations, written papers, and assigned projects and is defined by deliberate, deceitful intention to obtain or give information. The person(s) deliberately giving the information and the person(s) deliberately receiving the information are "cheating". During testing, faculty may ask students to store personal items, such as cell phones or programmable calculators in book bags or purses. Students must remain in the room until they finish the test. Faculty may assign a grade of "0" for work found to be associated with cheating. **If a 0 grade is received due to academic dishonesty, there will be no opportunity to make up for missed work.**

All students and faculty are expected to report academic dishonesty in writing to the Graduate Director, Chair, or the Dean of the School of Nursing and Health Sciences. Not reporting academic dishonesty enables the unacceptable behavior to continue and disrupts classroom learning and testing. It is an ethical imperative to report academic dishonesty. Every effort will be made to keep such matters confidential between the student, Graduate Director, Chair, Dean, and the Office of Student Affairs.

Students who are suspected of plagiarism or cheating may be reported to the La Salle University Judicial Board. Please refer to the La Salle University Student Handbook, Student Guide to Rights and Responsibilities for policies and procedures.
Individuals in the caring health professions must possess a variety of personal traits including respect for others, patience, compassion, tolerance, honesty, integrity, fairness, prudence, trustworthiness, maturity, stability, and dependability. They must be willing to assume responsibility to care for and treat patients and clients in various settings and in accordance with three basic human values that guide decision-making in the provider client relationship: self-determination, well-being, and equity. These traits are necessary for independent, ethical, and safe professional practice. Therefore, any behavior that is inconsistent with the above traits will result in disciplinary measures up to and including immediate dismissal from the major or program. Faculty reserve the right to remove from the program any student who demonstrates unsafe, unprofessional, or unethical behavior at any time. Aggressive behavior will not be tolerated.

**Policies**

The School of Nursing and Health Sciences faculty and administrators reserve the right to institute procedures when unacceptable student behavior is reported verbally and in writing to academic directors or, in extreme situations, to the Dean. Professional behavior is governed by personal moral and ethical codes, professional practice laws, professional practice standards, professional ethical standards and the laws of the United States and the Commonwealth of Pennsylvania. These policies and procedures operate in conjunction with University policy.

**Unacceptable conduct includes, but is not limited to:**

1. All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the University, forgery, and alteration or fraudulent use of University documents or instruments of identification.
2. Intentional disruption or obstructions of teaching, research, administration, disciplinary proceedings or other University activities.
3. Physical and verbal abuse, intimidation, coercion, and harassment which threatens or is perceived to threaten any professor, student, or individual on University premises, at University sponsored functions, or between any members of the University community off of University premises. This is to include incidents of sexual assault, sexual harassment, and racial harassment.
4. Theft from or damage to University property/premises. This is to include theft of or damage to property of a member of the University community on University premises or in settings where students are completing course requirements.
5. Failure to comply with the directions of University officials in the performance of their duties. This includes support staff such as Security and Safety, Physical Facilities, and Community Development.
6. Possession, use, or distribution of potentially dangerous drugs which are not medically supervised to include being in the presence of the possession, use, or distribution of illegal substances on University premises or at University sponsored functions, and possession or use of paraphernalia to assist in the consumption of illegal substances.
7. Violation of University Alcohol Policy.
8. Lewd, indecent, immoral or obscene conduct including, but not limited to behavior, language, gestures, and sexual exploitation.
9. Violations of published University regulations, including those relating to entry and use of University resident units and other facilities, the rules in this code of conduct, and any other regulations [i.e., Library, Parking, Alcohol, Administrative Services] which may be enacted.
10. Violation of University Policy on Weapons and Other Dangerous Articles and Substances.
11. **Inappropriate and Prohibited Behaviors**: Behavior that can serve as a warning sign of potential hostility or violence, such as:
   - Interpersonal aggression,
   - Unwelcome name-calling,
   - Rude, uncivil, vulgar, or obscene words or actions, either written or verbal, including email, voice messages, and graffiti,
   - Intimidation through direct or veiled verbal threats,
   - Throwing objects regardless of size or type, whether or not a person is the target of a thrown object,
   - Physically touching others in an intimidating, malicious, or sexually harassing manner,
   - Physically intimidating others including such acts as obscene gestures, fist-shaking, or other threatening types of gestures,
   - Stalking, either on or off campus.

12. **Threat**: The expression of intent to cause physical or mental harm is a threat, regardless of whether the individual communicating a threat has the present ability to carry it out and without regard to whether the expression of threat is contingent, conditional, or placed in the future.

13. **Physical attack**: Unwanted or hostile contact such as slapping, pinching, tripping, hitting, fighting, pushing, shoving, or throwing objects.

14. **Property damage**: Intentional damage to property owned by the university, clinical agency, employees, students, or visitors.


**Procedures**

1. Student is notified verbally by clinical faculty, course faculty, coordinator, or director that the behavior is unacceptable. This includes unacceptable behaviors that occur by telephone or email and at all campuses, and at all clinical settings.
2. Safety and Security personnel of the University or clinical agency and/or local police are notified if the behavior constitutes a threat, physical attack, property damage, or criminal behavior.
3. A verbal report is delivered to the Director, or in extreme situations, to the Dean, on the day the incident occurs.
4. An incident report must be written by the end of the day when the incident occurred, on the University form. The completed incident report is submitted to the School’s Conduct Board and/or to the Associate Dean of the Division of Student Life.
5. If a clinical agency or setting is involved in the incident, written documentation or an incident report is requested by the director or Dean and obtained by the director or Dean. A clinical jeopardy form is also completed.
6. The director meets with the student and faculty member or other grievant party. The student may bring an advocate with him or her. The director consults with the course or clinical faculty, Assistant Dean, program coordinator, or Dean regarding the incident.
7. When the incident involves violation of patient safety, the student may be dismissed from the major.
8. The student has the right to meet with the Dean regarding the incident after meeting with the Director. The student may bring an advocate with him or her.
9. The consequences of the student’s unacceptable behavior may result in
   - being warned in writing, a copy to be placed in the student’s file;
   - being notified of the action plan in writing;
   - being referred to the Division of Student Life with subsequent action plans instituted;
   - failure of an assignment;
   - failure of a clinical assignment;
   - failure of a course;

[Return to TOC]
SCHOOL OF NURSING AND HEALTH SCIENCES
Communication Sciences and Disorders

- failure of a clinical section of a course or a clinical course itself;
- dismissal from the major/program;
- being placed on interim suspension.

10. A student may request a meeting with the Assistant Provost or Provost to discuss the incident in which he/she is involved. (7/7/05)

Attendance Policy

Regular attendance is expected for all courses of the undergraduate and graduate CSD programs. Attendance and participation will influence the final grade. Preparation for class is required. Athletes are required to give faculty written notice prior to the scheduled event.

In case of illness or other extenuating circumstances, the student, as a courtesy, should report it to the faculty member prior to class or within 24 hours. It is the responsibility of the student to complete assignments to ensure that the student learns the materials/skills that were taught during the student's absence. Faculty may deny a student permission to take an exam that was missed for an unacceptable reason.

