

GUIDE TO THE MASTERS PROGRAM

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

AT

PENN STATE UNIVERSITY

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TO GRADUATE STUDENTS IN COMMUNICATION SCIENCES AND DISORDERS AT PENN STATE

Welcome to the graduate program in Communication Sciences and Disorders at Penn State. The faculty looks forward to meeting new graduate students and embarking upon coursework, practicum, and research programs which lead to professional advancement, personal achievement, and a stimulating meeting of minds.

Most students notice significant differences between undergraduate and graduate study. All of your fellow graduate students have excellent records, so the overall level of academic performance among the student body probably will be higher than you have experienced before. Also, course content and the expected mastery of that content are more advanced than at the undergraduate level. This means more intensive study, sizable reading assignments, preparation of research papers, master's papers or theses, and practicum throughout the degree program. However, probably the biggest difference is the need for the student to exercise initiative, self-pacing independent action, and personal responsibility for his or her own success in the program.

This guide is an attempt to collate the policies and procedures that are especially pertinent to Communication Sciences and Disorders graduate students at Penn State. You should reference this frequently during your graduate study.

Also, it is appropriate to become acquainted with the Graduate School Bulletin (available at <http://gradschool.psu.edu/> or 114 Kern Graduate Building), and Graduate School Thesis Regulations (obtained from the Thesis Office, 115 Kern Graduate Building or online at <http://gradschool.psu.edu/current-students/etd/>).

In addition to the usual registration advising, please take the initiative to contact your faculty advisor regarding your program of study, clinic assignment, or other matters.

From the professor's viewpoint, the greatest satisfaction comes from seeing his or her students become successful in their academic and professional endeavors. The academic and clinical faculty and staff wish to make your experiences at Penn State as successful as possible.

NONDISCRIMINATION AND DIVERSITY STATEMENTS

Penn State Nondiscrimination Statement

The University is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901, e-mail: aao@psu.edu, Tel (814) 863-0471.

Penn State Statement on Diversity, Equity, and Inclusive Excellence

The Pennsylvania State University is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusive excellence that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and engage all individuals to help them thrive. We value inclusive excellence as a core strength and an essential element of our public service mission.

At Penn State:

- We will foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve.
- We will educate our faculty, staff, and students to be social justice advocates, creatively providing curricula, programs, and environments that reflect the diversity of our communities, and elevate cultural awareness.
- We will ensure fair and inclusive access to our facilities, programs, resources, and services, and ensure that all of our policies and practices are inclusive and equitable.
- We will advance and build our workforce by assessing hiring practices and performance review procedures to attract, retain, and develop talented faculty and staff from diverse backgrounds.
- We will address intergroup disparities in areas such as representation, retention, learning outcomes, and graduation rates.

GENERAL COMMENTS REGARDING GRADUATE STUDY IN CSD

At Penn State, CSD is a program of the Graduate School, but we also are a Department in the College of Health and Human Development. Our academic program office is located in 308 Ford Building. The graduate program office is located in 308E Ford Building. The Speech and Hearing Clinic office is in 110 Ford Building. The College of Health and Human Development Dean is in 325 Health & Human Development Building and the Graduate School Programs Office is located in 114 Kern Graduate Building.

The Department of Communication Sciences and Disorders offers a master's degree (M.S.) with an emphasis in Speech Pathology and a doctoral degree (Ph.D.) with an emphasis in Speech Pathology or Audiology.

The master's degree requires coursework, practicum, and a thesis or a master's research paper.

The master's degree is a full-time course of study. A full-time student takes a full course load or one that combines a graduate assistantship and academic credits for full-time equivalency.

Faculty advisors encourage students to preplan and to request specific courses and schedules of study, especially after the student has been apprised of minimum requirements and necessary elements of the degree program.

Room 101 Ford is the clinician's room. Each student has been assigned a mailbox in room 101.

Master's degree students should plan to spend up to a semester off-campus doing an externship in another facility as assigned by the Coordinator of Externship Placements. Students also need to complete a mini-placement during one of the semesters following their first fall semester (usually the summer following their first year).

The master's paper or thesis should be completed while on campus as part of the continuous registration program of the student. Master's papers must be completed before the student goes on externship, and all Department keys and borrowed Department materials must be returned. Off-campus thesis work with the help from one's advisor requires registration for credit, and may extend into or beyond the externship.

American Psychological Association (APA) style and Graduate School regulations are to be followed for thesis and master's paper preparation.

At the midpoint and end of each semester, the clinical supervisors complete a grading sheet regarding clinical performance; this is shared with the student.

Students will enter practicum clock hours in the Typhon system as directed by their supervisors. Students will be provided with a copy of their clock hours and a copy will be added to their file.

Undergraduate deficiencies and programs requiring special features (such as Teacher certification, certification for another state or a combined area of study) may require additional study time in excess of the minimum usually required for a degree.

Graduate assistants should be aware that their academic credits accumulate at a slower rate than for full-time students; therefore, they may spend a proportionately longer total time in graduate study.

Experiments involving human subjects must be approved through the Office of Research Protections. (Summary of Review Procedures to be followed for the Protection of Human Research Subjects and forms to be completed may be obtained from their website at <https://www.research.psu.edu/irb>)

Students often volunteer as experimental subjects for their fellow students' research. There are frequent occasions for reciprocal help in this respect.

Students may want to become involved as student members of the American Speech Language Hearing Association (ASHA), Pennsylvania Speech Language Hearing Association (PSHA), National Student Speech Language Hearing Association (NSSLHA), and other special professional groups.

Several times each year special visitors come to campus, conferences are held, or special speakers are arranged. All students are encouraged to participate in these activities as they are made available.

Student parking on campus is very difficult. Commuter graduate students are permitted in one lot. Parking permits and information on parking are available at the University Parking Office, 1 Eisenhower Parking Deck (865-1436). Speech and Hearing Clinic clients may park in one of the designated parking stalls in the parking lot next to the Ford Building. The client must go into the clinic and receive a parking permit which they can attach to their rearview mirror. Illegal parking results in an immediate fine.

In all of their activities as trainees and as professionals, our students are expected to follow the highest standards of ethical practice, as exemplified by the Code of Ethics of the American Speech-Language-Hearing Association, the Pennsylvania Speech and Hearing Association, and of other pertinent professional groups and agencies. Please see the ASHA Code of Ethics on the following page. During clinical practicum all students must wear an identification badge.

CODE OF ETHICS OF THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (effective March 1, 2016)

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

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. 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.
- D. 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.
- E. 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.
- F. 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, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. 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.
- H. 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.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
- J. 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.
- K. 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.
- L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
- M. 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.
- N. 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.
- O. 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.
- P. 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.

- Q. 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.
- R. 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.
- S. 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.
- T. 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

- A. 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.
- B. 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.
- C. 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.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. 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.
- F. 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.
- G. 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.
- H. 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

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. 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.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.

- D. 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.
- E. 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.
- F. 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.
- G. 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

- A. 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.
- B. 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.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. 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.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. 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.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. 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.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. 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.
- K. 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.
- L. 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.
- M. 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.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

- O. 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.
- P. 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.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. 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.
- T. 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. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

EVIDENCE-BASED PRACTICE

INTRODUCTION

The goal of EBP is the integration of: (a) clinical expertise/expert opinion, (b) external scientific evidence, and (c) client/patient/caregiver perspectives to provide high-quality services reflecting the interests, values, needs, and choices of the individuals we serve.

<https://www.asha.org/Research/EBP/Introduction-to-Evidence-Based-Practice/>

ASHA EVIDENCE MAPS

The evidence maps are intended to provide clinicians, researchers, clients, and caregivers with tools and guidance to engage in evidence-based decision making. These maps highlight the importance of the three components of evidence-based practice: clinical expertise, current best evidence, and client/patient perspectives.

<https://www.asha.org/Evidence-Maps/>

VALUES AND VISION STATEMENT

All children and adults have the right to experience life with functional communication and to experience and participate to their fullest potential in achieving educational, vocational and social goals in a climate that fosters a spirit of respect, optimism and joyfulness. We are change agents who provide the knowledge, skills and tools to transform the lives of children and adults with disabilities, their families and communities through our research, teaching, and outreach services.

DIVERSITY AND INCLUSION STATEMENT

Communication Sciences and Disorders is committed to the promotion and enhancement of the diversity of the CSD undergraduate and graduate student body. Our department aligns strongly with [Penn State's core values](#) of diversity and inclusion and encourages applications from students from underrepresented groups.

We adhere to the [Statement for Equitable Treatment](#) in all interactions.

The Values are as follows:

- **INTEGRITY:** We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.
- **RESPECT:** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.
- **RESPONSIBILITY:** We act responsibly, and we are accountable for our decisions, actions, and their consequences.
- **DISCOVERY:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.
- **EXCELLENCE:** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.
- **COMMUNITY:** We work together for the betterment of our University, the communities we serve, and the world.

MISSION STATEMENT

The mission of the Department of Communication Sciences and Disorders is to:

- enhance and maintain a high quality interdisciplinary research program to address communication development and disabilities across the life span;
- provide excellent undergraduate student instruction;
- prepare graduate students to conduct and become consumers of research, as well as competent professionals; and
- provide outreach to individuals with speech, language, and hearing disabilities in the University and surrounding community, as well as assist relevant private and public agencies.
- promote and sustain a culture of acceptance, diversity, inclusion and global engagement among the students, faculty, staff and clients.

Research, teaching, and clinical practice, as part of a University program in CSD, are all necessary in support of our goals. Included as competent professionals are people who generate new knowledge which enhances the level of professional competence of the field, practitioners, teachers of practitioners, and program managers.

Research is integrated into all aspects of the CSD program. The Graduate Faculty serve as models for doctoral students who will continue generating research in their professional careers. Doctoral students are required to participate in research, completing research studies prior to their dissertation. Master's degree students are required to complete a research master's paper or thesis.

1. The program at Penn State takes into account the needs of the Commonwealth of Pennsylvania, the program's role at the University, influences from national and state levels, interests of the faculty, and the realities of financial support from general funds and outside sources.
2. Graduates of our master's program enter a wide variety of work settings, including health related settings (e.g., clinics, hospitals, rehabilitation centers) and school settings. Doctoral graduates enter a variety of work settings, including universities and colleges, hospitals, and rehabilitation centers. Private practice is also an alternative placement for some of our graduates.

3. The CSD academic program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology which specifies the master's degree as the minimum degree of competence in speech-language pathology.
4. Practicum supervised by the clinical faculty is a necessity for professional preparation in CSD, and provided for all graduate students.

The Speech-Language and Hearing Clinic at Penn State is integrally related to the academic and research programs in CSD. It serves a two-part function. First, the clinic serves as a site for ongoing faculty and student research to ensure effective clinical practices. Second, it is the on-campus teaching center for our master's degree students.

Undergraduate Program

The goals of the undergraduate curriculum include:

- Provide students, through general studies and bachelor degree requirements, a sequence of general liberal education courses.
- Instill students with attitudes of inquiry, and desire for high academic and professional achievement in CSD
- Provide student opportunities to acquire a breadth of basic training to prepare for graduate specialization in CSD or for studies in allied fields.
- Allow elective options so students can pursue special interests within CSD or related areas.

We retain a preprofessional undergraduate curriculum. The end result of the undergraduate preprofessional program is a Bachelor of Science degree in CSD. As early as possible in the undergraduate curriculum there is coursework in CSD. There is intensive observation experience to assist students in confirming or changing their career choices before there is a commitment to a degree curriculum. The preprofessional undergraduate curriculum does not have restricted enrollments, except for a minimum academic performance as required by the College or University. We do, however, have course controls on a number of courses to ensure CSD majors of enrollment. Consistent with the requirements of our professional association, we do not recommend students with a bachelor's degree for State certification.

Master's Program

THE GENERAL GOAL OF THE MASTER'S PROGRAM IS TO PROVIDE STUDENTS WITH ADVANCED THEORETICAL BACKGROUND, RESEARCH TRAINING, AND CLINICAL TRAINING IN THE HABILITATION AND REHABILITATION OF PEOPLE WITH COMMUNICATION DISORDERS.

To achieve this goal, the master's degree program should:

1. Prepare students to be consumers of research in CSD during their own professional activities and to participate in research.
2. Make the student eligible for employment as competent professionals, including eligibility for appropriate certificates or licenses, competencies to remediate individuals with speech and language disorders, and with an individual specialization in an aspect of CSD if desired.
3. Encourage students who wish to continue their studies in doctoral programs in CSD or closely allied fields.

GENERAL DESCRIPTION OF THE MASTER'S DEGREE PROGRAM

The Communication Sciences and Disorders (CSD) Program at Penn State offers a Master of Science degree with emphasis in Speech-Language Pathology. The CSD program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) in the area of Speech-Language Pathology.

The master's degree program in Speech-Language Pathology has as its goal the preparation of individuals competent to make significant contributions in their field for the habilitation and rehabilitation of speech, language, and/or hearing impaired individuals. The program is intended to instill in students a sense of professional responsibility, a desire and potential for continued professional growth, continued active professional participation, and appreciation of and ability to coordinate work with related behavioral, physical, social, and biological sciences.

The typical master's degree graduate might best be characterized as a general practitioner who may also have skills in a specific subject area. By academic preparation, practicum, and externship experiences, graduates are capable of functioning independently but with some initial supervision and guidance. Master's degree graduates will meet the requirements for ASHA certification (except for the Clinical Fellowship Year and passing the CCC test) and Pennsylvania Licensure. Pennsylvania Teacher Certification can be obtained by completing additional coursework and an externship in the public schools.

