



LOYOLA

UNIVERSITY MARYLAND

**MASTER OF SCIENCE
IN
SPEECH-LANGUAGE PATHOLOGY**

CLASS OF 2020

GRADUATE HANDBOOK

Graduate Student Handbook
Department of Speech-Language-Hearing Sciences
Class of 2020

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Section I: Introduction

A. Purpose of Graduate Student Handbook

The Graduate Student Handbook outlines information about Loyola University Maryland and provides detailed information about program-specific policies and procedures. This program-specific information is in addition to the University-wide policies presented in the [Graduate Catalogue](#). The Master's Program in Speech-Language Pathology operates within the scope of the standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which is affiliated with The [American Speech-Language-Hearing Association](#) (ASHA).

Although this is an official and final document, revisions may be necessary across the students' enrollment in the graduate program. In the event of any changes, students will be informed via advising and/or electronic communication.

B. Policy Statement

The Loyola University Maryland [Graduate Catalogue](#) contains university-wide policies and procedures that pertain to all graduate students. Students are responsible for the information in the general sections of the Catalogue as well as the parts that pertain to the Master of Science in Speech-Language Pathology program. This Student Handbook supplements the Catalogue and, in general, provides information not found in it. However, if the Handbook and Graduate Catalogue contain different information, the latter takes precedence.

C. ASHA and CAA

The [American Speech-Language-Hearing Association](#) (ASHA) is the national professional, scientific, and credentialing association for members and affiliates who are audiologists, speech-language pathologists, speech, language, and hearing scientists, audiology and speech-language pathology support personnel, and students. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) accredits eligible clinical doctoral programs in audiology and master's degree programs in speech-language pathology. Together, these two entities work to maintain the integrity of practicing SLPs and the graduate programs that train them.

D. Program Agreement Form

All students are asked to read, sign, and return a Program Agreement Form (see Appendix A) which explains the mission of the master's program and outlines terms to which students agree by enrolling in the program.

E. Compliance Agreement

The Graduate Student Handbook in conjunction with Loyola University Maryland's graduate catalogue comprise a working contract between the student, the program, and the University. Adherence to the policies, procedures, and expectations outlined in each is expected of all students, faculty members, and staff. Please read, sign, and return the forms in Appendices B, C, and G to verify that you have received and read the Graduate Student Handbook, reviewed Loyola's policy on academic standards and dismissal, and reviewed the Essential Functions.

Section II: About Loyola University Maryland and the Master's Program

A. Core Values at Loyola University Maryland

From the time of their founding four-and-a-half centuries ago, Jesuits — beginning with their founder, St. Ignatius Loyola — have had a distinctive way of looking at life. Their characteristic Ignatian worldview has permeated their educational and spiritual apostolates and has been shared with hundreds of thousands of women and men formed by Jesuit teaching and pastoral care. This Ignatian worldview includes the following characteristic notes or emphases: 1) openness and enthusiasm toward the whole of God's richly diverse creation and for the human person as its crowning glory; 2) hopefulness and pragmatism in seeking graced solutions to life's challenges through creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness; 3) sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert a real influence on their world and one another for good or for evil; and 4) commitment to a life of growing integrity and increasing service to God and others after the Gospel model of Jesus Christ.

As a Jesuit, Catholic university founded in 1852, Loyola University Maryland adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola's Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the University joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining. One of the particular ways in which Loyola preserves its religious heritage while recognizing and incorporating the necessary openness to pluralism which is characteristic of American higher education today is by encouraging all of its constituents to cultivate and to live by the following core values: academic excellence, focus on the whole person, integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

B. University Vision

The education of men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God, represents the enduring aspiration of Loyola University Maryland. That ideal, first elucidated by Saint Ignatius of Loyola, founder of the Society of Jesus and namesake of this University, continues to guide Loyola as it strives to lead students, faculty, staff, alumni, and friends forward to the promise of an examined life of intellectual, social, and spiritual discernment.

In pursuing these goals, Loyola asserts a bold ambition: that the University will be the leading Catholic, comprehensive university in the United States. The standards by which we measure that achievement will be many: the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate; the scholarly achievements of the faculty; the recognition of peers; the intellectual and professional attainments and generosity of spirit of the alumni.