Clinical Practicum Attendance

Attendance at the clinical practicum site is mandatory for the days specified either by the field clinical educator or the Director of Clinical Education. Students must notify the university clinical instructor and field clinical educator of an absence at least 8 hours before the scheduled work day, whenever this is feasible. A student is required to make up any missed days at the clinical site. The makeup days may be added on at the end of the semester during the exam week, at the discretion of the field clinical educator. If a student misses three (3) scheduled days at the clinical site without notifying the field clinical educator and the university clinical instructor, the student will be reviewed by the Director of Clinical Education and appropriate action will be taken.

Students may not change assigned field clinical educators or clinical practicum sites without the approval of the Director of Clinical Education. These attendance requirements are in addition to those stated in the University's Academic Bulletin.

Pregnancy Policy

Clinical experiences may place the pregnant or early postpartum student at risk for adverse health events. While clinical assignments can be controlled to some extent to minimize risk, it is still highly likely that unexpected and unintended exposures to patients with viral or bacterial infections, dementia, or unsteady gait may occur during clinical rotations. For this reason, students must notify the university clinical instructor and the Director of Clinical Education at the start of a clinical course if they are pregnant or if they have delivered within the month prior to the start of a clinical course, or as soon as a the student becomes aware of a confirmed pregnancy during a course.

Students are required to bring written documentation from their health care provider stating that the provider has given the student approval for ongoing clinical performance. The note must state the student is able to participate in classroom and clinical activities that involve providing direct care. If any accommodations are needed, the health care provider must specify the accommodations in detail and must also include a date when the student may resume full participation. Placement in clinical practicum may need to be adjusted accordingly within guidelines of health care agencies and specific course objectives.
SCHOOL OF NURSING AND HEALTH SCIENCES
Communication Sciences and Disorders

SPEECH-LANGUAGE PATHOLOGY CLINICAL PRACTICUM

Clinical Practicum Guidelines for Contact and Observation Hours

To fulfill current (2014) certification requirements http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/, students must have practicum experiences that encompass the breadth of the current scope of practice with both adults and children (with no specific clock-hour requirements for given disorders or settings) resulting in a minimum of 400 clock hours of supervised practicum, of which at least 375 hours must be in direct client/patient contact and 25 in clinical observation. A minimum of 325 clock hours of clinical practicum must be completed at the graduate level. Students can include a maximum of 50 undergraduate clinical practicum hours, subject to approval of the Graduate Director.

2016 Revisions:

Revision 1: Implementation Language to Standard V-B (new paragraphs 3 and 4) – Expanded definition of supervised clinical experiences:

These experiences should allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- Incorporate critical thinking and decision-making skills while engaged in identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Alternative clinical experiences may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive).

Revision 2: Implementation Language to Standard V-C (additions to paragraph 2) – Acceptance of Alternative Clinical Education for up to 20% (75 hours) of direct client hours:

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through alternative clinical education (ACE) methods. Only the time spent in active engagement with the ACE may be counted. ACE may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included.

Revision 3: Implementation Language to Standard VII (addition to paragraph 1) – Clinical Fellowship report due date:

Applicants whose Clinical Fellowship report is not reported to ASHA within 90 days after the 48-month timeframe will have their application closed.

To meet the current (2014) standards for ASHA certification, students must have 25 hours of observation incorporated during their clinical practicum experience. We recommend that the first session at any new clinical practicum site should include several hours of observation to orient the student to the specific clinical practicum experience.
It is the student’s responsibility to provide adequate documentation of the observation and clinical practicum experience. (See CSD Clinical Manual)

The 25 clock hours of observation must include the evaluation and treatment of children and adults with disorders of speech, language, and hearing.

The SLP Program requires that students have clinical experiences with three distinct clinical populations across the life span.

A distinct clinical population is defined as one in which there are administrative duties, therapeutic approaches and diagnostic testing, specific to that clinical group.

In addition, all SLP students need a minimum of 10 contact hours in hearing screening and/or aural habilitation.

Under extenuating circumstances, a student in good standing may withdraw from COSD 501, COSD 516, COSD 521, and COSD 616. Clinical contact or observation hours obtained in a clinical practicum up to the day of withdrawal from the class may be counted. However, permission for withdrawal is the decision of the Graduate Director and will be granted only under extreme circumstances. Documentation will be required.

For more information see: http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

Clinical Practicum Assignments Policy, Procedures & Practices

The goal of clinical education is to provide the student with supervised clinical experience in the practice of speech-language pathology. Clinical Practicum experiences typically take place Monday through Friday during business hours. Occasionally, a practicum experience will require weekend attendance.

The clinical education placements will be determined by the following:

- The student’s educational and other related clinical experience;
- Prerequisites for the experiences;
- Recommendations of academic advisors, university clinical instructors, and field clinical educators.

La Salle University has clinical affiliation agreements with more than 250 hospitals, agencies, and schools throughout the greater Delaware Valley so that students should be able to obtain rich and varied clinical experience to meet ASHA certification requirements.

We are always interested in finding new places for clinical practicum experiences. Students can request that the Director of Clinical Education contact a potential Clinical site, but students should not contact potential sites themselves.

In order to ensure that master’s students will have access to patients and clinical practicum sites in a fair and objective manner, the following guidelines will be followed:

- Students following (2014) ASHA standards will have the total 25 observation hours integrated into all of the clinical practicum experiences.
- Students receive full practicum credit per session for supervised direct client contact (1 hour session = 1 hour practicum credit). When a student assists another clinician, or participates in team conferences,
the student earns ½ practicum credit (1 hour session = ½ hour credit). See 2016 revisions at http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/

- Students following (2014) ASHA certification standards must have practicum experiences that encompass the breadth of the current scope of practice with both adults and children (with no specific clock-hour requirements for given disorders or settings) resulting in a minimum of 400 clock hours of supervised practicum, of which at least 375 hours must be in direct client/patient contact and 25 in clinical observation. Every effort will be made to offer each student a varied clinical experience involving evaluation and treatment of children and adults with a variety of speech and language disorders.
- La Salle University requires the student to have clinical practicum experiences in three distinct populations across the life span. The Director of Clinical Education and/or the Graduate Director determine whether the student is meeting this requirement.

Clinical Practicum Compliance Summary
(University policy changes effective June, 2013)

The School of Nursing and Health Sciences, Department of Communication Sciences and Disorders require students enrolled in graduate clinical practicum courses to submit the documentation described in this section. Our clinical practicum associates and the University require students enrolled in the CSD Department to have copies on file of specific clearances. Failure to comply with these requirements, by the deadline, can result in but is not limited to, the inability to progress in the CSD Programs.

Upon admission to the University, all graduate students are expected to complete the La Salle University Health History Form and return it to the CSD Administrative Assistant to keep on file. All information on this form is confidential and never released without the student’s written consent. Health screening measures are required for all students for personal and public safety. The requirements maximize both student and client health safety. Your physician or nurse practitioner should review these requirements prior to completing the health history form.