The master's program provides:

1. A sequence of professional courses in the areas of Speech-Language Pathology and related areas. (See Typical Speech Pathology Schedule.)
2. Opportunities to observe and conduct diagnostic evaluations and therapeutic procedures for a variety of speech, language, and hearing impairments under supervision at the Penn State Speech and Hearing Clinic and at other selected sites (see Facilities and Clinical Programs).
3. Understanding of the process of working with patients who have speech, language or hearing disorders in relation to the broader aspects of human adjustment, and in various educational and clinical situations.
4. Training and experience in writing professional reports.
5. Experience with the professional literature as exemplified by journals and standard works in speech pathology, language pathology, hearing impairment, and audiology as well as in areas of related and general interest.
6. Experience working with faculty members on continuing research projects (see Faculty Members).

Specific requirements for the master's program:

1. All students must maintain a cumulative 3.0 grade point average (4.0 scale) at the end of each semester. If the cumulative GPA drops below a 3.0, the student will be dismissed from the program.
2. All students must complete the specific requirements of their area of study.
3. All students must complete a research paper OR a research (data) based master's thesis.
4. All students must acquire a minimum of 50 credits.
5. All students who desire future ASHA certification in the area of Speech-Language Pathology must acquire more than 375 clock hours of practicum experiences which may include up to 100 hours of CCC-supervised practicum at the undergraduate level.
6. All students must acquire at least 200 clock hours of practicum prior to going on externship.
7. All students must complete a mini-placement for academic credits.
8. All students must complete SARI (Scholarship and Research Integrity) requirements prior to end of first year of study. (see page 17)

ADMISSION

Suggested courses for admission to the master's degree may include the following courses:

- Introduction to Audiology
- Anatomy & Physiology for Speech & Hearing Mechanisms
- Aural Rehabilitation (Auditory Training, Speech Reading, etc.)
- Clinical Phonetics
- Normal Language Development
- Acoustic Principles in Communication Sciences and Disorders

- Disorders of Articulation and Phonology
- Clinical Management in Communication Sciences and Disorders
- Clinical Observations in Communication Sciences and Disorders
- Statistics
- Six semester credits in the behavioral and/or social sciences
- Three semester credits in the biological sciences
- Three semester credits in the physical sciences

A student may be admitted to the master's program without having completed the courses listed above. However, these courses (or equivalent) must be taken prior to graduation and this may extend the length of the student's program.

TRANSFER CREDITS AND COURSE WAIVER POLICY FOR CSD GRADUATE STUDENTS

The following is Graduate School policy: If a student matriculated in another graduate school as a degree student and took a graduate course, Penn State may accept the credits toward a graduate degree. If, while still an undergraduate at the home school the student took a graduate course, the credits may be counted at Penn State for a degree (a) if the home school verifies that the course was at the graduate level, and (b) if the graduate course was beyond the requirements for the student's baccalaureate.

The Graduate School commissions the student's Penn State department (CSD program) to decide whether or not to accept the course toward a graduate degree. A course transferred this way will appear on the Penn State transcript. Ten credits is the maximum that may be applied to a master's degree.

In the CSD program, a student may petition to waive a regular graduate degree course requirement:

1. If the course requested to be waived was taken elsewhere as a graduate student and accepted for Penn State graduate credit, it may be transferred as a regular course taken toward the degree. The course is counted in place of the equivalent Penn State course. Students will still need to obtain at least 50 CSD credit hours on the graduate level to meet departmental graduation requirements.
2. If a Penn State course requirement is waived for a course taken elsewhere as an undergraduate and not for graduate credit, the student may not need to repeat the content at Penn State. Determining factors will include course content evaluation by Penn State professors. However, the student must take an elective course in place of the course that was waived.

Students wishing to transfer a course or to have a course waived should use the appropriate transfer of credit form and the Petition For Course Substitution form. The general procedure is that the student and advisor prepare the petition. The student will schedule a meeting with the professor of the Penn State equivalent course. The professor will give feedback on the petition form. The petition is given to the Department Head. The petition may be approved or denied by the Department Head if the case is straightforward. Difficult cases will be referred to the CSD Graduate Faculty for decision.

ADVISING PROCEDURES

Upon admission to the CSD program, students are contacted by the Professor-in-Charge of the Graduate Program who serves as temporary advisor during their first semester on campus. The Professor-in-Charge of the Graduate Program is available to determine/confirm a plan of study which includes prerequisite coursework, graduate coursework, thesis and research paper options, discuss permanent advisors and site placements (healthcare or educational settings). Students funded on external grants are assigned to the Principal Investigator/Director of the grant as their advisor.

Students identify a research advisor before the end of the first semester of graduate studies. More information on research options can be found on pages 30-35. Once a research advisor is identified, that faculty member also serves as the student's academic advisor.

Initial advising is conducted during the CSD Graduate Student Orientation, which occurs the week before the beginning of the fall semester classes.

Later advising typically takes place at scheduled appointments with advisors during pre-registration periods.

Copies of the student's Program of Study are updated and kept in student folder housed in the Staff Assistant for the Graduate Program Office. Copies are provided to student for their records and students are STRONGLY encouraged to review these records often for accuracy.

Students are also STRONGLY encouraged to keep their own records of exams, papers, accomplishments, course syllabi, and other evidence of instruction and learning. These can be stored on flash drives, CD, etc. for review with advisors.

Copies of material/records of evidence of meeting KASA Standards will be provided to the Staff Assistant for the Graduate program prior to graduation in electronic form and added to the electronic graduation folder for each student.

Tentative Program
TYPICAL SPEECH PATHOLOGY MASTER'S PROGRAM
 Speech Pathology Master's Program for 2019-2021 students
 (Subject to Change)

1st Fall Semester

CSD 500	Research Methods in CSD	3
CSD 540	Phonological Disabilities	3
CSD 545	Neuromotor Disorders of Speech	3
CSD 551	Assessment and Intervention in AAC	3
	Total Credits	12

1st Spring Semester

CSD 541	Voice and Its Disorders	3
CSD 542	Stuttering	3
CSD 548	Dysphagia	3
CSD 543	Craniofacial Anomalies: Cleft Lip and Cleft Palate	1
CSD 895A	Speech Therapy Practicum (in house practicum)	1
CSD 895G	Speech Diagnosis Practicum (in house practicum)	1
	Total Credits	12

Maymester, Summer I & II

CSD 547	Language Disorders in Children	3
CSD 895A/I	Practicum	6
	Total Credits	9

2nd Fall Semester

CSD 520	Speech Science	3
CSD 546	Language Disorders in Adults	3
*CSD 549	Speech Language Pathologists in the Schools	3
CSD 895A	Speech Therapy Practicum (in house practicum)	2
CSD 895G	Speech Diagnosis Practicum (in house practicum)	1
	Total Credits	12

2nd Spring Semester

CSD 895C	Externship in the Public Schools	7
OR		
CSD 895C	Externship in Hospital, Rehabilitation, Medical Settings	7
CSD 596	Individual Studies	2
	Total Credits	9

*CSD 549 is required only for students who plan on obtaining teacher certification.

SARI (Scholarship and Research Integrity)

As research has become more complex, more collaborative, and more costly, issues of research ethics have become similarly complex, extensive, and important. The education of graduate students at Penn State must prepare students to face these issues in their professional lives. The SARI (Scholarship and Research Integrity) program at Penn State is designed to offer graduate students comprehensive, multilevel training in the responsible conduct of research (RCR), in a way that is tailored to address the issues faced by students in individual programs.

Masters students at Penn State are required to complete SARI requirements by the end of their first academic year. The SARI program has two parts:

1. Masters students will complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI). The Office for Research Protections (ORP) provides the conduit to this training via the SARI Resource Portal on the ORP web site (www.research.psu.edu/training/sari).
2. Masters students are required to engage in an additional five hours of discussion-based RCR education. These discussions will encompass both universal and discipline-specific material. The departmentally delivered component of the CHHD SARI program is intended to provide RCR instruction aimed at specific academic disciplines and/or domains of research. This component takes advantage of course content and program requirements that already exist in the CSD 500 course. Up to 3 hours of credit out of the 5 hours required are covered in this CSD course.

Further opportunities to participate in SARI-eligible RCR training can be found at the SARI resource portal. Please give all documentation to the Staff Assistant to the Graduate Program. The Staff Assistant will keep this documentation in your file and it will also be used for reporting to the SARI Program. Once you have completed all the quizzes for the CITI course, you will be given a link to a completion certificate, which you can download for forwarding to the Staff Assistant to the Graduate Program. Please note that you must earn 80% overall for the CITI course to earn credit for SARI.

PRACTICES REGARDING PRACTICUM AND EXTERNSHIPS

1. At the beginning of each semester, a general meeting among graduate students enrolled in practicum and supervisors is held. At this meeting, procedures for starting the clinical semester are reviewed.
2. Practicum Requirements
 - A. In general, all students will enroll for practicum each semester of study beyond the first semester. First-semester students may, in selected cases, be required to enroll for practicum. Deciding factors will include previous training and experiences, unique practicum opportunities, and overall education plan of the student.
 - B. Typically, 1 credit of practicum requires a certain number of clock hours of effort. This will be distributed among case contact, conferences, lesson plans, and report writing. The more exact distribution of time should be agreed upon by the student and supervisor according to each student's case, contact hour needs, and level of competence. Students may wish to exceed the minimum number of hours by doing more case contact work. However, there should be a reasonable match among number of credits, total clock hours of case contact, and supervisor monitoring.
 - C. Students with previous experience that they wish to have considered in lieu of a specific practicum requirement (e.g., in lieu of a mini-placement) may petition (on the course waiver petition form) for a waiver. The total clock hour requirement for practicum must be met for the master's degree by all students who wish to be recommended for ASHA or State certification.
 - D. Supervisors will have free access to observation. In general, students will be informed if other students are planning to observe. Any student observer must receive authorization in advance from the supervisor; this observation would then be made known to students who are doing therapy. Supervisors will use discretion when scheduling observations.
 - E. Supervisors will inform each student if the practicum hours they accumulate are acceptable for future ASHA certification.
 - F. Students will be required to participate in CSD 895I (mini-placement) for variable credits, with a minimum of 50 clinical hours obtained. Students may participate in additional off campus experiences depending on availability.
 - G. CPR Certification, Child Abuse History Clearance, Criminal Record Check, Mandatory Reporter Training and Student Liability Insurance must be renewed yearly.
 - H. Health Form and Arrest and Conviction Statement need to be completed once, prior to the start of the first fall semester.
3. Course Credits During Practicum
 - A. As a general rule, a student should be registered for the appropriate number of academic credits when having clock hours of practicum experience. Students enroll in therapy (CSD 895A) and diagnostics (CSD 895G) beginning with the second semester at Penn State.

The externship experience (CSD 895C) covers full time 15 weeks when completed in the fall or spring semesters, and 12 weeks when completed during the summer semester. A graduate student who follows Penn State's typical schedule of academic coursework and clinical practicum will complete a 15-week externship during the spring semester, or possibly the fall semester. Students who complete their externship placements during the summer semester are afforded 12 weeks of experience.

- B. The full-time graduate student is required to take at least a minimum full-time course load (including practicum credits) as defined by the University.
- C. Graduate students with assistantships have course loads as published by the University.
- D. The Penn State master's program is designed to require full-time effort by students when they enroll for credits, or for academic credit combined with a graduate assistantship.
- E. The CSD faculty recognizes an obligation to facilitate completion of a student's program in the usual number of semesters. However, occasionally it is difficult for a student to

graduate in a typical number of semesters. Consequently, credit overloads may be scheduled with the following understandings:

- i. Students requesting overloads should realize that an exception must be granted through a petition from the Department Head (with the advisor's approval) to the Graduate School, and that more-than-usual effort on the part of the student is required. Even though all CSD master's degree students have been preselected for high levels of academic competence, the demands upon student time and energy are considerable.
- ii. During times of special requirements such as important examinations, term papers, master's paper due, or travel for practicum or graduate assistant service, overloads probably should be avoided.
- iii. Practicum or graduate assistant clock hours are to be maintained even with credit overloads.
- iv. Overloads are not routine, but are intended to accommodate unusual circumstances.
- v. The student's academic program is assumed to take precedence in planning; personal convenience or optional activities are not valid reasons for overloads.
- vi. Students are urged to plan in advance, with their advisors, their complete program of study so far as possible. Especially, CSD courses and practicum should be planned, and possible overloads should be anticipated. (Advisors may bring unusual cases to faculty meetings.)

4. Graduate Student Mini-Placement / Externship Policies and Procedures

Mini-Placement

- This typically occurs during the summer between the first and second year of graduate school
- Many of these placements are at health care sites, but specialized schools and clinics are also possible sites.