Loyola will do so by providing undergraduate students with a liberal education that transforms them, that ensures they place the highest value on the intellectual life, and that instills in them an understanding that leadership and service to the world are intimately connected. Likewise, Loyola will be a recognized leader in graduate education, offering programs which are responsive to the needs of the professional and academic communities it serves, inspiring its graduate students to leadership, and inculcating in them the knowledge that service to the larger world is a defining measure of their professional responsibilities fully understood. In all of this, Loyola University Maryland will remain ever mindful of the Jesuit precept that the aim of all education ultimately is the ennoblement of the human spirit.

C. Graduate Program in Speech-Language Pathology Vision Statement

The Department of Speech-Language Pathology will be a recognized leader in graduate education, offering an accredited Master of Science program which is responsive to the needs of the professional and academic communities it serves. The Department will prepare qualified, compassionate individuals for careers inspiring them to become leaders who seek to improve the lives of individuals with communication disorders by recognizing the unique qualities of each client and demonstrating respect for the communities in which they live.

D. Graduate Program in Speech-Language Pathology Mission Statement

The Graduate Program in the Department of Speech-Language-Hearing Sciences provides an ASHA-accredited path of study within the Jesuit tradition defined by challenging coursework and faculty mentors who assist students in acquiring the tools necessary to be discerning and knowledgeable speech-language pathologists who will lead and serve in a diverse and changing world. Through academic coursework, mentorship by dedicated faculty members, and clinical experiences across a variety of settings, students will master the professional skills they need to become effective and compassionate advocates for persons with communication disorders.

E. Accreditation

The Master of Science program in Speech-Language Pathology at Loyola University Maryland is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Md. 20850, 800-498-2071/800-498-2071 FREE or 301-296-5700/301-296-5700 for the time period of April 1, 2012 - March 31, 2020.

Section III: Policies and Procedures

The goal of the graduate program in Speech-Language Pathology is to provide an educational experience through which students may develop as confident, competent, and ethical speech-language pathologists who meet the Program's expectations and the standards established by The American Speech-Language-Hearing Association's Council for Clinical Certification (CFCC) in Audiology and Speech-Language Pathology. To meet these requirements, students are expected to learn and practice appropriate professional and ethical behaviors. The Department of Speech-Language-Hearing Sciences reserves the right to define professional competence and behavior, to establish standards of competence, and to evaluate students in regard to them. Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to be eligible for federally funded financial aid or University scholarships. Good standing is defined as:

- Continued full-time enrollment
- Satisfactory academic progress, a GPA above 3.0, and no grades lower than 'B-'
- Satisfactory performance in clinical practica
- Satisfactory performance on knowledge and skill competencies
- Behavior that leads to professional competence and positive interpersonal and professional relations
- Appropriate professional/ethical conduct and attitudes

Students are evaluated regularly in all of these areas within academic and clinical courses. In addition, faculty submit evaluations of students at mid and end points of each semester.

A. Academic Integrity

The Department of Speech-Language-Hearing Sciences adheres to the University-wide regulations and policies on Academic Integrity. Additional information can be found in the [Graduate Catalogue](#). The entire description of Academic Integrity as well as the Student Pledge to Uphold Academic Integrity can be found in Appendix C.

Loyola University Maryland is dedicated not only to learning and the advancement of knowledge, but also to the development of ethically sensitive, socially responsible persons. The University seeks to accomplish these goals through a sound educational program and encourages maturity, independence, and appropriate conduct among students and faculty within the University community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola University Maryland in all respects.

Faculty members are responsible for presenting syllabi with information about all coursework, including projects, examinations, and other assignments. At the first class meeting, faculty members should remind students of the standards of behavior and conduct to which students are expected to adhere. Students at Loyola are citizens of an academic community that conducts itself according to an academic code of honor, following the Jesuit ideals of *cura personalis* and keeping within the school motto, "Strong Truths Well Lived."

All students of the Loyola community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The University's goal is to foster a trusting atmosphere that is ideal for learning. In order to achieve this goal, every student must be actively committed to this pursuit and its responsibilities. Thus, all students have the right, as well as the duty, to expect honest work from their colleagues. From this, students will benefit and learn from the caring relationships that the Loyola community trustfully embodies. All registered students of Loyola University Maryland are bound to uphold

the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity at Loyola include, but are not limited to: cheating, stealing, lying, forgery, plagiarism, and duplicate submission. Please refer to the [Graduate Catalogue](#) for additional information, descriptions of each offense, and procedures for a violation of Academic Integrity.