Clinical practicum compliances are required for all SLP Graduate students, CSD juniors and five-year seniors. All compliances must be current. To avoid any unnecessary delays with assignment at the practicum site, these compliances should be on record with the CSD office at least 6 weeks prior to beginning clinical practicum course work. It is the student’s responsibility to maintain a record of their compliance expirations. Students must renew prior to expiration and submit copies of the current documentation to the CSD Administrative Assistant as needed. Please note: All Incoming graduate students are required to request an official college transcript from the college or university where their Bachelor’s degree was completed. The official transcript must indicate that the degree was conferred. Unofficial transcripts or photocopied transcripts are unacceptable. Please have all official transcripts submitted to Dr. Barbara Amster, Chair, and Graduate Director.

Proof of Health Insurance (revised 7/2013)
In June 2013, the University implemented a new policy affecting student health insurance requirements. All students enrolled full-time at La Salle University are required to have individual health insurance coverage. Please visit http://studentaffairs.lasalle.edu/health/insurance/ to ensure that your coverage is in accordance with the La Salle University Health Insurance Policy Standards.

In addition, the CSD Department requires graduate students, juniors and five-year seniors to submit a copy of their health insurance card. Uninsured students may also obtain healthcare coverage through the University at http://www.firststudent.com/. For more information on attaining student healthcare coverage, please visit the Student Health Center, http://studentaffairs.lasalle.edu/health/.

Return to TOC
Immunizations and health assessment form
Students must have all pages of the Health Assessment Form completed by a licensed physician or nurse practitioner before the semester begins. The Health Assessment Form must be completed every two years. You can find additional copies of the health assessment form in the CSD office or have it sent electronically to your email. You may contact Student Health Services at 215-951-1565 for other health related concerns.

The School of Nursing and Health Sciences health requirements are for all students beginning Clinical Practicum courses. Your health assessment form must be complete in its entirety including attached lab work and PPD results. Licensed health care providers must sign all required areas on the form.

PENNSYLVANIA Criminal Background, CHILD ABUSE, AND FBI FINGERPRINTING CLEARANCE
La Salle University’s Graduate Speech-Language Pathology Program and our clinical agency affiliates require all students to complete a Pennsylvania criminal background clearance and a Pennsylvania child abuse clearance, annually. In addition, all 1st year graduate students, five-year seniors and juniors are required to submit a FBI fingerprinting clearance certificate. Our Department does not require renewal of this clearance, however all schools in the State of Pennsylvania require the compliance be no more than 12 months old for anyone providing services in any Pennsylvania school (Act 114 of 2006, 24 PS 1-111 as amended (Act 61 of 2008)). If a student’s clinical assignment designates service in any Pennsylvania schools and the FBI clearance on file is older than 12 months, the student will be required to submit a renewed FBI fingerprinting clearance to, both the school site, and the CSD office prior to beginning the clinical practicum in the educational facility.

In addition to obtaining Pennsylvania clearances, out of state residents attending La Salle University’s SLP Graduate Programs as well as juniors and senior five-year students must also include copies of the home state’s child abuse clearance and criminal background clearance.

Direct Links for Pennsylvania clearance applications:

PENNSYLVANIA CRIMINAL BACKGROUND: https://epatch.state.pa.us/Home.jsp

PENNSYLVANIA CHILD ABUSE APPLICATION FORM: https://www.compass.state.pa.us/CWIS/Public/ClearanceLearnMore


CPR Certification
SLP Graduate Students and CSD Juniors and Five-Year Senior are required to complete a one or two-year CPR certification through the American Heart Association. Students must complete certification at the BLS (Basic Life Support) level for both children and adults. You can find CPR training classes by following this link: http://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp

Professional Insurance
Graduate Students and CSD Juniors and Five-Year Senior must carry professional malpractice insurance coverage. The CSD Department requires the Professional Liability Insurance plan administered by Marsh U.S. Consumer and underwritten by Liberty Insurance Underwriters Inc. Please visit the Pro-Liability Insurance website to apply for your coverage: http://www.proliability.com/professional-liability-insurance/students# , on the right side, select: American Speech-Language-Hearing Association (ASHA) for: Association. Prior to applying for the professional malpractice insurance plan, you are required to become a student member of NSSHLA, http://www.asha.org/Members/NSSLHA/default/ Your NSSHLA membership I.D. number is the Association Member Number on Page 1 of the Pro-Liability application.
Clinical Practicum Policy on Professional Conduct and Standards

Dress Code
Students are expected to present an appropriate professional image at all times. This means clothing must not be suggestive or revealing. Distracting jewelry or ornamentation should be avoided. Please abide by the dress code at practicum and observation sites.

Confidentiality Policy (See Appendix)
The Health Insurance Portability and Accountability Act of 1996 (Public Law 104-191) was established to improve the efficiency and effectiveness of the health care system. Within that legislation, Congress included provisions that mandated the adoption of Federal privacy protections for individually identifiable health information. La Salle University adheres and expects its students to adhere to those strict patient confidentiality standards. These legal regulations, standards and policies are intended to insure that confidential information will remain confidential. More specifically, students will use this information only as necessary to accomplish the educational purpose for which it is needed. All students enrolled in the undergraduate clinical course COSD 308 must take a HIPAA certification training which will suffice for their academic career at La Salle University. Additionally, incoming traditional MS in SLP students will be required to complete the same HIPAA certification training, while enrolled in COSD 501. Students will receive a certificate as proof that they have completed the training. The link for the HIPAA training is: http://www.prohipaa.com/en/training

La Salle University School of Nursing and Health Sciences’ faculty, staff, and students are required to conduct themselves in strict conformity with applicable laws, and University policies that govern patient confidential information. This includes any amendments to the policies or standards, made by the Joint Commission on Accreditation of Healthcare Organizations, La Salle University or any State or Federal Agency. Please visit http://www.hhs.gov/ocr/privacy/ for current HIPAA guidelines.

Faculty and students are required to read and sign a confidentiality agreement prior to having contact with patients, their families, or access to protected health information. (see appendix)

For more information from ASHA Board of Ethics subsection “Confidentiality,” please visit, http://www.asha.org/practice/reimbursement/hipaa/default/

HIPAA: Health Insurance Portability and Accountability Act
All members of the CSD Department including students, staff, and faculty are required to comply with the privacy provisions of HIPAA (1996). This mandate protects the privacy of clients (and their information) at our Clinics and at any other site at which students, faculty, or staff may work/observe/visit. Failure to comply with the confidentiality requirements of HIPAA may result in disciplinary action by the University and/or legal action. For more information about HIPAA, visit http://www.hhs.gov/ocr/privacy/index.html

The HIPAA Privacy Rule requires the following actions by the Department of CSD:
- Adopt and implement privacy procedures for the Department of CSD and Clinics;
- Designate an individual to be responsible for overseeing that the privacy procedures are correctly followed.
- Obtain a copy of the HIPAA training certificate from all students as proof of their completion of the training module.
- Secure client records containing individually identifiable health information where they are not visible to those who do not need them.
- Provide student clinicians and employees with copies of the privacy policies.
- Obtain student clinician and employee signatures on forms stating that they have received and understand the departmental privacy policies and will comply with them without exception.
- Notify clients about their privacy rights and explain how their information may be used.
• Require client and/or guardian signatures on Patient Privacy Agreement forms. Form includes a signature line for agreement that patient understands his/her confidentiality rights.
• Regularly review the penalties for failure to comply with HIPAA privacy requirements with CSD students and staff, including personal liability.