Externship

- As a program requirement, all CSD master's degree students who want to be recommended for ASHA certification, Pennsylvania licensure, and/or eligibility for a Pennsylvania Instructional Level I certificate in Speech/Language Impaired must complete an off-campus clinical experience.
- This typically occurs during the last semester of graduate school, which is generally a spring semester
- Students who want to be eligible for a Pennsylvania Instructional Level I certificate in Speech/Language Impaired (needed to be a public school clinician in Pennsylvania) must complete a minimum 15-week full-time (spring or fall) externship OR a 12-week full time (summer) externship in a public school setting.
- If school certification is not being sought, this placement could be in an approved site such as private practice, long term care nursing facilities, rehab centers, acute care hospitals, etc.
 - A. The externship is defined as a full-time (40 hours/week) experience for 15 weeks. Some students must complete a 12-week externship (see letter A on previous page) to satisfy the ASHA requirement for clinical hours. Less than a 15-week externship must be approved (through a petition process) by the Department Head (with the externship coordinator's recommendation).
 - B. Early in the students' academic program, the externship coordinator will meet with the students to explain mini-placement and externship policies and procedures.
 - C. The externship coordinators have a listing of mini-placement and externship sites that have previously taken Penn State students. These sites must be in Pennsylvania unless the student is required to be at a specialized site because of grant stipulations.
 - D. The mini-placement / externship site will be assigned by the coordinator in discussion with the student, taking into account the student's practicum needs, academic interests,

and other criteria particular to each student. With the permission of the coordinator, students may go on an interview at the assigned site before a commitment is made.

E. Established rules for students prior to being allowed to go on an externship.

Students will be allowed to go on externship only if:

- a. They have completed all program requirements, which include all Speech Language Pathology or Audiology courses.
- b. Have a graduate cumulative GPA \geq 3.0 in academic courses and practicum courses. (Students who do not meet this requirement will be discussed on a case-by-case basis by the CSD faculty.); A B- in clinic prior to off-campus placements will likely delay placement at an off-campus placement. Refer to the Remediation Plan section of this guide for more detailed information.
- c. Have successfully passed the master's paper (research or clinical) by the timelines stated in the Guide to the Master's Program in CSD at Penn State; and
- d. Have \geq 200 certified and acceptable hours of practicum recorded by the Coordinator of Clinical Services.

F. Students doing a master's thesis are strongly urged to have the thesis completed prior to externship. However, students may go on externship without having the thesis finished.

G. Students who commit to an externship will be required to complete the entire externship for the length of time that was originally stated to the director at the site.

H. Established rules for students prior to being allowed to go on mini-placement.

Students will be allowed to go on mini-placement only if:

- a. Have a graduate cumulative GPA \geq 3.0 in academic courses and practicum courses. (Students who do not meet this requirement will be discussed on a case-by-case basis by the CSD faculty.); A B- in clinic prior to off-campus placements will likely delay placement at an off-campus placement.

I. Students who commit to a mini-placement, will be required to complete the entire placement for the length of time that was originally stated to the director at the site.

J. Students should be aware of the following:

- a. Once the mini-placement / externship site has been agreed upon by all parties involved (the student, the externship coordinator, and the externship site), the student cannot request a change in placement.
- b. The Communication Sciences and Disorders Department encourages students to interview at prospective sites, to determine if the site will offer the optimal clinical learning experience, taking into consideration both the needs of the student and the clinical facility.
- c. Some externship sites may require more than a 15-week externship.
- d. Penn State has many existing mini-placement / externship affiliations. Students are encouraged to utilize one of the many established sites as an externship placement. Students who wish to pursue new affiliations, for which contracts have not been developed, are advised that such affiliations are difficult to establish. A significant amount of additional time is required to negotiate the contractual agreements with these new sites. The possibility exists that the agreement will not be established in time for the student to complete a placement along typical timelines (spring semester of the second year of study). Students who wish to pursue new affiliations may need to extend their programs if contractual language between the two parties (Penn State and the externship site) cannot be negotiated by the time of the scheduled externship.
- e. There may be additional requirements for mini-placement / externship sites, such as new TB testing, site specific HIPAA training, etc.

REPORTING PRACTICUM CLOCK HOURS

All student clinicians should complete 25 hours of observation experience before beginning clinical practicum. These hours may be completed at the undergraduate level, or during a graduate student's first semester at Penn State.

Student clinicians must report clinical hours using the Typhon system. For details on how to report hours, see the Clinic Handbook and consult with supervisors. A grade for the practicum will not be reported until these hours are entered. A computer tabulation, updated each semester, will be prepared and distributed to each student clinician. All students should review this computer tabulation for accuracy. Errors should be reported to the Clinic Coordinator immediately, so that corrections can be made.

It is assumed that at the beginning of the semester, students may request (and clinical faculty will facilitate obtaining) appropriate additional clock hours.

Upon graduation, the final clock hour report will be kept in the student's file. A final signed copy of total clock hours will be emailed to the student.

THERAPY EXPERIENCE CLOCK HOURS

All speech language pathology graduate students typically enroll in CSD 895A, beginning in the second semester of graduate study. Students may enroll for 1 credit of CSD 895A during the fall semester, and typically enroll for 1-2 credits of CSD 895A during the spring semester of their first year. During the summer semester students enroll for 1 credit of CSD 895A, and during the fall of their second year, students should enroll for 2 credits.

During the first semester of CSD 895A (fall or spring of the first year of study), students will learn about Penn State Clinic practices and clinical methods. They may have the opportunity to "shadow" a 2nd year graduate clinician, and take part in therapy planning and occasional therapy sessions for clients. Beginning in the spring semester of the first year of graduate study, students are assigned clients on a semester basis. Each semester, students are assigned new clients to provide them with varied experiences needed to meet ASHA requirements and help them become competent professionals.

Students track their clinical therapy hours through the Typhon computer system.

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study.

Observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to beginning direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

DIAGNOSTIC EXPERIENCE CLOCK HOURS

All speech language pathology graduate students should enroll in CSD 895G, beginning in the spring semester of their first year of graduate study. Typically, students sign up for 1 credit during spring (1st year), 1 credit during their summer (1st year), and 1 credit during fall (2nd year). During each of those

semesters, students are assigned to complete Child Diagnostics, Adult Diagnostics, screenings, and/or Augmentative and Alternative Communication Assessments.

Students may also gain diagnostic experience with assigned therapy clients, through pre and post testing measures.

Students track their clinical diagnostic hours through the Typhon computer system.

The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study.

Observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to beginning direct client/patient contact. The observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology.

Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

POLICIES REGARDING CLINICAL MATERIAL OF A SENSITIVE NATURE

In the course of our clinical work, students learn information about clients or others which should not be revealed to unauthorized persons. It is difficult to maintain the security of such information in a training center where many people have access to the files of patients. The following are guidelines in the handling of such material.

- A. All information learned from or about a client must be reported to the supervising faculty member: (a) orally, or (b) in written form (daily log, weekly report, etc.).
- B. Diagnostic reports, end-of-the-semester therapy reports, and any report-type material or letters produced in the Clinic on patients should contain little, if any, material of a sensitive nature. Such material should appear in a report or letter only if it has a bearing on the nature of the patient's problem, therapy received, or response to therapy. Even then, sensitive material should be presented only in general terms with no particulars being given.
- C. Reports from physicians, psychologists, and other clinics cannot be sent to other persons or agencies. Such persons/agencies should be directed to request copies from whomever prepared the original report.

Example: We received a report on Joan Doe from Dr. S. Jones. The family requested a copy of the report. The clinician must inform the family that the report can only be obtained from Dr. Jones.

- D. If a client or family requests a copy of our Clinic evaluation or reports, they must sign a release of information to themselves.

MASTER'S DEGREE WRITING REQUIREMENTS

MASTER'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS, WITH THESIS

MASTER'S THESIS (RESEARCH OPTION I)

Students enrolled for the MS degree, approved to do a thesis, must take at least 6 credits of research (CSD 600). Approval to do a thesis is recommended by a faculty committee.

These procedures are not intended to supersede regulations of the Graduate School regarding theses and papers. The student should follow pertinent instructions in the catalogs and manuals of the University.

The development of a topic is done by the student in consultation with CSD faculty members. Students are encouraged to discuss areas of investigation with several faculty members and become acquainted with the areas of research in progress. The faculty may be engaged in core projects dealing with major questions, which may be investigated by integrated studies of different aspects of the question.

When a faculty member accepts a student as a thesis advisee, he/she will arrange conferences to assist in the preparation of the project design.

Thesis Prospectus

The student will prepare a prospectus of the master's thesis to present to a CSD thesis committee (at least two CSD Graduate faculty members) for approval. The committee will be named by the Department Head, with the advice of the student and the student's academic advisor. If the Department Head is a member of the thesis committee, a third member must be added in order to comply with Graduate School requirements.

The prospectus should be descriptive and make clear what the student intends to do. It is to serve as a plan for executing the proposed project. The statement should be titled "Prospectus for Proposed Master's Thesis." Use the following outline, with the specific section headings at the beginning of each section.

- A. Tentative title of thesis
- B. Rationale for selecting this project, or need for the study.
- C. A Literature Review leading to the hypothesis to be tested, experimental questions to be answered, or purpose of the project.
- D. Method
 - a. Number and source of subjects or data
 - b. Experimental techniques and instrumentation
 - c. Plan for analysis of data
 - d. Persons or facilities outside the program from whom help maybe asked to supplement our facilities.
- E. Possible outcome of the project, contributions it is likely to make to our field, or suggested interpretations of possible positive or negative finding.
- F. Time schedule for completion of the project.

The thesis prospectus is presented to a committee of at least two members of the CSD Graduate Faculty. The committee will suggest appropriate revisions in design, if needed, and approve the project before the student is to proceed. The prospectus meeting is not an examination; it is an opportunity for the student to receive the benefit of faculty advice for the benefit of his/her thesis plan. The Department Head of CSD

will appoint a thesis advisor for the completion of the project. Although full consideration will be given to the student's preference, and the selected advisor will usually be the faculty member who has assisted with the prospectus, other factors such as distribution of faculty duties will influence the appointment. If circumstances arise that prevent the selected advisor from continuing in that role to the completion of the thesis, another advisor will be selected. Again, the student's preferences will be given full consideration, but in some cases, it may be necessary for the thesis topic to be changed or for the student to complete Research Option II or III instead of a thesis.

After the prospectus has been approved, the student will work directly with the advisor and have periodic conferences regarding the project. The advisor is not expected to plan the work, nor to do the data collecting, but provide guidance throughout the process including the analysis of data, drawing of conclusions, and preparation of the report.

Clearance by the University Institutional Review Board must be obtained before any data collecting is done on human subjects.

The CSD program encourages use of its equipment for projects and will attempt to make necessary apparatus available. However, we cannot provide expendable items such as disks, flash drives, etc., except in isolated instances approved by the advisor.

Contacts with the public, with public and private schools, and former Clinic patients must be approved through the CSD Department Head. Contacts with other Penn State personnel and personnel from other universities must be approved by the project advisor.

Students are cautioned to check deadline dates of the Thesis Office to have their work submitted in time for graduation.

Evaluation of Thesis

The thesis will be distributed to the committee at least two weeks before the oral defense. The student will schedule the oral defense with his/her advisor and inform the Staff Assistant for the Graduate Program. When a thesis has been accepted by the committee, it will be typed in final form. The thesis must carry signatures of the advisor, the second thesis committee member, and the Professor-in-Charge of the CSD graduate program.

See the current Publication Manual of the American Psychological Association (APA) manual and the Graduate School "Thesis Guide" for matters of style and form. The Thesis Office web site is: www.gradsch.psu.edu/current/thesis.html.

When a thesis is submitted to the Graduate School, it is checked for mechanical correctness (type of paper, margins, general appearance, spelling, etc.), and is reviewed by faculty members from other parts of the University. These readers may call for corrections.

One copy of the completed thesis (including original signatures) must be bound and presented to the Department.

Publication of Theses or Other Student Papers

- A. It is anticipated that many theses or student research papers will be suitable for publication in one of the professional journals or for presentation through other media. Publication is encouraged to disseminate information and to further professional growth of the student. In addition to regulations established by the University governing publication of theses, the following policies regarding authorship have been established by the CSD program. If the student carried the major burden for planning, executing, and writing the paper in its publishable form (with only minimal advisory help from the faculty member), publication should be under the name of the student. A footnote acknowledgment of help given by the

- faculty member should be included in the article.
- B. If the student executed most of the writing, but received considerable help from the faculty member in various phases, the student and the faculty member should be listed as co-authors with the student's name first.
 - C. If the faculty member undertook the major role of preparing the article and carried it through to publication, the faculty member should be the senior author and the student junior author.

The graduate faculty in the Department of Communication Sciences and Disorders are researchers in various areas of communication sciences and disorders and disabilities. The Graduate Faculty are excellent research role models for all students. They are exemplary researchers, editors, and professional writers of grants, manuscripts, and books, with records of scholarly contributions to the field. The faculty have broad areas of interests in communication sciences and disorders but also have developed specialization in many areas of the discipline. Some faculty have multiple interests and expertise. The research requirement will continue to be a cornerstone of the Department's commitment to high quality graduate education.

Guidelines

A set of guidelines has been approved by the Graduate Faculty to assist students and their advisors in continuous self-assessment of thesis progress and quality. These guidelines are provided on the following pages

Student's Name: _____ Evaluator's Name _____ Semester/Year _____

MS THESIS ASSESSMENT RUBRIC

This document describes the qualities of an excellent research paper, and lists some common problems. Advisors and students may use the document for evaluation and improvement of the student's research paper.