All reported violations of academic integrity will be brought before the departmental Academic Standards Committee for review. The range of sanctions available for academic dishonesty includes reduced grades, failure of a course, suspension, or dismissal from the program. If the course grade is *F*, then the student is automatically dismissed from the program.

B. Standards of Conduct

As a Catholic university in the Jesuit tradition, Loyola strives to nurture the formation of “men and women for others” and to provide an atmosphere of *cura personalis*, care for the whole person, so that each individual can realize his or her full potential. All members of the Loyola community have the right to be treated with courtesy and respect. In this spirit, Loyola espouses the highest ethical standards and expects students, faculty, administrators, and staff to conduct themselves in a manner that upholds these principles. There are several general areas in which these Standards of Conduct apply: official University-wide policies, legal regulations, specialized professional codes of ethics, and generally acceptable standards of personal conduct. Please refer to the [Graduate Catalogue](#) for additional information.

All reported violations of the standards of conduct will be brought before the departmental Academic Standards Committee for review. Warnings, suspensions, and dismissals are possible penalties for violations of standards of conduct.

C. Academic Standards

Consistent with University policy in the [Graduate Catalogue](#), graduate students in Speech-Language Pathology must maintain a B (3.000) average. Students who fall below this level of achievement will be placed on academic probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. Students who receive one grade of C+ (2.330) or lower will be placed on academic probation. The accumulation of two grades of C+ (2.330) or lower during the program or the receipt of one F (0.000) will result in dismissal from the program. Dismissal may also result from excessive withdrawals, academic dishonesty, or other unethical or unprofessional conduct reflecting upon a student’s ability to enter into the professional field of Speech-Language Pathology. Students are not permitted to be on academic probation for more than one semester across their Master’s degree program. If a student is dismissed from the program and has been performing at a satisfactory level in the clinical practicum, the student may count all clinical hours earned during the semester up to the point of dismissal. If the student has been performing at an unsatisfactory level in the clinical practicum, the student will not be allowed to count any clinical hours earned during the semester of dismissal.

The student will be removed from probation if no grades below B- are received in the semester of probation, and/or the identified area(s) of need has been rectified to the criteria established by the Academic Standards Committee. As stated above, please note that students are not permitted to be on academic probation for more than one semester across their Master’s degree program.

A student may request a withdrawal from academic and/or clinical courses no later than the date reflected in the academic calendar and receive a grade of *W*. The university-wide withdrawal policy can be found under the Grades section of Academic Regulations and Policies in the [Graduate Catalogue](#). In addition, if a student withdraws from clinical practicum courses and has been performing at a satisfactory level, the student may count all clinical hours earned during the semester up to the point of withdrawal. If the student has been performing at an unsatisfactory level, the student will not be allowed to count any clinical hours earned during the semester. All withdrawals must be approved by the Graduate Program Director in

consultation with the Academic Standards Committee. The record of any student who has received more than one *W* will be reviewed by the Academic Standards Committee prior to continuance in the program. (See below for information on Leave of Absence.)

Students may also be placed on academic probation due to less than satisfactory performance in clinical courses. All final clinical course grades are recorded as P (pass) or F (fail), and students are evaluated using a KASA grading scale, which utilizes a scale of 1-5. Student performance is assessed in five competency areas: Interpersonal Skills, Evaluation, Intervention, Documentation, and Professional Behavior/Essential Functions.

The Internship KASA Grading Form can be found in Appendix D. In Internship courses, students are expected to pass all 5 competency areas evaluated in each clinical course. Consequences for failure to do so are listed below:

Clinical Internship (SP 632, SP 633, SP 634, SP 642):	
Number of competencies passed*	Consequence
4/5	Remediation via Academic Standards/Clinical Support Meeting
3/5	Academic probation via Academic Standards Meeting
0-2 /5 (Fail)	Failure and dismissal from program via Academic Standards Meeting

*In the event less than 5 competencies are addressed, these ratings will be adjusted accordingly (i.e., 3/4= remediation; 2/4 = probation; 0-1/4 = failure).

The Externship KASA Grading Form can be found in Appendix E. In Level A externship experiences, students must earn an average grade of 3.30 or better in order to pass; in Level B externship experiences, students must earn an average grade of 3.50 or better in order to pass. See section III.E.5 for additional information about Level A and Level B experiences.