Clinical Practicum Policy on Standard Precautions

The School of Nursing and Health Sciences is concerned about the safety of the faculty, students, and the client population in the clinical setting. Based on the mandatory CDC and OSHA guidelines, the School of Nursing and Health Sciences adopts the policy that both students and faculty will observe blood and body fluid precautions when working with all clients in all settings (hospital, clinic, home, school, and/or outside agency).

Gloves are to be worn during an existing or potential contact with blood and/or body fluids. Masks and goggles should also be worn when a threat of exposure to secretions or excretions exists.

Based on the most recent research findings, an individual can be a carrier of blood-borne illness (e.g. AIDS, HIV & Hepatitis B) and not exhibit clinical signs/symptoms for several years after exposure to the virus. It is mandatory that all faculty and students adhere to this Policy. Universal precautions are a shared responsibility for both students and faculty.

Infection Control Policy for La Salle University Speech-Language-Hearing Community Clinics

Clinician Procedures
1. Clinicians must wash their hands according to Universal Precaution procedures before engaging in therapy with a client.
2. Clinicians must wipe down the therapy table with Clorox Wipes before engaging in therapy.
3. Clinicians must wash hands according to Universal Precaution procedures after engaging in therapy with a client.
4. Clinicians must wipe down the therapy table with Clorox Wipes after engaging in therapy.
5. Clinicians must wipe down all therapy materials, e.g., toys, etc. after engaging in therapy.
6. Latex gloves must be worn when:
   • Toileting a child;
   • Contact with blood, nose discharge, vomit, etc.;
   • Cleaning surfaces that have been contaminated.
7. Wash your hands after you remove gloves

Disposal Procedures
1. Clinicians will dispose of all used Clorox wipes into regular trash bag in the therapy room.

Transportation

Transporting Patients
Students and faculty are not permitted to transport patients/clients in private vehicles.

Transportation to Clinical Sites
It is the responsibility of the student to provide his/her transportation to and from all clinical sites.
Substance Abuse Suspicion and Verification Policy and Process

Students at non-La Salle operated clinical settings are regulated by the specific facility’s policies for substance abuse and suspicion.

The La Salle University Student Handbook defines conduct relating to substance abuse at La Salle locations. CSD students must adhere to clinical site policy as well. If drug testing is required by the clinical practicum site, students must comply at their own expense.

A student must submit to immediate testing for illegal substances at the student’s expense when the CSD Faculty and Staff have reasonable suspicion to believe that a student is abusing controlled substances.

Reasonable suspicion is identified by indicators such as:

- Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of drugs or alcohol, such as, but not limited to, slurred speech, noticeable change in grooming habits, impaired physical coordination, inappropriate comments or behaviors, or pupil changes.
- Abnormal conduct or erratic behavior, absenteeism, tardiness, or deterioration in performance.
- A report of drug use given by credible sources.
- Evidence of tampering with a drug test.
- Evidence of diverting controlled substances in a clinical agency.
- Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while in the educational setting.

Faculty and Staff are instructed to immediately excuse students from educational or patient/client settings if they observe unstable behavior consistent with drug or alcohol use. The observer must contact the University’s Graduate Program Director, Dean, or the Dean of the Division of Student Life. The SLP Graduate Program Director or designee will decide if it is appropriate to test the student for illegal drugs or alcohol. The student is referred to an emergency medicine facility for testing at his or her own expense. The student is not permitted to drive when exhibiting suspicious behavior. If the test is positive, a physician will discuss this with the student to determine the presence of metabolites for prescribed medications or illicit substances. Results with metabolites indicating prescription medication will require the student to contact the prescribing physician and/or pharmacy for medical records proving the prescription was legitimate.

Students may challenge the results and request a confirmation page from the lab issuing the results. The student is responsible for all expenses and fees associated with the additional testing. All test results will be reported to the Dean of the School of Nursing and Health Sciences or to the Dean of the Division of Student Life. Consequences are outlined in the La Salle University’s Student Guide to Rights and Responsibilities, available on the University’s webpage at www.lasalle.edu.
Fire Emergency Evacuation Policy

FROM ST. FRANCIS CLINIC:

**AMBULATORY CLIENTS:**

**Lateral Evacuation:**
1. Exit the clinic.
2. Turn RIGHT through the gray, double fire doors and continue down the hallway until you enter Penn Tower, which is through another set of double fire doors.
3. Continue to the 1st floor and exit the building through Einstein Hospital to J Parking Lot.
4. Stay with the client/caregiver and wait for the fire department or security personnel to give the all-clear before re-entering the building.

**Stairwell Evacuation:**
1. Exit the clinic.
2. You can turn either RIGHT or LEFT to the closest stairwell.
3. Continue evacuation to the 1st floor and exit the building to K Parking Lot.
4. Stay with the client/caregiver and wait for the fire department or security personnel to give the all-clear before re-entering the building.

**WHEELCHAIR-BOUND OR NON-AMBULATORY CLIENTS:**

**Lateral Evacuation:**
1. Exit the clinic.
2. Turn RIGHT through the gray, double fire doors and continue down the hallway until you enter Penn Tower, which is through another set of double fire doors.
3. Remain in place and call security at 215-951-1300 and report your location as Penn Tower, immediately beyond the fire doors from La Salle.
4. Stay with the client/caregiver until help arrives.

**Stairwell Evacuation:**
1. Exit the clinic.
2. You can turn either RIGHT or LEFT to the closest stairwell.
3. As you leave, call Security at 215-951-1300 and report your location by stating that you are in St. Benilde Tower and then give the NUMBER OF YOUR STAIRWELL. This is marked by a sign on the wall. Stand in the stairwell in an area that does not impede the exit of others who are evacuating via the stairs.
4. Stay with the client/caregiver until help arrives.
FROM ST. BLASE CLINIC

AMBULATORY CLIENTS:
Lateral Evacuation:
1. Exit the clinic and go LEFT toward the red EXIT sign above the double doors and enter that hallway.
2. Continue down the hallway until you enter Penn Tower, which is through 2 more sets of double fire doors.
3. Continue evacuation, continue to the 1st floor and exit the building through Einstein Hospital to J Parking Lot.
4. Stay with the client/caregiver and wait for the fire department or security personnel to give the all-clear before re-entering the building.