Attribute	Excellent	Common problems
Introduction/ Literature Review/Evidence	Introduction grabs interest of reader, presents thorough and relevant background information to develop clearly-stated research question(s); shows thorough research with accurate & relevant evidence from credible sources.	Background information limited or poorly presented; research question(s) unstated or unclear; evidence is weak, or is presented in unclear manner.
Method	All aspects of methods described clearly, in adequate detail for replication.	Some gaps and/or ambiguities in description of methods.
Results	Data analyses are appropriate and conducted correctly; results are described clearly and succinctly; figures and tables enhance understanding of results.	Results are not consistently presented in conventional format; description of results are not entirely clear; figures and tables do not contribute effectively to understanding of results.
Discussion	Discussion is clearly related to research question and results; limitations discussed in a balanced manner; theoretical and clinical implications discussed with insight.	Discussion is not clearly related to research question and results; insufficient consideration of limitations and/or theoretical and clinical implications.
Support of Ideas/Analysis	Critical, relevant, consistent connections made between analysis of evidence and research questions.	Limited connections made between analysis of evidence and research questions; conclusions not well supported.
Organization/Development of Ideas	Clear, logical, mature, thorough presentation and development of arguments; excellent transition	Development of arguments not always clear and logical; some weak transitions b/w ideas and paragraphs.

	between paragraphs and sections.	
Technical aspects of writing	Concise & clear, with consistently appropriate grammar, spelling, punctuation, and paragraphing; consistent and correct APA format and style in both text and references with few or no errors.	Some errors in grammar, spelling, punctuation, and paragraphing; some inconsistent or incorrect use of APA style in text, citation, or references.
Completed in Timely Manner	Meets all required deadlines.	Sometimes late in meeting deadlines.
Revisions Process	Responsive revisions that incorporate faculty feedback; few revisions necessary.	Revisions not responsive to faculty feedback, or mechanical, without considering paper as a whole; many revisions necessary.
Intellectual Contribution	Research question(s) and strategy developed mostly independently, with limited guidance from advisor.	Decisions about research questions and strategy rely heavily on advisor
Oral defense	Clear, sophisticated, and engaging presentation/explanation of project; responses to questions reflect deep understanding of background, data, and interpretation.	Presentation and responses to questions reflect superficial grasp of background, data, and interpretation; presentation not appropriately designed for audience.

MASTER'S DEGREE IN COMMUNICATION SCIENCES AND DISORDERS, WITHOUT THESIS

MASTER'S RESEARCH PAPER (RESEARCH OPTION II OR RESEARCH OPTION III)

Students enrolled for the MS degree, who are not doing a thesis, must choose to do Research Option II: Completion of a research paper that includes a heavily documented literature search, or Research Option III: A concise and thorough review of the literature, method section, possible collection of data, analysis of existing or new data, and discussion of the data. The master's research paper must be completed prior to the externship experience.

The graduate faculty in the Department of Communication Sciences and Disorders are researchers in various areas of communication sciences and disorders and disabilities. The Graduate Faculty are excellent research role models for all students. They are exemplary researchers, editors, and professional writers of grants, manuscripts, and books, with records of scholarly contributions to the field. The faculty have broad areas of interests in Communication Sciences and Disorders but also have developed specialization in many areas of the discipline. Some faculty have multiple interests and expertise. The research requirement will continue to be a cornerstone of the Department's commitment to high quality graduate education.

MASTER'S RESEARCH PAPER

MS without thesis students will do a research paper after they have selected a Master's paper advisor. A student undertaking a research paper will enroll for two credits of CSD 596 typically during the externship semester.

Typical time schedule for Master's Research Paper for "traditional" two-year MS students: (NOTE: actual timeline for submission of research paper sections may deviate from the typical timeline depending on the agreed upon project)

First Fall semester:

1. complete IRB training for participation in research involving human participants
2. determine research paper option to be completed
3. obtain a faculty research advisor
4. develop timeline for submission of research paper section in conjunction with faculty research advisor
5. attend research meetings as directed by the faculty research advisor
6. complete research tasks as assigned by the faculty research advisor

First Spring semester:

1. complete Introduction, Literature review, and/or Rationale for research paper and submit to faculty research advisor
2. complete Method section of research paper and submit to faculty research advisor
3. attend research meetings as directed by the faculty research advisor
4. complete research tasks as assigned by the faculty research advisor

Summer semester:

1. complete revisions suggested by faculty research advisor relative to previously submitted sections of the research paper
2. complete Results section of research paper and submit to faculty research advisor
3. complete Discussion section of research paper and submit to faculty research advisor
4. complete research tasks as assigned by the faculty research advisor

Second Fall semester:

1. complete revisions suggested by faculty research advisor on previously submitted sections of research paper
2. complete references, table of contents, etc.
3. check formatting and proofread carefully. Research papers should adhere to all APA guidelines.
4. submit drafts of final research paper for feedback from faculty research advisor
5. when faculty research advisor indicates your paper is completed:
 - a. Print three copies of the research paper
 - b. Turn copies into Staff Assistant for the Graduate Program for signature

All research papers must be signed by the faculty research advisor and the Professor-in-Charge of the Graduate Program by the last day of classes in the second Fall semester.

In extraordinary circumstances (to be defined on a case-by-case basis by the Graduate Professor-in-Charge in conjunction with the Department Head and the faculty research advisor), students may ask for an extension of the deadline. This deadline may not exceed the last day of classes in the second spring semester. If granted, this extension may result in a one-semester extension of the student's graduate program. An extension must be requested no later than 2 weeks prior to the last day of classes in the second fall semester, to provide adequate time for revising the externship placement.

Students may not begin their final externship until the research paper is accepted and signed. If an extension is granted, the Graduate Professor-in-Charge will notify the externship coordinator of this extension so new plans for the externship clinical experience can be put into place, if necessary.

Two year MS students who do not complete their research papers within 5 semesters of beginning the MS program (by the end of the Second Spring semester) will be terminated from the program.

Three-year MS students:

Timeline for completion of MS research paper should begin when student begins taking MS level classes with their graduation cohort. This would be in the Second Fall semester for a three-year student. Three year students are encouraged (but not required) to identify a faculty research advisor prior to beginning their second Fall semester, and can, if desired, begin working on, or writing, their MS research paper under the guidance of their faculty research advisor.

Three year MS students who do not complete their research papers within 7 semesters of beginning the MS program (by the end of the Third Spring semester) will be terminated from the program.

Research credits:

Each student in the MS program in speech-language pathology will earn two-credits for completion of the MS research paper. Each student will be registered for two research credits during their second spring semester (while completing the clinical externship). The grade for the research paper will be assigned by the faculty research advisor at the end of the second spring semester. The grade assigned for these research credits will reflect the sum of the work dedicated to participation in the research process and completion of the research paper over the course of the MS program.

The research paper should be approximately 25-35 pages of text (plus cover page, table of contents, list of references (from 25-40), and appropriate appendices), heavily documented from the primary literature, an integrative critical appraisal of the literature, and have a concluding section that discusses applications of the topic to communication sciences and disorders. The paper should be well written in APA style, represent a serious intellectual effort, be well typed, double spaced, and bound in a suitable cover. The date on the cover page is the date of Degree Conferral. The Departmental copy should be printed on thesis-quality paper. Each paper is to be an independent and original effort by the student guided strongly by faculty research interests and expertise. The student should expect guidance from the

Graduate Faculty advisor assigned by the Department Head. If circumstances arise that prevent the assigned advisor from continuing in that role to the completion of the research paper, another advisor will be assigned. The student's preferences will be given full consideration, but in some cases, it may be necessary for the paper topic to be changed or for the student to complete a different Research Option than originally planned.

The final copy of the paper will be evaluated by the person who advised the student and a grade will be assigned for the CSD 596 research requirement course. Notification to the Graduate School of acceptance of the research paper will be by the Professor-in-Charge of the Graduate Program who will review, and sign the research paper. Three bound copies of the paper should be submitted for signatures. One will be kept in the Department, one will be returned to the advisor, and one will be returned to the student

RESEARCH OPTION II:

Completion of Research Option II includes: a research paper without data collection and analysis. It consists of a heavily documented literature search, including a critical appraisal of the literature, synthesis of important research studies, with appropriate discussion of application to Communication Sciences and Disorders, guided by a faculty member.

Appropriate time lines for completion of written drafts will be set up by students and faculty mentors to comply with the Departmental guidelines for completion of the paper. This paper will follow the format for a thesis set forth by the Graduate School. This paper will be completed in APA style and will be similar to a thesis with the following differences: the cover page will say "Research Report" and the signature page will include the following disclaimer:

"I grant the Pennsylvania State University the nonexclusive right to use this work for the University's own purposes and to make single copies of the work available to the public on a not-for-profit basis if copies are not otherwise available.

I acknowledge that this research report is part of a larger research project directed by (name of faculty member)."

The Thesis Office web site is:

www.gradsch.psu.edu/current/thesis.html

RESEARCH OPTION III:

Completion of Research Option III includes: a concise review of the literature, method section, possible collection of data, analysis of existing or new data, and discussion of the data, guided by a faculty member's current projects and interests.

Appropriate time lines for completion of written drafts will be set up by students and faculty mentors to comply with the Departmental guidelines for completion of the paper. This paper will be completed in APA style and will be similar to a thesis with the following differences: the cover page will say "Research Report" and the signature page will include the following disclaimer:

"I grant the Pennsylvania State University the nonexclusive right to use this work for the University's own purposes and to make single copies of the work available to the public on a not-for-profit basis if copies are not otherwise available.

I acknowledge that this research report is part of a larger research project directed by (name of faculty member)."

The Thesis Office web site is:

www.gradsch.psu.edu/current/thesis.html

Guidelines

A set of guidelines has been approved by the Graduate Faculty to assist students and their advisors in continuous self-assessment of research paper progress and quality. These guidelines are provided on the following pages.

Student's Name: _____ Evaluator's Name _____ Semester/Year _____

MS RESEARCH PAPER ASSESSMENT RUBRIC

This document describes the qualities of an excellent research paper, and lists some common problems. Advisors and students may use the document for evaluation and improvement of the student's research paper.

Attribute	Excellent	Common problems
Introduction/ Literature Review/Evidence	Introduction grabs interest of reader, presents thorough and relevant background information to develop clearly-stated research question(s); shows thorough research with accurate & relevant evidence from credible sources.	Background information limited or poorly presented; research question(s) unstated or unclear; evidence is weak, or is presented in unclear manner.
Method	All aspects of methods described clearly, in adequate detail for replication.	Some gaps and/or ambiguities in description of methods.
Results	Data analyses are appropriate and conducted correctly; results are described clearly and succinctly; figures and tables enhance understanding of results.	Results are not consistently presented in conventional format; description of results are not entirely clear; figures and tables do not contribute effectively to understanding of results.
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Completed in Timely Manner	Meets all required deadlines.	Sometimes late in meeting deadlines.
Revisions Process	Responsive revisions that incorporate faculty feedback; few revisions necessary.	Revisions not responsive to faculty feedback, or mechanical, without considering paper as a whole; many revisions necessary.

GRADE STANDARDS FOR MASTER'S LEVEL CANDIDATES

It is expected that all graduate students will strive for excellence in academic courses, clinical practicum, and research activities. Mastery of subject matter, clinical procedures, and appropriate writing and research skills should be the goal of each student. Faculty members are aware of the obligation to people with speech, language and hearing disabilities to provide clinicians who are competent to diagnose and treat their problems. Thus, we shall encourage only those students whose performance demonstrates a commitment to this obligation to remain in the graduate program, plus the ability and motivation necessary for mastering both theoretical material and practical applications for the benefit of the communication disabled person.

In order to assure that our graduate students (both degree and nondegree) achieve the desired level of academic performance, as well as to give counseling regarding academic performance quickly and effectively, the following is the practice of our program.

A student must maintain at least a cumulative 3.0 average including academic and practicum courses at the end of every semester. Any time a student's cumulative grade point average drops below 3.0 the student will be dismissed from the program. A student may petition the faculty at that time to have his/her case reconsidered. At the end of the program, a cumulative grade point average of at least 3.0 is required to meet Graduate School regulations.

Note

Instructors should explicitly state to students the rules for working on out-of-class assignments, and students are expected to follow instructors' guidelines. When students have questions about matters of academic honesty, they are advised to consult the instructor.

A plus/minus grading system was instituted beginning fall semester, 1995. This grading system includes A-, B+, B-, and C+. The grade point equivalents are as follows:

A, 4.00 = 94-100
A-, 3.67 = 90-93
B+, 3.33 = 86-89
B, 3.00 = 80-85
B-, 2.67 = 77-79
C+, 2.33 = 74-76
C, 2.00 = 70-73

REMEDATION PLAN

Whenever a student's performance in knowledge or skills on a major component of a course is not satisfactory, remediation is required. The remediation plan applies to graduate students in CSD graduate and undergraduate courses. A remediation plan for performance in clinical experiences is described in the clinic manual. Remediation for classroom-based courses consists of the following:

- When a faculty member identifies a need for remediation, the first step is for the faculty member to inform the student. The faculty member and student should agree, in writing, to a plan for remediation of the deficient knowledge or skills. In most cases, the remediation can be satisfactorily completed between faculty and student. The steps below will be followed.
 1. The faculty member meets with the student to inform the student how to meet the Department's standards in knowledge and skills.
 2. The faculty member provides a plan to the student which outlines how the student will meet Departmental expectations.
 3. At this time the student is also offered the opportunity for input and ways that the student believes he/she might demonstrate mastery and competency.
 4. **Because the faculty member will be responsible for the measurable goals, monitoring, and implementing the plan, he/she will make the final decision.** A copy of the plan will be provided to the Professor-in-Charge and the Staff Assistant of the Graduate Program.
 5. At this time the student will also be provided with the consequences of not meeting or completing the remediation plan.
 6. Remediation procedures are developed individually by course faculty.
 7. Remediation of skills occurs within the class in which the student has failed to demonstrate mastery.
 8. When a student has demonstrated mastery via a remediation procedure the grade for the work will NOT be changed.
 9. The student is provided a written electronic communication of successfully completing/meeting the specified outcomes of the remediation process promptly, with copies to the Professor-in-Charge and the Staff Assistant of the Graduate Program.
- The faculty member shall notify the Professor-in-Charge of the Graduate Program and the Department Head, in any of the following circumstances:
 - The student and faculty member cannot reach agreement on a remediation plan.
 - Either the student or faculty member is not satisfied that the agreed remediation plan has been successfully completed.
 - A faculty member identifies a need for more than one remediation for the same student in a single course.
- The role of the Professor-in-Charge in the above circumstances is to receive input from both the student and faculty member, and develop a new or revised remediation plan that will provide an opportunity for the student to meet departmental expectations. The Professor-in-Charge will take into consideration the input of both parties, but the decision of the Professor-in-Charge will be final regarding the nature of the remediation plan and whether it has been successfully completed.