Clinical Externship (SP 635, SP 637, SP 648):	
Level	Consequence
Level A or B, less than 3.0 in one competency	Remediation via Academic Standards/Clinical Support Meeting
Level A or B, less than 3.0 in more than one competency	Referral to Academic Standards Committee, possible academic probation
Level A, less than 3.30	Failure and dismissal from program via Academic Standards Meeting
Level B, less than 3.50	Failure and dismissal from program via Academic Standards Meeting

Clinical Externship (SP 635, SP 637, SP 648):	
Level	Consequence
Level A or B, less than 3.0 (60%) in one competency	Remediation via Academic Standards/Clinical Support Meeting
Level A or B, less than 3.0 (60%) in more than one competency	Referral to Academic Standards Committee, possible academic probation
Level A, less than 3.30 (66%) overall	Failure and dismissal from program via Academic Standards Meeting
Level B, less than 3.50 (70%) overall	Failure and dismissal from program via Academic Standards Meeting

In the event of probation and/or unsatisfactory performance, a student will have a *Clinical Support Meeting*, an *Academic Support Meeting*, or an *Academic Standards Committee (ASC) Meeting*. Please see below for the content of each type of meeting. Meetings occur at midterm and final (final meetings may occur at the beginning of the subsequent semester). At that time, an individual remediation plan will be developed to help the student progress academically and/or clinically (successful completion of remediation will not affect the course grade). Remediation plans may include additional assignments/assessments requiring the student to demonstrate competency in areas of need.

In addition to academic performance, students must maintain professional standards of behavior as outlined in the ASHA Code of Ethics (Appendix F) as well as the Essential Functions documents (Appendix G) (**NOTE:** a student must be registered with Disability Support Services (DSS) to receive accommodations.) As stated previously, any unprofessional or unethical conduct may result in probation and/or dismissal from the program. Any student thought to be at risk academically, clinically, or behaviorally will be brought before the Clinical Support Committee and/or the Academic Standards Committee.

- a. *Clinical Support Meeting (Internship/Externship)* – occurs when the concerns are primarily clinical and will be held for (a) first-year students who may not pass one area of competence (in one or more courses) or (b) for second year students receiving a midterm grade of less than satisfactory. The Internship or Externship Director will convene a *Clinical Support Meeting*, involving affected clinical supervisors, as appropriate, and the student to discuss concerns and develop a remediation plan. The Graduate Program Director will be available but is not required to attend these meetings.
- b. *Academic Support Meeting* – occurs when the concerns are primarily academic (e.g., low grades or concerns with essential functions). The Graduate Program Director will convene an *Academic Support Meeting*, involving affected faculty, as appropriate, and the student to discuss concerns and develop a remediation plan.
- c. *Academic Standards Committee (ASC) Meeting* – occurs for clinical and/or academic concerns of greater severity (see below), which may result in academic probation or dismissal. The Graduate Program Director will convene an *ASC Meeting* involving all members of the ASC, as appropriate, and the student to discuss concerns and develop a remediation plan. ASC meetings will be held for various reasons, including, but not limited to:
 - i. failure of a course
 - ii. violations of academic integrity
 - iii. violations of ASHA’s Code of Ethics
 - iv. serious concerns with Essential Functions
 - v. concerns across academic and clinical courses
 - vi. passing 0-3/5 competencies on clinical KASA Grading Form (Internship and Externship)
 - vii. low course grades (less than a B-)
 - viii. withdrawal from a course (academic or clinical)

D. Appeal Processes

1. Grade Review and Appeal

A student who has reason to question the accuracy of a grade should refer to the Grades section of the [Graduate Catalogue](#) for information about the process for grade review and appeal, specifically in relation to deadlines for submitting the request. Please note that a grade review must occur prior to a grade appeal. As noted in the catalogue in relation to grade appeal, “The student must request a review of the grade no later than 10 business days after the beginning of the subsequent fall semester for

summer courses or spring semester for fall courses, and no later than 10 business days after final grades are due for spring semester courses.” In addition, please note that all grade appeals must be completed prior to graduation, consistent with University policy. No changes will be made to grades (regardless of reason) after a student has graduated.