Stairwell Evacuation:
1. Exit the clinic and go LEFT toward the red EXIT sign above the double doors and enter that hallway.
2. Go to the stairwell on your left (#5).
3. Continue evacuation to the 1st floor and exit the building to K Parking Lot.
4. Stay with the client/caregiver and wait for the fire department or security personnel to give the all-clear before re-entering the building.

WHEELCHAIR-BOUND OR NON-AMBULATORY CLIENTS
Lateral Evacuation:
1. Exit the clinic.
2. Turn LEFT toward the red EXIT sign above the double doors and enter that hallway.
3. Continue down the hallway until you enter Penn Tower, which is through 2 more sets of double fire doors.
4. Remain in place, and use your cell phone to call security at 215-951-1300 and report your location as Penn Tower, immediately beyond the fire doors from La Salle.
5. Stay with the client/caregiver until help arrives.

Stairwell Evacuation:
1. Exit the clinic.
2. Turn LEFT toward the red EXIT sign above the double doors and enter that hallway.
3. Go to the stairwell on your left (#5).
4. As you leave, call Security at 215-951-1300 and report your location by stating that you are in St. Benilde Tower and then give the NUMBER OF YOUR STAIRWELL. This is marked by a sign on the wall. Stand in the stairwell in an area that does not impede the exit of others who are evacuating via the stairs.
5. Stay with the client/caregiver until help arrives.

NOTE: All stairwells in St. Benilde Tower are fire rated for 2.5 hours so you can evacuate to any stairwell and remain in place safely. Once you call Security, the Fire Department will know your location.
Policies and Procedures for Independent Study Application

I. Eligibility
- A student may apply for Independent Study in an area of advanced study, usually involving substantial research, in a field related to major/minor studies, with a faculty mentor who has the appropriate expertise. A minimum GPA of 3.0 is required.
- A student may apply for Independent Study in an emergency situation (e.g. the cancellation of a major course needed for graduation) usually a circumstance not within the student's control. Most often this option is one negotiated with the Dean's Office by the Director on behalf of the student.

II. Availability
- A limited number of Independent Study opportunities are available each semester. The approval of an application is not automatic in the Dean's office and is done through a review process in comparison with other applications. Necessity is the first criterion; quality of the proposal is the second. Students applying for an opportunity of advanced research should have a contingency plan for enrollment in a regular course should the application not be approved.

III. Procedures
- Students should complete all sections of the Application Form and secure the necessary signatures, other than that of the Dean, before submitting the proposal to the Dean's office. When the application is approved or denied, the student will be notified accordingly.
- The deadline for applications in the Dean's Office is two weeks before the start of the term in which the study is to be conducted. Ideally, the application should be made, under faculty advisement, during the pre-registration period for the next term. A "back-up" course should be identified by the academic advisor in the event that the application is not approved.
- Independent Study courses are at least 1 credit and should not exceed 4 credits.
- Specify the number of credits on the study application form.
- Include course description, course expectations, major sources to be used and reasons for needing independent study on study application form.

Please Note Well: Students are expected to take required courses as they are offered. The Independent Study option is an extraordinary opportunity or a necessary solution; it is not available as a substitute for personal convenience. Students who postpone taking required courses for personal reasons not involving serious conflict or emergency should not expect that they may substitute an Independent Study for the requirement later.
ESSENTIAL STUDENT RIGHTS, PROCESSES, AND EXPLANATIONS

Right to Inspect File

Students may inspect their personal file by scheduling an appointment with their faculty advisor. A student must examine the file with the faculty advisor, Graduate Director, Chair, or Assistant Dean in attendance and cannot alter or remove the files.

Student Representation on CSD Committees

In an effort to maximize student participation in all aspects of the program, the faculty invites student membership on faculty committees. Student representatives to these committees are selected on the basis of their willingness to serve and their ability to represent their peers. Student representatives can serve as an important communication link between faculty and students regarding program issues, changes and needs. The representative should be an objective, conscientious, responsible individual with leadership ability and effective communication skills.

Responsibilities of Student Representatives

- Representatives are expected to attend all designated committee meetings. Faculty reserves the right to request that representatives not attend certain/parts of meetings.
- Alternates should attend all meetings that student representatives cannot attend.
- Representatives should review agendas and prepare for meetings accordingly.
- The representatives are charged to bring all student questions and concerns, pertinent to the specific committee, to meetings.
- Representatives will receive minutes from meetings attended. Information should be shared with the student body.

Audio Recording

The School has no standardized policy regarding the use of audio recorders in the classroom. Students should request permission from the faculty member and other students before taping a lecture.

Inclement Weather Policy

All courses at the University remain in session unless announced otherwise via La Salle University website, radio and/or television media. The School closing number is 105 for Day classes or 2105 for Evening/Weekend classes. The School closing number for the Bucks County Campus is 2746. If classes are in session, students are expected to be present for clinical practicum assignments. For safety reasons, faculty and students can make individual decisions about attending clinical practicum experiences. (See attendance policy) Plans might be made to make-up the clinical time to meet course objectives.

In the event of an emergency, the CSD Graduate Program follows the La Salle University Emergency Policy: http://www.lasalle.edu/financeadmin/security/Emergency_Management_Plan.pdf
University Grievance Procedure
http://www.lasalle.edu/financeadmin/eoaa/grievances.htm

La Salle University is committed to a policy of non-discrimination in employment, admission, and treatment of employees and students. The grievance procedure outlined below is designed to resolve as quickly and equitably as possible any situation in which a faculty member, staff member, or student believes that he or she has been discriminated against on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation or marital status. For this purpose of the following, the Grievant is the member of the faculty, professional or non-professional staff, or student body who submits a grievance. The Respondent is the person alleged to be responsible for the discriminatory action.

Grievances Informal Review
The initial stage of presentation of a grievance should include a conference of the grievant with the respondent. This should be accomplished by the grievant within ten (10) working days from the time he or she believes that an act of discrimination has taken place. Every effort should be made to resolve the conflict at that level. If that effort fails, the matter should be presented to the grievant supervisor or the respondent's supervisor. For example, if a faculty member feels that the department chairperson is practicing a discriminatory act, the faculty member should contact the appropriate dean; if a student feels that a member of the University community is practicing discrimination, it should be reported to the Dean of Students, etc. In this manner most issues should be resolved satisfactorily. This direct and informal communication is fundamental to the type of educational and work environment intended by the University.

Grievances Formal Review
If the grievant fails to receive satisfaction through this process, a more formal review may be initiated by contacting the Affirmative Action Officer who will determine whether the complaint is plausible. If so, a grievance form should be completed, the signature of the immediate supervisor secured, and the form submitted to the Affirmative Action Officer within ten (10) calendar days of the last informal meeting between the grievant and the supervisor concerning the complaint. The Affirmative Action Officer will notify those parties involved of the procedures below.

The Affirmative Action Officer convenes a committee consisting of the following: the Director of Human Resources, one individual selected by the grievant, and one individual selected by the respondent. With the exception of individuals directly involved in the nature of the complaint, any full-time employee below the executive level or student of the University may be selected to serve on this committee.