- Remediation procedures in academic courses may be of several types.
 - a. Students may retake a test to demonstrate knowledge acquisition.
 - b. Students may be required to re-take a portion of an exam.
 - c. Students may be required to demonstrate knowledge in a procedure that is different from the original exam or project.
 - d. Students may remediate unmet competencies as addressed in either oral or written course comprehensive exam.
 - e. Students may remediate unmet competencies as addressed in additional laboratory exercises or activities.
 - f. Students may remediate unmet competencies by rewriting an assignment/paper.
 - g. Students may remediate unmet competencies as addressed in web-based or on-line learning experiences.
 - h. Students may demonstrate a clinical procedure to show mastery of a skill.
 - i. Students may remediate unmet competencies through an oral report to academic or clinical faculty.
- The student may wish to keep a record of the remediation in their e-portfolio of worksamples.
- For a specified outcome, the number of remediation opportunities is at the discretion of the faculty.
- If a student cannot meet specified outcomes after all remediation opportunities are provided, their academic program is ended and clinical privileges denied.

STANDARDS OF CONDUCT

(From the Graduate School Bulletin of The Pennsylvania State University)

The Pennsylvania State University recognizes the basic rights and responsibilities of the members of the University and accepts its obligation to preserve and protect those rights and responsibilities. Further, the University must provide for its members the opportunities and protections that best serve the nature of the educational process.

The [Code of Conduct](#) governing the behavior of students of the University must ensure the basic rights of individuals as well as reflect the practical necessities of the community. The code also must prohibit or limit acts that interfere with the basic purposes, necessities, or processes of the University or with the rights of its members. Finally, the code must reconcile the principles of maximum freedom and necessary order.

Allegations of Code of Conduct behavior shall be adjudicated by the discipline system described and implemented by the [Office of Student Conduct](#).

For purposes of this policy, "student" includes all individuals enrolled at the University in residence or online, either full-time or part-time; pursuing undergraduate, graduate, or professional studies, both degree and non-degree seeking; as well as individuals enrolled in non-credit courses and programs. In addition, for purposes for the Student Code of Conduct, Code jurisdiction also includes individuals who have accepted an offer of admission to the University; and students who withdraw after allegedly violating the Student Code of Conduct, who are on leave of absence from the University, or who are not officially registered and/or enrolled for a particular semester but have a continuing relationship with the University. The Office of Student Conduct should be consulted for questions regarding how this would apply in specific cases. There shall be clearly defined channels and procedures for such adjudication and the right of appeal. Sanctions shall be commensurate with the seriousness of the offense and may include temporary or permanent expulsion. Repeated violations justify increasingly severe sanctions.

The Code of Conduct shall be made public in an appropriate manner and may be revised by the University in consultation with the faculty, students, and staff.

EXPECTATIONS FOR GRADUATE STUDENT CONDUCT AS A COMPONENT OF SATISFACTORY SCHOLARSHIP

By virtue of their maturity and experience, graduate students are expected to have learned the meaning and value of personal honesty and professional integrity before entering graduate school. Every graduate student is expected to exhibit and promote the highest ethical, moral, and professional standards as scholars, and as future faculty, professionals, and leaders in their respective fields. Meeting this expectation is a component of satisfactory scholarship for graduate students, in addition to meeting academic standards such as, but not limited to, minimum required grade-point average or grades in required courses for the program. A violation of ethical, moral, and/or professional standards is regarded as a serious offense, raising grave doubt that the graduate student is worthy of continued membership in the Graduate School community, and may result in academic sanctions including suspension or dismissal by the graduate program in which the student is enrolled, from that academic program, and/or by the Graduate School from continued or future enrollment in any graduate program at the University. A violation of ethical, moral, and/or professional standards may not necessarily involve [Code of Conduct](#) behavior, but still may result in academic sanctions including suspension or dismissal by the graduate program and/or the Graduate School, as described above. However, engaging in any Code of Conduct behavior, as determined by the Office of Student Conduct, does constitute a failure to exhibit and promote the highest ethical, moral, and professional standards expected of graduate students, and may result in additional sanctions as described above, in addition to any disciplinary sanctions by the Office of Student Conduct.

CODE OF CONDUCT - EXCERPTS

(complete Code of Conduct and Student Conduct Procedures are provided at <http://studentaffairs.psu.edu/conduct/codeofconduct/>)

The Code of Conduct describes behaviors that are inconsistent with the essential values of the University community. Any student found to have committed, to have attempted to commit, or to have assisted in the misconduct listed in the Code of Conduct may be subject to the disciplinary sanctions outlined in Section V,

E. A person engages in an attempt when, with intent to commit a specific violation of the Code of Conduct, he/she performs any act that constitutes a substantial step toward the commission of that violation. Registered student organizations are held accountable for misconduct listed in the Code of Conduct through the applicable conduct process.

1. **ABUSE/ENDANGERMENT/HAZING OF A PERSON:** Physically harming or threatening to harm any person, intentionally or recklessly causing harm to any person or reasonable apprehension of such harm or creating a condition that endangers the health and safety of self or others, including through the facilitation of or participation in any mental or physical hazing activity. (Also see Student Guide to University Policies and Rules.)

2. **SEXUAL HARASSMENT AND MISCONDUCT:** Engaging in unwelcome conduct of a sexual nature that is sufficiently severe or pervasive so as to substantially interfere with the individual's employment, education, or access to University programs, activities and opportunities, and such conduct would detrimentally affect a reasonable person under the same circumstances. Sexual harassment may include, but is not limited to, sexual advances, requests for sexual favors, sexual exploitation, stalking, dating violence, and domestic violence (as described in policy AD-85). Sexual misconduct is a form of sexual harassment and refers to attempted or completed unwanted or non-consensual sexual activity, including, but not limited to the following: rape, sexual assault, sexual battery, forcible sodomy, sexual penetration with an inanimate object, intercourse without consent, sexual touching and fondling, the touching of an unwilling person's intimate parts (defined as genitalia, groin, breast or buttock, or clothing covering those intimate parts), forcing an unwilling person to touch another's intimate parts, sexual exploitation, and sexual coercion.

3. **HARASSMENT:** Engaging in behavior that is sufficiently severe or pervasive so as to threaten an individual or substantially interfere with the individual's employment, education or access to University programs, activities or opportunities, and such behavior would detrimentally affect a reasonable person under the same circumstances. (Also see policy AD-85.)

Behaviors that meet the above definition may include, but are not limited to, the following:

- directing physical or verbal conduct at an individual because of the individual's age, race, color, ancestry, national origin, religion, creed, service in the uniformed services, veteran status, sex, sexual orientation, marital or family status, pregnancy, physical or mental disability, gender identity, genetic information or political ideas;
- subjecting a person or group of persons to unwanted physical contact or threat of such; or
- engaging in a course of conduct, including following the person without proper authority (e.g., stalking), under circumstances which would cause a reasonable person to fear for his or her safety or the safety of others or to suffer emotional distress.

4. **WEAPONS, EXPLOSIVES AND OTHER DANGEROUS ITEMS:** The possession, storing, carrying, or use of any weapon, ammunition, explosive, or dangerous chemical or gas by any person is prohibited on all University property except by authorized law enforcement officers and other persons specifically authorized by the University. No person shall possess, carry, or use any fireworks on University property, except for those persons authorized by University and local governments to discharge such fireworks as part of a public display. Paintball guns and paintball markers may only be used on the property of the University in connection with authorized University activities and only at approved locations. (Also see policies SY-08 and [SY-12](#).)

5. **FIRE SAFETY VIOLATIONS:** Tampering with fire or other safety equipment or setting unauthorized fires. Exhibiting behaviors that risk health and safety of self or others during a fire related incident. Burning candles, incense or other items in the Residence Halls or other University facilities, whether attended or unattended. (Also see policies SY10, SY28, and SY30.)

6. **ALCOHOL AND/OR DRUGS:** Illegally possessing, using, distributing, manufacturing, selling, or

being under the influence of alcohol or other drugs. Anyone, including those under 21, serving alcohol to persons under 21 is in violation of both University regulations and state law. Excessive consumption of alcohol is also prohibited and occurs when a person is intoxicated to the degree that the person may endanger self, other persons, or property, or annoy persons in the vicinity. Use, possession or distribution of beverages containing alcohol on University property shall comply with the laws of the Commonwealth of Pennsylvania and University Policies and Rules. (Also see [policies AD-18, AD-33](#) and [the Student Guide to University Policies and Rules](#)).

It is also a violation for a student, of any age, to be in the presence of alcohol and/or illegal drugs in any undergraduate residential space.

7. FALSE INFORMATION: Intentionally providing false or inaccurate information or records to University or local authorities. Providing a false report of an emergency, University policy and/or Code violation. Knowingly providing false statements or testimony during an investigation or University proceeding.

8. THEFT AND POSSESSION OF STOLEN PROPERTY: The taking, or possession of, items belonging to another individual or entity. The taking or attempting to take anything of value from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

9. DISRUPTION OF OPERATIONS: Obstruction or disruption of classes, research projects, conduct processes and/or investigations, or other activities or programs of the University; or obstructing access to University facilities, property, or programs. An action or combination of actions by one or more individuals that unreasonably interferes with, hinders, obstructs, or prevents the operation of the University or infringes on the rights of others to freely participate in its programs and services. (Also see [Student Guide to University Policies and Rules](#) and [policy AD-57](#).)

10. VIOLATIONS OF ACADEMIC INTEGRITY: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Violations of Academic Integrity include, but are not limited to, copying, plagiarism, fabrication of information or citations, facilitation of acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, and tampering with the academic work of other students. (Also see [Faculty Senate Policy 49-20](#) and [G-9 Procedures](#).)

Special Procedures are used to address violations of academic integrity. (See Section V: Protocol for Violations of Academic Integrity.)

11. FAILURE TO COMPLY: Failing to comply with reasonable directives from University or other officials when directed to do so. Failure to provide identification, to report to an administrative office, or, when reasonable cause exists, failure to leave University-controlled premises or dangerous situations when directed to do so by properly authorized persons, including police and/or University staff. Failing to complete sanctions assigned as part of the conduct process.

12. FORGERY/ALTERATION: Making, using or possessing any falsified official record or University document; altering or forging any University or official document or record, including identification, meal or access cards. This includes but is not limited to forging documents (signing another's name and/or ID number), manufacturing IDs or tickets, altering parking permits, and misuse of forms (e.g., letterhead stationery, University forms).

13. **UNAUTHORIZED ENTRY OR USE:** Unauthorized entry into or use of property or University facilities, including private residences, offices, residence halls, classrooms, computers, computer networks, and other restricted facilities. Unauthorized entry or use of facilities is described in more detail in University policies regarding the rights of individuals and the rights of the institution. Specifically, policy refers to an “obligation not to infringe upon the rights of all members of the campus to privacy in offices, laboratories and residence hall rooms, and in the keeping of personal papers, confidential records and effects, subject only to the general law and University regulations.” The University also has the right to control use and entry into facilities for reasons of security, safety, or protection of property. This includes closing facilities at specified times. It should also be recognized that an open or unlocked door is not an invitation to enter and use facilities. The same concept applies to computer entry or misuse, including violation of any University computer policy. (Also see [policy AD-20](#) and Student Guide to General University Policies and Rules.)

14. **DISORDERLY CONDUCT:** Engaging in disorderly, disruptive, lewd, or indecent conduct, including, but not limited to, creating unreasonable noise; pushing and shoving; creating a physically hazardous or physically offensive condition; inciting or participating in a riot or group disruption; failing to leave the scene of a riot or group disruption when instructed by officials; or disruption of programs, classroom activities or functions, and processes of the University.

15. **VIOLATIONS OF UNIVERSITY REGULATIONS:** Violating written University policy or regulations contained in any official publications, administrative announcements, contracts (e.g., residence hall contracts or leases) and/or postings.

16. **VIOLATION OF LAW:** When it is established that a student has violated federal, state, or local law and the violation of law affects a Substantial University Interest.

17. **RETALIATION:** Taking adverse action against any individual on the basis of a good faith report made by such individual, or on the basis of such individual’s participation in an investigation, hearing, or inquiry by the University or an appropriate authority, or the individual’s participation in a court proceeding relating to suspected wrongful conduct. (Also see [policy AD-67](#).)

Students with Disabilities

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in a course, contact the office of Student Disability Resources at [814-863-1807](tel:814-863-1807) (V/TTY). For further information regarding Disability Resources, please visit their website at <http://equity.psu.edu/student-disability-resources>.

In order to receive consideration for course accommodations, you must contact Student Disability Resources and provide documentation (see the documentation guidelines at <http://equity.psu.edu/student-disability-resources>). If the documentation supports the need for academic adjustments, Disability Resources will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact Disability Resources and request academic adjustment letters at the beginning of each semester.

University Statement of Academic Integrity (Policy 49-20)

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Violations of Academic Integrity Policy

Violations of the University's Academic Integrity Policy include the following:

Cheating: using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam

Copying on tests: looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student

Plagiarism: fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

Tampering with work: changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work

Acts of aiding and abetting: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited

Unauthorized possession: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission

Submitting previous work: Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor

Ghosting or misrepresenting: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place

Altering exams: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

Computer theft: Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

RIGHTS AND SAFETY OF HUMAN SUBJECTS USED IN CSD EXPERIMENTS

The Federal government requires that all research with human subjects be reviewed by the University's Institutional Review Board before the research is initiated. This involves all student and faculty research.

The review has to do with the protection of the rights and safety of human subjects.

Applications for the Use of Human Participants must be submitted to the Vice President for Research (Office for Research Protections), The 330 Building, Suite 205, Innovation Park. The proposal will be reviewed by a University committee and must be approved before the investigation is started. The application must be submitted through CATS IRB, the "Centralized Application Tracking System" (cats.psu.edu). More information can be obtained at www.research.psu.edu/orp/humans.

It is the responsibility of the student to obtain the necessary clearance of the research plan before proceeding. This may mean several weeks of delay in beginning a project, so adequate lead time should be planned before a project can be implemented.

The Office of the Vice President for Research can provide further specific information on this matter, but the student should first discuss this with the advisor.

FACILITIES AND CLINICAL PROGRAMS

Research and Academic Facilities

The Department houses several research labs that provide state-of-the-art technologies.

The Augmentative and Alternative Communication (AAC) Laboratory (Dr. Light) houses a wide array of state of the art AAC assistive technology designed to meet the needs of individuals with significant communication disabilities. This assistive technology is used to support research, education of families and professionals, and service delivery to people with significant communication disabilities. The AAC labs also serve as a resource center for individuals who require AAC, their families, professionals, and Penn State students and faculty. The AAC Labs house all of the assistive technology, have digital audio and video recording and editing capability, and allow for meeting space.

The AAC and Developmental Disabilities Laboratory (Dr. Drager) houses projects that seek to improve the lives of individuals with disabilities, specifically school-age children, adolescents, and adults with developmental disabilities, including autism. Studies in this laboratory also examine applications for individuals within low-resource communities, where technological solutions may not be readily available. In all contexts, research is ongoing investigating interventions within daily life. The lab is equipped with digital audio and video recording and editing capability.

The Child Language Development Laboratory (Dr. Miller) is equipped to collect high-quality analog and digital audio and video recordings. Necessary computer hardware and software is available for digitizing and editing audio as well as video. Several powerful statistical analysis software packages are used to meet a wide variety of research needs. Software for the analysis of language transcripts is also available. The lab is equipped with a number of instruments for assessment of language and cognition, and hardware and software for conducting computer-based experiments.

The Adult Neuroplasticity Laboratory (Dr. Sandberg) conducts behavioral and neuroimaging experiments to help uncover the neurophysiological changes underlying behavioral changes associated with successful therapy for language and cognition deficits in adults with acquired brain injury and to develop therapies that promote generalization and neuroplasticity. To this end, the lab utilizes fMRI and EEG imaging resources within the Social, Life, and Engineering sciences Imaging Center (SLEIC). The lab is equipped with the necessary hardware and software to conduct imaging and behavioral experiments and to analyze fMRI, EEG, and behavioral data, and with the necessary instruments to conduct in-depth assessments of language and cognition, including high quality video recordings.

The Speech Production Laboratory (Dr. Lee) houses projects that seek to understand why less comprehensible speech occurs by examining speech sound and tongue movement. The long term goal of the laboratory is to develop strategies to enhance speakers' speech intelligibility (e.g., speakers with dysarthria). Research in this laboratory focuses on kinematic characteristics (with an emphasis on tongue movement) that influence speech intelligibility and acoustic variables in speakers with and without speech disorders. The Speech Production Laboratory is equipped with a portable 3 dimensional electromagnetic articulography (Wave system, Northern Digital Inc.). The system allows examining tongue movement with synchronized acoustic signals in a non-invasive and safe way.

The Orofacial Physiology and Perceptual Analysis (OPPAL) Laboratory (Dr. Etter) focuses on ways humans process and use sensory information for the purposes of speech production and feeding. OPPAL is home to a unique stimulus delivery system, custom designed to deliver tactile inputs to orofacial skin surface during simultaneous performance of visually guided behaviors in the lower face. We are interested in better understanding the relationship between sensation (auditory and orofacial somatosensation) and skilled movement behaviors used for speech production. We are analyzing how this relationship may be altered as a feature of healthy aging, neurologic disorders (stroke or traumatic brain injury), and/or lifestyle variables (smoking history etc.). Additional work in the lab focuses on the use of technology and Engagement theory for adults completing home-based motor speech interventions.

The Laboratory For The Study Of Visual Supports in Communication and Education (Dr. Wilkinson) houses a variety of projects that seek to improve the effectiveness of visual support used in communication intervention for individuals with developmental and intellectual disabilities. Many such children use visual schedules, calendars, or communication books that have pictures of upcoming activities, desired foods, friends, or favorite social activities. The studies in this laboratory examine how systematic consideration of the construction of these displays (placement and color of the symbols on the aid, for instance) might influence functional communication or learning outcomes. The research includes basic studies of visual processing conducted within the laboratory as well as applied instructional procedures embedded within storybook reading activities that take place in children's homes or schools. Future planned studies include neuro-imaging studies that will allow us to examine brain responses to the visual communication symbols presented on the displays.

The Cognition and Language Learning Lab (Dr. Williams) conducts behavioral and functional imaging projects investigating memory and language processing with an emphasis on children and adults with autism spectrum disorders (ASD). Ongoing research in this lab includes analysis of data from neuropsychologic and linguistic measures investigating how individuals with ASD who are successful learners process information. New studies under development will use computer-based tasks that systematically vary the processing load during cognitive and linguistic processing to investigate factors that make learning more or less successful for children and adults with ASD. Other planned projects will investigate the process of verbal encoding and word retrieval in individuals with ASD using behavioral and functional imaging measures.

The Augmentative and Alternative Communication and Literacy (AAC-L) Lab (Dr. Caron) houses state of the art AAC technology designed to support individuals with complex communication needs. Video equipment and computers are also available and equipped for analyzing and editing video. Testing instruments for assessing language, communication, and literacy is also available. Research in the laboratory focuses on improving communication and literacy outcomes for individuals with a range of disabilities, including children, adolescents, and adults within the context of interventions within daily life. Specifically, the ongoing research projects in this laboratory are investigating implementation science related to: (a) improvement of literacy outcomes, (b) use of mainstream communication modalities (e.g., access to social media or mobile technology), and (c) enhancement of design and use of high tech communication methods.

Dr. Aarthi Madhavan's interests lie in attempting to mitigate or reduce the negative health consequences of dysphagia (swallowing disorders) in older adults. In working towards this goal, the lab will be focusing on improving assessment and screening of dysphagia in the elderly population; specifically in developing a screening tool for the early identification of swallowing difficulties in the community dwelling elderly population. This research involves close collaboration with clinicians and researchers in the fields of aging, nutrition, cognition, neuromotor abilities, and questionnaire and tool development.

In the Speech, Language, and Cognition lab (Dr. Viswanathan), we study the social and cognitive factors that shape spoken language use. The overarching question that we seek to answer is how human listeners demonstrate robust speech perception despite a highly variable speech signal (due to different speakers, dialects, listening environments etc.). We frequently collaborate with the Collaborative Language Use lab (Dr. Olmstead) to design studies to examine this question under typical conditions of spoken language use. In addition, we also work with other researchers at the Center for Language Science to tackle a broad range of related questions.

The Collaborative Language Use lab (Dr. Olmstead) conducts behavioral research examining the influence of social context on speech and language use and learning in adults. We focus on situations in which individuals are communicating across dialects or language groups. In collaboration with the Speech, Language and Cognition lab, we are examining how specific social/communicative imperatives drive flexibility in speech production and perception.

The Experimental Phonetics Lab (Dr. Robb) focuses on acoustic, physiological, and phonetic features of normal and disordered speech production across the lifespan.

Clinical Facilities

The Penn State Speech, Language, and Hearing Clinic is housed within the Department of Communication Sciences and Disorders. The Clinic has several programs that provide students with clinical experience with individuals who have a wide variety of communication disorders. Supervision is provided by CSD clinical faculty, all of whom are certified by the American Speech-Language-Hearing Association (ASHA) and licensed by the State of Pennsylvania Board of Examiners in Speech-Language Pathology and Audiology. Adult and child therapy rooms are equipped with one-way mirrors and state of the art sound systems and recording equipment. The Audiology Clinic houses a sound-attenuated audiology suite capable of testing infants, children, and adults.

In-house, the clinic population covers the life span. Assessments and intervention are available for those with delays or disorders in hearing, language, fluency, voice, articulation, and phonology, including those with severe speech impairments requiring augmentative and alternative communication. Communication impairments may result from developmental delays, congenital disabilities such as intellectual disabilities, hearing impairment, autism, cerebral palsy, and/or acquired disabilities such as traumatic brain injury, strokes, or Lou Gehrig's disease.

Speech and Language Services

There are several speech-language programs within the Department. In addition to gaining experience in the in-house clinic, graduate students work within several area charter schools, completing speech-language screenings and assessments, and providing intervention. Screenings may also be conducted in local day cares, preschools, and local long-term care facilities.

Speech and Language Assessment

Many of the referrals to the Speech and Hearing Clinic come from clients themselves, but can also be initiated by family members, health care providers, schools, speech-language pathologists or other professionals, etc. If you are interested in an assessment and/or therapy, or have questions about any of the programs, refer to the list below for program areas and contacts:

Adult Assessments / Intervention (17 years and older)

Child Assessments / Intervention (birth to 16 years)

Augmentative and Alternative Communication Assessments / Intervention

Speech and Language Therapy Programs

Child Therapy Program

The Child Therapy Program provides services to preschool and school-age children who have delays or disorders in language, fluency, voice, articulation, and phonology, including those with severe speech impairments requiring augmentative and alternative communication.

Early Language Group

The Early Language Group (ELG) was initiated in September 2004. The goal of the ELG is to provide preschool children with an experience that is rich in language input and opportunities to use language, incorporating child-child and adult-child interaction using a preschool classroom model. The ELG also provides students with a unique opportunity to work with several children together, using a therapy approach that is less structured and clinician directed than most of their other experiences.

Adult Therapy Program

The Adult Therapy Program provides services to adults (18 years or older) with a variety of speech and language disorders. The adults in this program are from the local geographic area.

Residential Adult Therapy Program

The Residential Adult Therapy Program (RATP) also provides services to adults with a variety of speech and language disorders. The RATP is unique because it is residential in nature. Most of the clients who attend this program live on the University Park campus and attend intensive individual and group speech language therapy.

University Therapy Program

The University Therapy Program provides speech language services to undergraduate or graduate students enrolled at Penn State.

Practicum and Externship

In addition to these on-site clinical programs, the coordinators of the Speech and Hearing Clinic also arrange practicum experiences in conjunction with other University programs in Special Education and Human Development and with the State College Area and surrounding school districts and other nearby facilities. Also, all students are required to do an off-campus externship. The externship is a full-time experience and is completed during the last semester of study. Externship sites are selected by the student and approved by the faculty.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS **KEY POLICY**

University building keys are property of the University. Keys are not to be duplicated. Graduate students in the Department may hold a key(s) to authorized areas of the Ford Building as long as they are active graduate students. Each key is to be returned upon request to a designated representative. Keys must be returned before the student leaves the University for externship. A charge of \$20 per key is required if a key is lost or not returned. The Department Head must recommend to the Dean of the Graduate School that the student be granted his/her degree; this approval will be withheld until the key(s) has been returned.

STUDENT INSURANCE

Professional Insurance

Recently, there has been an increasing concern about professional liability in nearly all fields, including speech-language pathology and audiology. It appears that all of us, whether faculty, staff, or students are vulnerable to accusations of malpractice and the resulting legal suits.

Students who are off-campus may be liable for the clients they treat, even though practicum is supervised and is part of an approved University program. Every graduate student going on an externship must obtain the coverage. This is required by every externship host.

Liability insurance will be necessary while you are enrolled as a graduate student at Penn State. This coverage can be purchased through a vendor supported by ASHA, which necessitates membership in NSSLHA. The cost to join NSSLHA each year is currently \$60.00. The advantage is that the NSSLHA-to-ASHA Membership Conversion Discount provides a reduction in the initial membership and certification fees for students when they transfer their membership to ASHA (after graduation). Students who qualify for the NSSLHA-to-ASHA Membership Conversion Program Discount receive a \$225.00 savings off the initial fee of \$511.00 for membership and certification in ASHA.

Below are several links that provide more detail regarding NSSLHA membership and benefits.