In its consideration of the grievance, the committee will conduct a fact-finding review and make a written report of findings to the Affirmative Action Officer who will make a written recommendation to the area Vice President or Provost usually within twenty (20) calendar days of receipt of the committee's report. The area Vice President or Provost's final decision will be made in a reasonable period of time after receipt of the written recommendation. These time limits may vary in cases of extenuating circumstances such as holidays, vacations, or the extended illness of one or both parties.

The original grievance form will be retained by the Supervisor. Copies of the form, the written recommendation, and all relevant correspondence will be filed with the area Vice President or Provost and the Affirmative Action Officer.

Throughout all aspects of the informal or formal review, the Affirmative Action Officer will be available for procedural consultation with any of the parties involved with a grievance.
SONHS Student Complaint Policy

Feedback from students, whether of a positive or negative nature, should be used for the improvement of the educational programs and environment of the University.

The purpose of this document is to outline avenues by which students may lodge complaints within the School of Nursing and Health Sciences (SONHS) at La Salle University. This document provides an overview of the process, followed by sections that address the most common categories of student issues and complaints, with the aim of providing students with general information and specific contact strategies. Specific procedures may vary in details among departments and programs; students are encouraged to refer to the handbook of their particular program.

It is an express SONHS policy that all students at all times have the right to lodge a complaint which they deem important without fear of retaliation of any sort or any other adverse consequence as a result of doing so.

The recommended general strategy for reporting complaints is to first contact the specific individuals or units most directly connected with the issue at hand unless there are good reasons for not doing so such as a desire to maintain anonymity (see section 4 below). The Campus Directory generally provides contact information for all the campus units, departments, Dean’s offices, etc. from which an individual can usually determine where to go to make a complaint. All of the main campus entities also have contact information via web pages.

- Complaints regarding harassment and/or discrimination are handled by the Division of Student Affairs. Information on this and other student related standards and policies can be found online at http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/index.php?accordion_num=2&vn2Accordion_num=3&content=policies&anchorID=hara
- Additionally, there is a University Policy and Procedure for appeal of final grades, available in the University Undergraduate Catalog. The University Handbook (Page 33-37) also presents a review of student rights, including grade grievances. Students should be aware that neither Chairs nor Deans can require an instructor to change a properly assigned course grade

1. Issues about academic advising

The student should begin with the specific departmental or program advisor. Names, emails, office numbers and telephone numbers and names of the appropriate individuals can be found in the campus directory; if unsure of who the advisor is, the student may contact the administrative assistant assigned to his/her department or program. Complaints may continue to the advisor’s Program Director or Department Chair. Normally, supervisory level complaints are submitted by a written process, which may include email and/or submission of the Complaint form found in the program Student Handbook.

2. Issues about grading of assignments or exams, exam procedures, excused absences, class policies, course content or teaching methodology

Students should first discuss the issue with the individual faculty person since faculty members have primary authority and responsibility in all of these areas. If the issue is still unresolved, the student may then contact the Program Director or Department Chair using the Complaint form in the program Student Handbook.
If unable to resolve the issue at this level, the student may proceed to contact the Dean and present the written complaint to the Dean. Disagreements regarding whether a particular assignment earns a particular grade are decided solely by the individual instructor assigned to the course; information about assignment requirements and grading procedures are contained in the course syllabus and/or on Canvas.

The campus has standing policies on student accommodation for religious and disability reasons. If a student has a complaint in these areas, they can contact Rose Lee Pauline, Affirmative Action Officer, Title IX Coordinator, and Academic Affairs Support Specialist, 215.951.1014, St. Benilde Tower 1026, pauline@lasalle.edu.

3. **Issues about faculty performance or faculty behavior**

   If reasonable and appropriate, students should begin with the individual faculty person to discuss and resolve the problem together, if possible. If this direct effort fails, students may then contact the Program Director or Department Chair using the Complaint form in the program Student Handbook. If a student is unable to resolve the problem at this level, he or she may contact the Dean and present the written complaint to the Dean. This step typically constitutes the end of the formal complaint process.

4. **Issues wherein the student wishes their identity to remain unknown with respect to an instructor or staff member, or where the student otherwise chooses to avoid directly discussing the problem with that individual.**

   If, for whatever reason, a student does not want to personally or directly contact an instructor or staff member to discuss a complaint, the student should begin with the next highest level of responsibility, which would typically be the Program Director or Department Chair. The student can request an appointment to meet with the chair or director and/or send a written description of the issue or problem and request that their identity be kept confidential. That request will be honored unless there are over-riding reasons to do otherwise. For example, if a student alleges sexual harassment by a faculty member to a Department Chair, the Chair *must* forward that information, to include the identity of the complainant, to the campus Office of Student Affairs.

**Contacting the Council on Academic Accreditation (CAA)**

Students can directly contact the CAA, with any complaints or concerns related to the Department of CSD’s compliance with accreditation standards. To contact the CAA, you can write to them at:

Accreditation Office at ASHA  
2200 Research Boulevard, #310  
Rockville, Maryland 20850

Or by calling ASHA’s Action Center at 800-498-2071; or by sending an e-mail to accreditation@asha.org
GENERAL UNIVERSITY DEPARTMENT INFORMATION

Campus Store
The Campus Store is located on the first floor of Wister Hall. The bookstore can provide you with a list of recommended and required textbooks for CSD courses either in person or online at: 
http://lasalle.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=28551

Food Services
The Food Services Department on the main campus offers a variety of items in the cafeterias it operates on campus. For more information about Food Services, visit:
http://www.lasalle.edu/admin/businessaffairs/food/index.htm

Library Services
The Connelly Library is located on main campus and offers a combination of traditional library services and the latest information technology products. For more information about Connelly Library services, visit:
http://connelly.lasalle.edu/

The building, with a capacity for 500,000 volumes and seating for over 1,000 people, provides attractive, quiet study spaces. Students with a valid La Salle ID and password can access these databases on campus or from remote locations. If you are having difficulty using your library privileges, please call 215-951-1292.

An excellent starting point for research in the Connelly Library’s collection is our Web Scale Discovery tool, Summon. The Summon unified discovery service allows the researcher to quickly search, and access reliable and credible library content. A single search provides a Google-like search experience, allowing researchers to use one search box to discover credible and reliable library content. You will be searching the library’s catalog as well as all of our e-journals and many e-reference resources. Read more about using Summon here: http://guides.lasalle.edu/summon. A list of traditional search methods and national database websites are also available including:

- Library Catalog, accessed through the library’s home page http://www.lasalle.edu/library/ provides an opportunity to view and reserve available library materials.

- Subscriptions to numerous professional databases including
  - ProQuest Direct
  - Lexis Nexis Academic Universe
  - FirstSearch - remote service comprised of 10 individual databases

Quick Link Guide to Popular Library Services
To obtain material from another library see:
http://www.lasalle.edu/library/borrowfromotherlibraries/interlibraryloan/

Research professional Database materials and Periodical Indexes: 
http://www.lasalle.edu/library/databases-alphabetical/

CSD Specific Research Resources:
http://www.lasalle.edu/library/databases/?subject=43

Article Locator: 
http://www.lasalle.edu/library/research/findingarticles/

Return to TOC
Most library materials and books can be accessed off-campus by using our library server found in the mylasalle portal or by visiting www.lasalle.edu → “Academics” → “Library”

**Computing/Technology-based Learning Facilities**
Communication Sciences and Disorders Teaching/Research Laboratory:
The Communication Sciences and Disorders Teaching/Research Laboratory (2209-St. Benilde Tower) has computer facilities with access to the Internet and specific software for speech, language, and voice analysis. Students who want to use these computers must contact the Chair or CSD Administrative Assistant for permission.

**Identification Cards**
All students are photographed for an identification card when first entering the University. The ID is non-transferable (individuals who loan their ID to other students or to non-students are subject to disciplinary action) and is carried whenever on campus and presented upon request to University administrators, faculty, or campus security guards. The card verifies status as a student at La Salle and may therefore be required for admission to social or athletic events, for voting rights in student elections, and for other such events demanding evidence of student status. A valid ID is required to use the facilities of the Hayman Center. The ID is intended to last throughout a student’s time at La Salle.

**Recreational Facilities**
La Salle University invites students, faculty, and staff to utilize the recreational facilities available at Hayman Center, its adjacent facilities, and the Fitness Center. Hayman Center offers the use of the following: a completely equipped Olympic-style weight room with free weights and Universal equipment, three 94’ by 50’ basketball courts, two regulation volleyball courts, a six-lane 25-yard pool with diving well, two singles and one double squash court, and a training room with sauna. Adjacent to Hayman Center is the Belfield Tennis Complex, with six tiered and lighted tennis courts. Across 20th Street, McCarthy Stadium features a football field surrounded by a ¼ mile all-weather track. The South Campus Fitness Center contains free weights, nautilus equipment, and cardiovascular machines. At times, facilities may be unavailable due to athletic events. For more information, contact the Athletic Department at (215) 951-1527.

**Student Transcripts**
Students may apply at the Registrar’s Office for a transcript of their academic record. Official transcripts must bear the signature of the Registrar and the seal of the University. Transcripts are sent to designated institutions only at the request of the student. Students may request unofficial copies of their transcript at any time. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled. Every student receives a mailed copy of his or her transcript at the time of graduation. Students requesting official transcripts by mail or in person will be charged $5.00. There is an additional $2.25 charge for online requests. Online requests are made at: http://www.lasalle.edu/registrar/

**Safety and Security**
The Security Office staff is on duty twenty-four hours a day, seven days a week. In addition to monitoring the campus for safety and hazards, security services include safety education, parking registration, identification card distribution, shuttle bus/escort services and help with cars. For general information, call (215) 951-1300; FOR EMERGENCIES CALL (215) 991-2111.

**Financial Aid**
For information, contact the Financial Aid office at (215) 951-1070 or the Student Financial Services section of the La Salle website at http://www.lasalle.edu/financialaid/
Scholarships and Graduate Assistantships
Full-time students may apply for a limited number of graduate assistantships offered through the SLP Graduate Program. These assistantships are intended to enhance the educational experience by having the student work in close support with current faculty in educational or administrative operations of the Program. Graduate assistants are required to register for a minimum of 9 credits each term and work 4.5 hours of service each week. The student is compensated. Awards are granted on the basis of availability and a combination of academic credentials and financial need. Interested students should complete the assistantship form obtained from the Graduate Director.

Work-study opportunities for full-time undergraduate and graduate students may also be available with faculty conducting research as part of funded grants. Check with the Chair for more information about these positions.

Institutional Review Board
The Institutional Review Board acts as a protective mechanism for human research subjects by reviewing protocols and risk/benefit ratios when people are the subjects of scientific investigations. The Board evaluates any research, development, or related activities conducted at La Salle University which depart from the application of those established and accepted methods necessary to meet the subjects’ needs or which increase the risk of daily life. Functions of the Board are to: (1) evaluate and approve (or reject) research proposals, (2) monitor studies in progress every year and (3) maintain written documentation of activities of research for at least three years: http://www.lasalle.edu/academ/irb/.

Return to TOC
• ASHA Code of Ethics

• Individual Response to Intervention Plan (sample form)

• Independent Study Contract (sample form)

• Confidentiality Agreement (sample form)

• Academic/Clinical Agreement (sample form)

• Compliments, Comment, Complaints
ASHA CODE OF ETHICS
http://www.asha.org/Code-of-Ethics/

Preamble
The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

Terminology
ASHA Standards and Ethics
The mailing address for self-reporting in writing is American Speech-Language-Hearing Association, Standards and Ethics, 2200 Research Blvd., #313, Rockville, MD 20850.

**Advertising**
Any form of communication with the public about services, therapies, products, or publications.

**Conflict of interest**
An opposition between the private interests and the official or professional responsibilities of a person in a position of trust, power, and/or authority.

**Crime**
Any felony; or any misdemeanor involving dishonesty, physical harm to the person or property of another, or a threat of physical harm to the person or property of another. For more details, see the "Disclosure Information" section of applications for ASHA certification found on www.asha.org/certification/AudCertification/ and www.asha.org/certification/SLPCertification/.

**Diminished decision-making ability**
Any condition that renders a person unable to form the specific intent necessary to determine a reasonable course of action.

**Fraud**
Any act, expression, omission, or concealment—the intent of which is either actual or constructive—calculated to deceive others to their disadvantage.

**Impaired practitioner**
An individual whose professional practice is adversely affected by addiction, substance abuse, or health-related and/or mental health-related conditions.

**Individuals**
Members and/or certificate holders, including applicants for certification.

**Informed consent**
May be verbal, unless written consent is required; constitutes consent by persons served, research participants engaged, or parents and/or guardians of persons served to a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks.

**Jurisdiction**
The "personal jurisdiction" and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual's geographic location.

**Know, known, or knowingly**
Having or reflecting knowledge.

**May vs. shall**
May denotes an allowance for discretion; shall denotes no discretion.

**Misrepresentation**
Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false or erroneous (i.e., not in accordance with the facts); any statement made with conscious ignorance or a reckless disregard for the truth.

**Negligence**
Breaching of a duty owed to another, which occurs because of a failure to conform to a requirement, and this failure has caused harm to another individual, which led to damages to this person(s); failure to exercise the care toward others that a reasonable or prudent person would take in the circumstances, or taking actions that such a reasonable person would not.

**Nolo contendere**
No contest.

**Plagiarism**
False representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing; ethical misconduct does not include honest error or differences of opinion.

**Publicly sanctioned**
A formal disciplinary action of public record, excluding actions due to insufficient continuing education, checks returned for insufficient funds, or late payment of fees not resulting in unlicensed practice.