Benefits of National Membership	http://www.asha.org/Members/NSSLHA/Member-Benefits/
Information about the NSSLHA-to-ASHA Membership Conversion Program	http://www.asha.org/Members/NSSLHA/NSSLHA-to-ASHA-Membership-Conversion-Discount/
Join NSSLHA	http://www.nsslha.org/join/
Professional Liability	https://www.slhadvisor.com/
Insurance Application and Brochure	http://www.slhadvisor.com/BusinessInsurance/ProfessionalLiability/professional-liability/professional-liability.html

To engage in any clinical activity as a graduate student, you must have current liability insurance. Therefore, you must provide proof of coverage:

- a. When you come to Penn State to start your graduate program (unless you are a 3 year student); this will be collected during the student orientation prior to the first day of classes for the academic year
- b. Prior to the expiration date of your coverage from your first year of graduate school

PRACTICES FOR ADDRESSING STUDENT CONCERNS

The University outlines the following process for student problems/complaints:

As the Associate Dean of the Graduate School, responsibilities include dealing with graduate student academic complaints, concerns, and grievances (unless they involve routine questions about academic records, scheduling of committees or graduation; these are covered by the Office of Graduate Enrollment Services). If a student wishes to discuss a matter of concern with the Graduate School, please refer him/her to the Associate Dean.

Before coming to the Graduate School, students should attempt to resolve the matter within their graduate program and College. When scheduling appointments with the Associate Dean, the Graduate School staff will ask whether she/he has spoken with her/his program officer, department head and associate dean for graduate studies. On occasion, we have students who wish to bypass channels and get a resolution to a problem by going to 'the top'. In these cases, we will tactfully and politely refer them back to the graduate program. If a matter is not resolved at the program or college level, the Associate Dean is the appropriate person in the Graduate School for the student to contact. Students should be instructed to call the Dean's Office at the Graduate School at 865-2516 about her/his issue in advance to provide her with some background information.

In order to foster a climate of responsibility, develop interpersonal skills, conflict resolution skills and to prepare students for the workplace, the Department encourages students to assume responsibility for problems/complaints. Whether the problem/complaint is peer-to-peer or student-to-faculty, they are advised to first discuss the situation directly with the individual involved. If the issue is still not resolved, they are then encouraged to meet with their faculty advisor who is available to assist if needed. If this course of action does not prove satisfactory, students are then encouraged to meet with the Professor-in-Charge of the Graduate Program and/or the Department Head for resolution. It is understood that it may be difficult for a student to discuss a problem with a faculty member if the student perceives possible implications in terms of grading, etc. For this reason faculty advisors and/or the Professor-in-Charge/Department Head are available to the students. If the student is still not satisfied after having met with the Professor-in-Charge/Department Head, the next step would be for the student to meet with the Associate Dean in the College of Health and Human Development."

In addition, students may also contact the Council on Academic Accreditation in the event that they wish to file a complaint related to the program's compliance with standards for accreditation. All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Complaints will not be accepted by e-mail or facsimile.

ACADEMIC FILE RETENTION

Your academic file will be stored in the Department of Communication Sciences and Disorders for 3 years after graduation. After the 3 year period the file will be destroyed by shredding.

VERIFICATION OF MASTER OF SCIENCE DEGREE AND KASA REQUIREMENTS

The Department uses an Advisor's Compliance Graduation Form to verify that all requirements for graduation are being met. This also serves as a means to monitor students' progress in the graduate program. Student accomplishments, academic and clinical grades, deferred grades, and progress toward KASA standards are reviewed and monitored.

The Staff Assistant to the Graduate Program provides a hard copy of the form of the Advisor's Compliance Graduation Form to the academic advisor at the beginning of each semester. After reviewing the form (and meeting with the student when appropriate), the advisor will sign/confirm the Advisor's Compliance Graduation Form and return it to the Staff Assistant to the Graduate Program.

Early in the student's expected term of graduation the form is reviewed by the advisor and student, signed/confirmed and then submitted to the Professor-in-Charge of the Graduate Program and/or the Staff Assistant to the Graduate Program for the final graduation review.

TEACHER CERTIFICATION REQUIREMENTS FOR SPEECH/LANGUAGE IMPAIRED

Speech/Language Impaired

A speech/language pathologist employed in a Pennsylvania school is required to have an Instructional Level I Teacher Certificate in Speech/Language Impaired issued by the Pennsylvania Department of Education (PDE). Admission to the CSD Master's degree program does not guarantee that a student will be approved for PDE Teacher Certification.

REQUIREMENTS

1. Successful completion of the core area courses listed below. Verification of the core area courses is done by the Professor-in-Charge of the Graduate Program in CSD. Students who have taken equivalent courses at another University may petition a substitution of these courses by completing a Course Substitution form available from Lisa Timko, Staff Assistant for the Graduate Program. You will need to attach documentation for each course (e.g. syllabi, textbooks, notes, etc.) from the other institutions.
 - a. SLP in Schools (at PSU this is CSD 549)
 - b. Introduction to Teaching English to English Language Learners (at PSU this is CI 280)
2. Successful completion of a Master's Degree in CSD. The CSD Department Head will recommend to the Penn State Graduate School that a Master's Degree be awarded when the student has successfully completed all of the requirements for a Master of Science Degree in CSD.
3. Successful completion of a 15-week student teaching experience in a school(s) with which the University has established a cooperative relationship, generally requiring a relocation away from the University Park Campus. Student Teaching is arranged by the CSD Coordinator of Clinical Experiences.
4. Approval by the CSD Department Head and the University Certification Officer. The decision as to whether or not a student meets all of the requirements is made by the CSD Department Head and the Office of Pre-Service Teaching Experiences. The College of Education and The Office of Teacher Certification are informed of the decision so that the University Certification Officer may act on the student's application for a Teacher Certificate in Speech/Language Impaired.

APPLICATION PROCEDURES

All students must apply for teacher certification using PDE's online [Teacher Information Management System \(TIMS\)](#) and submit a [PSU Record of Application](#) by the third week of the semester in which the student plans to graduate and/or complete the certification requirements.

The PDE issues an Instructional Level I Teacher Certificate in Speech/Language Impaired upon recommendation of the University Certification Officer and when the PDE determines that the student has met the current clearances. A PDE current clearance requires that a student applying for a Teacher Certificate in Speech/Language Impaired complete all Retention and Exit criteria required in order to

successfully complete a Teacher (Educator) Preparation Program. Obtain Pennsylvania Qualifying scores for the PRAXIS Series or PECT tests required by PDE in effect at the time of recommendation by the University for certification. (See the **Teacher Testing** information). Pass the Precertification Competency Examination on Educating Students with Disabilities (if completing certification prior to August 2013). This exam is waived for students who completed a Special Education 400 or 444 course with a grade of at least C, or holders of School Psychology or Special Education degrees. Candidates must be of good moral character, possessing personal qualities, professional knowledge, and skills which warrant issuance of a teacher's certificate (School Laws of Pennsylvania, Article XII). Candidates also must be United States citizens, not in the habit of using narcotic drugs in any form or excessive amounts of intoxicating beverages (School Code 1209), and not convicted of a criminal offense nor currently under indictment (Act 34 and Act 151).

Please note: Approval for PDE Teacher Certification does not guarantee eligibility for other states. Students should check with the state in which they will be employed for that state's requirements.

PENNSYLVANIA LICENSURE FOR SPEECH-LANGUAGE PATHOLOGISTS AND AUDIOLOGISTS

The Commonwealth of Pennsylvania requires that speech-language pathologists and audiologists be licensed to practice their profession in accordance with Act No. 1984-238. The Act (law) stipulates that a license can be obtained if an applicant meets several requirements. The requirements for a speech-language pathologist and audiologist are: (a) a master's degree, (b) one year (minimum 9 months of 30-40 hr/wk of supervised professional experience) (Clinical Fellowship Year), (c) passing a national examination (test required by ASHA), and (d) be of good moral character.

It should be noted that a license can be obtained if the applicant meets some other requirements which include holding a valid CCC in speech-language pathology or audiology or being a current practitioner (grandfather clause). Further, it should be noted that speech-language pathologists and audiologists working in a public or private school, physicians, and licensed hearing aid dealers are exempt from licensure.

Master of Science graduates of the CSD program at Penn State will meet the academic and practicum requirements for licensure. However, they will have to complete one year of supervised professional experience and pass an examination before a license is granted.

Further information is available from:

State Board of Examiners in Speech-Language Pathology
Audiology and Teachers of the Hearing Impaired
Bureau of Professional & Occupational Affairs
P. O. Box 2649
Harrisburg, PA 17105-1753

<http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Speech-Language Pathology and Audiology/Pages/default.aspx>

COMMUNICATION SCIENCES AND DISORDERS COURSES

Please note: Prerequisites listed may be waived upon consent and permission of instructor.

- CSD 100 PREVENTING VOCAL ABUSE, MISUSE AND DISORDERS (1) Principles of the voice mechanisms, preventing vocal abuse, and promoting vocal health across the life span.
- CSD 101 PREVENTING HEARING LOSS (1) Assessment intervention, and prevention of permanent hearing loss caused by loud music and recreational and industrial noise.
- CSD 146 INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS (3) Classification of speech, language, and hearing disorders, diagnostic and treatment procedures; skills and responsibilities of the speech-language pathologist and audiologist.
- CSD 218 AMERICAN SIGN LANGUAGE I (3) Introduction to sign language; provides basic receptive skills; includes out-of-class practice.
- CSD 230 INTRODUCTION TO AUDIOLOGY (3) Basic measurement and evaluation of hearing loss; educational, social, and vocational problems of hearing-disabled individuals. Prerequisites: CSD 146.
- CSD 269 DEAFNESS AND SOCIETY (3) Explores the economic, social, psychological, and political aspects of the deaf culture and its interaction with the majority hearing culture. Prerequisite: 6 credits in communication sciences and disorders or child development.
- CSD 300 DEVELOPMENTAL CONSIDERATIONS IN THE ASSESSMENT AND TREATMENT OF LANGUAGE DISORDERS (3) Using a developmental framework to interpret problems in child language acquisition.
- CSD 341 ACOUSTICAL PRINCIPLES IN COMMUNICATION SCIENCES AND DISORDERS (3) Explores the fundamental concepts of acoustics as applied to individuals with communicative disabilities; special emphasis is placed on the acoustic analysis of speech.
- CSD 311 CLINICAL PHONETICS (3) Introduction to the description of speech patterns associated with communication sciences and disorders. The laboratory hours include transcription of live and recorded speech samples.
- CSD 318 AMERICAN SIGN LANGUAGE II (3) Review of basic signing, plus continued development of signing skills. Prerequisite: CSD 218.
- CSD 331 ANATOMY AND PHYSIOLOGY FOR SPEECH AND HEARING (3) Structure and function of the physical systems involved in speech and hearing, including respiration, phonation, articulation, perception, and neurology.
- CSD 431 NEUROANATOMICAL AND NEUROPHYSIOLOGICAL FOUNDATIONS OF COMMUNICATION DISABILITIES (3) This course discusses various modes of communication, including speech perception, speech production, reading, writing, and sign language. All levels of language processing are discussed, from the morpheme level (smallest unit of meaning) to the discourse level, including prosody. The major psycholinguistic and neurolinguistic models of and the basic neuroanatomy responsible for the major aspects of linguistic communication are investigated.
- CSD 433 AURAL REHABILITATION (3) Methods for improving receptive skills of persons with hearing impairments; clinical observation and practice. Prerequisite: CSD 230.

- CSD 442 INTRODUCTION TO DISORDERS OF ARTICULATION AND PHONOLOGY (3) Etiology, diagnosis and treatment of articulation disorders. Prerequisites: CSD 146, CSD 311, CSD 331.
- CSD 444 INTRODUCTION TO ORGANIC DISORDERS OF SPEECH AND LANGUAGE (3) Etiology, diagnosis and principles of treatment of stuttering, and of speech-language disorders having organic bases. Prerequisites: CSD 146, CSD 331.
- CSD 451 AN INTRODUCTION TO AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (3) Examination of assessment and intervention issues in augmentative and alternative communication techniques with persons with severe communication disorders. Prerequisite: CSD 146, CSD 300.
- CSD 459W PRINCIPLES OF CLINICAL MANAGEMENT IN COMMUNICATION SCIENCES AND DISORDERS (3) Survey of principles and practices for diagnosing, interviewing, counseling, treatment, reporting, and programming in Communication Sciences and Disorders. Prerequisite: CSD 146.
- CSD 462 CLINICAL BASES OF LANGUAGE DISORDERS (3) Description of pathological language and cognitive development, and principles of assessment and remediation among individuals with communication disorders. Prerequisites: CSD 300.
- CSD 495A SPEECH THERAPY PRACTICUM (1-6) Demonstration and practice in examination, diagnosis, and treatment of speech problems. Prerequisites: CSD 395W, CSD 442.
- CSD 496 INDEPENDENT STUDIES (1-18) Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.
- CSD 497 SPECIAL TOPICS (1-9) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.
- CSD 500 RESEARCH METHODS IN COMMUNICATION SCIENCES AND DISORDERS (1) Methodology necessary for understanding and conducting research in communication sciences and disorders. Prerequisite: 15 credits in communication sciences and disorders.
- CSD 520 PHYSIOLOGIC AND ACOUSTIC ISSUES IN SPEECH SCIENCE (3) Seminar in the physiologic and acoustic aspect of normal and disordered speech production. Prerequisite: 12 credits in communication sciences and disorders.
- CSD 540 PHONOLOGICAL DISABILITIES (3) Speech-sound production disorders in children and adults; methods of examination, diagnosis, and treatment. Prerequisite: CSD 442.
- CSD 541 THE VOICE AND ITS DISORDERS (3) Physical, physiological, and psychological bases of voice production; causes, nature, and symptoms of its disorders; current clinical methods in voice improvement. Prerequisite: CSD 444.
- CSD 542 STUTTERING (3) Modern theories of causes of disorders of rhythm, methods of examination, diagnosis, and treatment. Prerequisites: CSD 442, CSD 495A.
- CSD 543 CRANIOFACIAL ANOMALIES: CLEFT LIP AND CLEFT PALATE (3) This course enhances graduate students' understanding of the following topics: 1) velopharyngeal mechanism and function for speech production in individuals with and without cleft palate and craniofacial anomalies; 2) basic embryological development related to the lip and palate fusion process; 3) common genetic syndromes that involve cleft palate; 4) in-depth understanding of resonance disorders; and 5) assessment and treatment of resonance disorders.

- CSD 545 NEUROMOTOR DISORDERS OF SPEECH (3) Etiology and symptomatology of dysarthric and apraxic speech: diagnosis, treatment, and the team rehabilitative program approach to these disorders. Prerequisite: CSD 444.
- CSD 546 LANGUAGE DISORDERS IN ADULTS (3) Nature, etiology, diagnosis, and management of language disorders in adults. Prerequisite: 9 credits in communication sciences and disorders or related fields such as psychology, linguistics, or human development.
- CSD 547 LANGUAGE DISORDERS IN CHILDREN (3) Nature, etiologies, diagnosis, and management of language disorders in children. Prerequisite: CSD 300.
- CSD 548 DYSPHAGIA (3) Understanding the process of the swallowing mechanism and the management and treatment of swallowing disorders.
- CSD 549 SPEECH-LANGUAGE PATHOLOGISTS IN THE SCHOOLS (3) Topics concerning service delivery in the school setting; legislation related to service delivery, special education enrollment, collaboration, caseload management, special populations.
- CSD 550 SEMINAR IN COMMUNICATION SCIENCES AND DISORDERS (1-6) Advanced study of special problems and new developments in communication sciences and disorders.
- CSD 551 ASSESSMENT AND INTERVENTION IN AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (3) Research results in augmentative and alternative communication (AAC); implications for assessment, prescription of AAC systems, and intervention planning in AAC.
- CSD 596 INDIVIDUAL STUDIES (1-9) Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.
- CSD 597 SPECIAL TOPICS (1-9) Formal courses given on a topical or special interest subject which may be offered infrequently.
- CSD 895A SPEECH/LANGUAGE INTERVENTION (1-6) Instruction in and application of therapy procedures, including a weekly class and direct therapeutic intervention with individuals across the lifespan.
- CSD 895C SPEECH/LANGUAGE THERAPY EXTERNSHIP (7-15) Full-time clinical experience in speech/language intervention and assessment procedures at an off-campus site. Prerequisites: 45 credits in communication sciences and disorders and accrual of >200 clinical hours.
- CSD 895G SPEECH/LANGUAGE DIAGNOSTICS PRACTICUM (1-3) Instruction in and application of assessment procedures, including pre- and post-evaluation meetings and direct assessment with individuals across the lifespan.
- CSD 895I SPEECH PATHOLOGY MINI-PLACEMENT (1-6) Part-time clinical experience in speech/language intervention and assessment procedures at an off-campus site.
- CSD 600 THESIS RESEARCH (1-15)
- CSD 601 PHD DISSERTATION FULL-TIME
- CSD 602 SUPERVISED EXPERIENCE IN COLLEGE TEACHING (1-3 per semester, maximum of 6). Prerequisite: 40 graduate credits in CSD.
- CSD 610 THESIS RESEARCH OFF CAMPUS (1-15)
- CSD 611 PHD DISSERTATION PART-TIME

The Pennsylvania State University
Department of Communication Sciences and Disorders
Letter of Recommendation

Permission to Release Education Record Information

Name of Student _____

I give permission for _____ to write a letter of recommendation
on my behalf, and for the purpose of _____.

This letter can include the following information:

Please check all that apply:

- Grades
- GPA
- Class rank
- GRE scores

I waive my right to review a copy of this letter of recommendation now and in the future.

- Yes No

Please send letters of recommendation to:

Signature of student _____ Date _____

Instructions for the sponsor: Retain a copy of this waiver for your personal files, and mail the original,
along with the letter of recommendation, to the above listed address.

Adapted from the University of Utah website <http://www.sa.utah.edu/regist/FERPA/faculty/documents/msoE7>

SAMPLE PERMISSION FORM

Sample form for students to grant permission to faculty to discuss academic credentials for letters of recommendations or interviews. This form must be completed before a faculty member can discuss a particular student.

Date _____

I, _____ give my permission to _____
to discuss my academic credentials and his/her impressions of my academic, clinical and research work to
individuals who have a valid professional interest in my future endeavors on the telephone, through E-mail or
in written correspondence.

Signature

THE PENNSYLVANIA STATE UNIVERSITY
The Department of Communication Sciences and Disorders

Faculty Members and their Areas of Interest

Allison Barwise – AAC Research and Outreach Coordinator, M.S., Certificate of Clinical Competence- Speech-Language Pathology.

Amanda Byrd – Instructor of Communication Sciences and Disorders, M.S., University of North Carolina, Supervisor in Speech-Language Pathology. Certificate of Clinical Competence- Speech-Language Pathology.

Jessica Caron - Assistant Professor Communication Sciences and Disorders, Ph.D., Penn State University. Teaches course in language disorders, assistive technology, and augmentative and alternative communication. Research interests include augmentative and alternative communication, including literacy, mainstream technology use, and implementation science in order to translate improvement of outcomes for individuals with complex needs. Certificate of Clinical Competence – Speech-Language Pathology.

Sommar Chilton - Instructor of Communication Sciences and Disorders, M.Ed., University of Pittsburgh. Teaches undergraduate courses in sign language and deaf culture.

Kathryn D. R. Drager - Professor of Communication Sciences and Disorders, Associate Dean for Research and Graduate Education, Ph.D., University of Minnesota. Teaches courses in augmentative and alternative communication, autism, and research design. Research interests include augmentative and alternative communication (AAC) and applications for beginning communicators and individuals with severe disabilities, including effective interventions for individuals who require AAC and issues faced by the global community in AAC. Certificate of Clinical Competence - Speech-Language Pathology.

Jenna Eldreth – Academic Advisor of Communication Sciences and Disorders, M.Ed., Penn State University.

Nicole Etter – Assistant Professor of Communication Sciences and Disorders, Ph.D., University of Kentucky. Teaches graduate classes in voice and motor speech disorders. Research interest is related to orofacial somatosensation and low-level force assessments in healthy young and aging groups, as well as adult neurologically impaired populations. Certificate of Clinical Competence – Speech-Language Pathology.

Constance Kossan - Instructor of Communication Sciences and Disorders, M.A., University of Pittsburgh, Supervisor in Speech-Language Pathology. Certificate of Clinical Competence - Speech-Language Pathology.

Eileen Kowalski - Instructor of Communication Sciences and Disorders, M.S., Penn State University, Supervisor in Speech-Language Pathology. Certificate of Clinical Competence - Speech-Language Pathology.

Anne Marie Kubat – Instructor of Communication Sciences and Disorders, M.S., Indiana University of Pennsylvania. Supervisor in Speech-Language Pathology. Coordinator of the Speech and Hearing Clinic. Certificate of Clinical Competence – Speech-Language Pathology.

Ji Min Lee – Assistant Professor of Communication Sciences and Disorders, Ph.D., University of Wisconsin-Madison. Teaches graduate courses in assessment and treatment of individuals with craniofacial anomalies and undergraduate courses in acoustic principles. Research interests include examining and expanding the foundational science and principles of speech production and clinical application of those to speakers with speech disorders. Certificate of Clinical Competence – Speech-Language Pathology.

Janice C. Light – Hintz Family Chair of Children’s Communicative Competence and Professor of Communication Sciences and Disorders, Ph.D., University of Toronto. Teaches courses in augmentative and alternative communication. Research interests include augmentative and alternative communication for individuals with severe speech impairments.

Elise Lindquist – Instructor of Communication Sciences and Disorders, M.S., Minnesota State University. Supervisor in Speech-Language Pathology. Coordinator of externship placements. Certificate of Clinical Competence- Speech-Language Pathology.

Aarthi Madhavan – Assistant Professor of Communication Sciences and Disorders, Ph.D., University of Florida. Teaches introductory course for undergraduates and graduate course in swallowing. Research interests include evaluation of swallowing problems and their relation to cognition in aging community populations.

Kelsey Mandak – AAC Research and Outreach Coordinator, Ph.D., Penn State University. Certificate of Clinical Competence- Speech-Language Pathology.

Carol Miller - Professor of Communication Sciences and Disorders, Ph.D., University of Pennsylvania. Teaches courses in language development and research methods. Research interests include specific language impairment and auditory processing, and relationships between language development and other cognitive abilities, including theory of mind.

Annie Olmstead - Assistant Professor of Communication Sciences and Disorders, University of Connecticut. Research interests include speech and language change and learning in adults. She is specifically interested in how social interaction and context supports learning and flexibility in speech and language use.

Leslie Purcell – Instructor of Communication Sciences and Disorders, AuD, Salus University. Coordinator of the Hearing Clinic. Teaches undergraduate course(s) in Audiology. Clinical Supervisor in Audiology. Certificate of Clinical Competence-Audiology.

Michael Robb -Professor of Communication Sciences and Disorders, Ph.D. Syracuse University. Teaches graduate courses in phonological disorders and fluency disorders. Research interests include early vocal development, speech motor control, bilingualism, and stuttering. Certificate of Clinical Competence-Speech Language Pathology.

Barbara A. Roberts - Instructor of Communication Sciences and Disorders, M.S., Penn State University. Supervisor in Speech-Language Pathology. Coordinator, Augmentative and Alternative Communication Services. Certificate of Clinical Competence - Speech-Language Pathology.

Chaleece Sandberg — Assistant Professor of Communication Sciences and Disorders, Ph.D., Boston University. Teaches graduate courses in language disorders in adults. Research interests include optimizing treatment of language deficits after acquired brain injury, with a special interest in neuroplastic changes associated with successful therapy. Certificate of Clinical Competence - Speech-Language Pathology.

Navin Viswanathan – Associate Professor of Communication Sciences and Disorders, Ph.D., University of Connecticut. Teaches graduate courses in language sciences with a focus on theoretical issues and methodology. Research interests include the understanding of speech perception, production and their interplay in typical and atypical language users. In particular, he is interested in developing laboratory methodologies that study spoken language use under ecologically valid settings.

Kelly D. Webb - Instructor of Communication Sciences and Disorders, M.S., Penn State University. Supervisor in Speech-Language Pathology. Teaches undergraduate courses in clinical methods, professional issues, anatomy and physiology of the speech and hearing mechanism, and disorders of articulation and phonology, and graduate courses in neuromotor disorders of speech. Certificate of

Clinical Competence - Speech-Language Pathology.

Krista Wilkinson – Professor of Communication Sciences and Disorders, Ph.D., Georgia State University. Teaches graduate courses in language disorders in children. Research interests include early communication and language in learners with developmental and intellectual disabilities. Her main interests include vocabulary learning as well as the use of visual support in communication and education.

Diane Williams – Professor of Communication Sciences and Disorders, Department Head, & Program Director, Ph.D. Bowling Green State University. Teaches courses in language disorders in children. Research interests include language processing, reciprocal communication, social cognition, memory, and learning in autism spectrum disorders using behavioral measures and functional magnetic resonance imaging. Certificate of Clinical Competence – Speech-Language Pathology and Board Certification in Child Language and Language Disorders.

Courtney Wozetek - Academic Adviser of Communication Sciences and Disorders, M.Ed., Penn State University.

COURTESY APPOINTMENT

David McNaughton – Professor of Education (Special Education). Dr. McNaughton's teaching and research focuses on the development of effective educational programs for individuals with severe disabilities. He is especially interested in the effective use of technology by individuals who use augmentative and alternative communication (AAC), and how AAC can be used to achieve important educational and vocational outcomes.

PROFESSOR EMERITI

Gordon W. Blood - Professor of Communication Sciences and Disorders, Ph.D., Bowling Green University. Taught undergraduate and graduate courses in stuttering, voice, cleft palate, and dysphagia. Research interests include perceptual analysis of organic voice disorders, attitudes and rehabilitation of individuals with laryngectomies, and hormonal stress reactivity in persons who stutter. Certificate of Clinical Competence - Speech-Language Pathology. Eli Lilly Fellow, W.K. Kellogg National Fellow; ASHA Fellow.

Ingrid M. Blood - Professor of Communication Sciences and Disorders, Ph.D., Bowling Green University. Taught undergraduate courses in aural rehabilitation and graduate courses in special auditory tests and electrophysiological audiometry. Research interests include the effects of aging on hearing, otitis media in early childhood, and central auditory processing. Certificate of Clinical Competence - Audiology. Eli Lilly Fellow; SENTAC Fellow; Penn State Administrative Fellow; Chair, Commission for Women, Penn State; Chair, International Council, Penn State. Committee for Institutional Cooperation, Big 10; Academic Leadership Fellow; ASHA Fellow.

Thomas A. Frank - Professor of Communication Sciences and Disorders, Ph.D., University of Wisconsin-Madison. Taught undergraduate courses in Introduction to Audiology, Aural Rehabilitation, and Preventing Hearing Loss. Research interests include noise induced hearing loss, hearing speech in noise, standardizing normal hearing, classroom acoustics. Certificate of Clinical Competence - Audiology; Fellow of the American Speech Language Hearing Association and the American Academy of Audiology.

Robert A. Prosek – Professor of Communication Sciences and Disorders, Ph.D., Purdue University. Taught courses in Anatomy and Physiology, Acoustical Principles in Communication Disorders, and Speech Science. Research interests include the perception of speech in noise, voice disorders classification, and speech quantification.