**Reasonable or reasonably**
Supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

**Self-report**
A professional obligation of self-disclosure that requires (a) notifying ASHA Standards and Ethics and (b) mailing a hard copy of a certified document to ASHA Standards and Ethics (see term above). All self-reports are subject to a separate ASHA Certification review process, which, depending on the seriousness of the self-reported information, takes additional processing time.

**Shall vs. May**
Shall denotes no discretion; may denotes an allowance for discretion.

**Support personnel**
Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders). For more information, read the Issues in Ethics Statements on Audiology Assistants and/or Speech-Language Pathology Assistants.

**Telepractice, teletherapy**
Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service. For more information, see the telepractice section on the ASHA Practice Portal.

**Written**
Encompasses both electronic and hard-copy writings or communications.

**Principle of Ethics I**
Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

**Rules of Ethics**
Individuals shall provide all clinical services and scientific activities competently.

Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.

Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.

Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians,
SCHOOL OF NURSING AND HEALTH SCIENCES
Communication Sciences and Disorders

support personnel, or any nonprofessionals over whom they have supervisory responsibility.

Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.

Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.

Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.

Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.

Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.

Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.

Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.

Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.

Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

**Principle of Ethics II**

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

**Rules of Ethics**

Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.

Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.

Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.

Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.

Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.

Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

**Principle of Ethics III**

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

**Rules of Ethics**

Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.

Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.

Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the
professions, about professional services, about products for sale, and about research and scholarly activities.

Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.

Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

**Principle of Ethics IV**
Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

**Rules of Ethics**

Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.

Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.

Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.

Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.

Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.

Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.

Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.

Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.

Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.

Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.

Individuals shall report members of other professions who they know have violated
Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.

Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.

Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.

Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.

Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition.
**Individual Response to Intervention (IRTI) Plan**

**Part I: General Information**

Today’s Date: ______________

Student’s Name: ____________________  Student ID #: ______________

Course Name and Number requiring the IRTI: ________________________________

Type of IRTI (Circle One):  **ACADEMIC**  **CLINICAL**

Instructor: _______________________________________

Initiation Date: ______________  Completion Date: ______________

**Part II: Student Acknowledgement** (To be completed at the outset of the IRTI)

I, ________________________, understand the IRTI plan for course:__________________.

Student Name: ____________________  Section #: ______________

I agree to comply with the procedures specified therein.

Student Signature: ________________________________  Date: __________

Instructor Signature: ________________________________  Date: __________

**Part III: Instructor Certification** (To be completed at the end of the IRTI)

I certify that this student has met the requirements of the IRTI for course:

______________________________

Course Name: ____________________  Section #: ______________

I validate his/her participation and accept his/her performance in fulfillment of its goals.

Instructor Signature: ________________________________  Date: __________
Independent Study Contract

Student Name: _______________________________  La Salle ID: _______________________________

Discipline: ___________________  Course #: ___________  Course Title: _________________________

Number of Meetings: ______  Length of Meetings: ______  Time of Meetings: _______________________

(Please use other side of form for additional space)

Course Description:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Course Expectations:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Major sources to be used:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Reason for needing independent study:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Student Signature: ___________________________  Date: ___________________________

Faculty Signature: ___________________________  Date: ___________________________

Director Signature: ___________________________  Date: ___________________________

(*Return all signed copies to the Dean’s Office*)

For Office Use Only:

_________________ Approved  _________________ Not Approved

Dean of the School of Nursing and Health Sciences: _______________________________  Date:  ___________________________

Return to TOC
Confidentiality Policy & Agreement

Faculty members and students are required to sign a Confidentiality Statement. Students will be required to sign additional confidentiality forms for affiliating agencies. The signed form is filed in each faculty member or student’s file in the School.

Faculty members and students are required to obtain information about the client from the client, the client's chart, the client's health care providers, and specific computer records prior to and during the clinical experience. Students may print only that information that is needed and must immediately black out the client’s name from the printout. This information is shared with faculty members and other students in the course for educational purposes as well as those persons involved in the client's care. The above-mentioned are the only persons privileged to this information. The faculty believes that maintaining client confidentiality is an essential part of the professional nurse's and health science student’s role. Therefore, violation of this policy by any School of Nursing and Health Sciences student is grounds for disciplinary action.

The faculty member and student are obligated at all times to comply with standards of documentation and confidentiality mandated by state and federal regulatory agencies and accrediting agencies, as same may be modified and amended from time to time including applicable requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the standards of the Joint Commission on Accreditation of Healthcare Organizations, administrative and medical record policies, and guidelines established and approved by clinical agencies. The faculty member or student agrees to hold the University harmless for all actions that may arise from the inappropriate use or release of confidential patient information.

In light of the above information, I understand that I will:

• Not discuss any client or information pertaining to any client with anyone on the health care team who has no educational purpose or who is not involved in the care of the client.
• Not leave information concerning the client (i.e., computer printouts, interview forms, etc.) in any place where it could be viewed by anyone not privileged to this information.
• Not discuss any client or information pertaining to any client in any place, i.e. elevators, corridors, dorm rooms, home, etc. where it may be overheard by anyone not privileged to this information.
• Not print any portion of the computer record that is not authorized by the staff and faculty member.
• Not take any computer printout from the unit without blacking out the client's name.
• Not mention a client by name, only by code number, when writing course assignments.
• Not mention any person as a client at the clinical agency or provide any information on the telephone except to those authorized to have that information.
• Not mention a client by name to anyone in casual conversation including my family members or friends.
• Adhere to HIPAA regulations.

Faculty Member or Student Signature: ________________________________ Date: ________________

Print Name: ________________________________ La Salle ID#: ______________________________

La Salle Representative Signature: ________________________________ Date: ________________

Note: Signature denotes that the student or faculty member has read and agrees to abide by the above statement.
Academic AND Clinical Agreement

I, ________________________________, understand and accept that the MS in Speech Language Pathology Program at La Salle University is a Full-Time Cohort Program. I will be required to complete my Clinical Practicum experience as designated by the Program Director and the Director of Clinical Education.

I understand and accept that all Clinical Practicum experiences are scheduled during daytime business hours Monday through Friday.

I understand and accept that I will attend the Clinical Practicum experience on the designated days I am assigned.

Student Printed Name: ___________________________________________  La Salle ID: ___________________

Clinical Course Name/Section: ____________________________________________COSD-_______________  
                                      Section #

Student Signature: ___________________________________________ Date: _______________________

University Clinical Coordinator Signature: ___________________________ Date: _______________________

Return to TOC
COMPLIMENT, COMPLAINT, COMMENT

Do you have something on your mind about a class or a professor that you want to talk about, but you don’t know how to address the subject? Using this confidential form can help! Just fill out the following questions and deposit this sheet in the mailbox outside the CSDS office (#2201). Your “C’s” will be addressed in a confidential and professional manner. Remember - please fill out all of the questions in order for us to serve you better!

Please circle one:  

Compliment  Complaint  Comment

Name of professor, class or individual involved:

Please explain “C’s” in detail:

What are your suggestions/solutions if this is a complaint or a comment?

Your name & contact information (optional):
End of Document