2. Dismissal Appeal

It is the student’s responsibility to make certain that the minimum GPA requirement of 3.0 is maintained. Students who fall below this level of achievement will be placed on academic probation. Failure to raise the cumulative GPA to 3.0 will result in dismissal from the program. Additionally, the receipt of one F will result in dismissal from the program. Dismissals may also result from excessive withdrawals, academic dishonesty, or other unethical or unprofessional conduct reflecting upon a student’s ability to enter into the academic or professional field in which the degree is being offered. A student has the right to appeal an academic dismissal. For details about the appeal process, students should refer to the [Graduate Catalogue](#) section on Academic Standards and Dismissal. Please note that if a dismissal involves a grade appeal, then both the appeal of the dismissal and the grade appeal must be filed no later than 30 days after the close of the semester.

E. Code of Ethics

All students are expected to abide by ASHA’s Code of Ethics. According to ASHA (2016), “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... The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions.” Please refer to Appendix F or [here](#) for the complete document.

Any student thought to be at risk academically, clinically, or behaviorally related to the ASHA Code of Ethics may be brought before the Clinical Support Committee and/or the Academic Standards Committee. As stated previously, any unprofessional or unethical conduct may result in probation and/or dismissal from the program.

F. Essential Functions

The Speech-Language-Hearing Sciences Department adopted the inventory of essential skills created by CAPCSD which were deemed necessary to function within the clinical profession of speech-language pathology; these are known as the Essential Functions. This document will be used as a tool to help students, professors, and clinical supervisors identify areas of need related to becoming a professional in speech-language pathology. This document will be provided to students for review at the beginning of the first year. In addition, it is posted [here](#) and in Appendix G. If after reading the Essential Functions document a student becomes aware that s/he may need accommodations to successfully complete the program, many Loyola University Maryland resources are available. It is the student’s responsibility to access these services and provide appropriate documentation to the Department of Speech-Language-Hearing Sciences as required. Please note that many of the specific skills will be taught during the student’s educational career; however, students will need to have the motor, intellectual, cognitive, professional, interpersonal, and sensory capabilities to successfully acquire them.

Any student thought to be at risk academically, clinically, or behaviorally related to the Essential Functions may be brought before the Clinical Support Committee and/or the Academic Standards Committee. As stated previously, any unprofessional or unethical conduct may result in probation and/or dismissal from the program.

G. Leave of Absence

As noted in the [Graduate Catalogue](#), a student requiring a leave of absence must make a request in writing to the program director. The student will then receive written permission by the program director, in consultation with the Academic Standards Committee, for the leave of absence for a specified period of time. The terms under which the student returns are stated in the letter from the program director. Students on an approved leave of absence are not permitted to engage in academic coursework (thesis, dissertation, etc.) and/or work with faculty during this period of separation. (Note: Students receiving financial aid should see [Student Status Changes under Financial Aid](#).)

H. Remediation

Each course, both academic and clinical, will assess ASHA knowledge and skills. Students are required to achieve a passing grade (i.e., B- or score of 80 in academic courses; score of 3 in clinical courses) or better on each of these assessments in order to meet ASHA standards. Students failing to attain this criterion will be provided with a remediation plan and an additional attempt to pass the competency. No more than 3 attempts will be allowed to pass a single competency. Remediation could include rewriting the assignment or paper, additional research, and/or additional assignment, contingent on the area(s) identified as deficit. Consistent with ASHA guidelines, remediation does not imply a grade change; that is, upon satisfactory completion of a remediation plan the assignment and/or course grade will remain the same. For students failing to pass the competency, a referral to the academic standards committee will be made, and a remediation plan will be developed. The student is obligated to meet the specifics of the remediation plan within the timeline presented. Failure to do so may result in a sanction.

I. Complaint Process

1. Student Complaints

A student who has a complaint regarding any component of the graduate program (i.e., academic courses, internship courses, externship courses) should contact the Graduate Program Director, [Dr. Janet Preis](#) for support and instruction on how to proceed. Typically, internship course complaints are addressed by the Division Director of the Loyola Clinical Centers, [Ms. Kara Vincent](#); externship course complaints (including those regarding on-site supervision) are addressed by the Externship Director, [Ms. Danielle \(Dede\) Matrangola](#). If a student is unsatisfied with the process or outcome at any of these levels, she is encouraged to contact the Department Chair, [Dr. Lisa Schoenbrodt](#).

2. American Speech-Language Hearing Association (ASHA) Policy on Complaints

Complaints about the accreditation standards as outlined by ASHA, the speech-language pathology graduate program in general, or the faculty or clinical supervisors should be addressed with the Program Director, [Dr. Janet Preis](#). All complaints will remain confidential. If complaints cannot be taken care of internally, the complainant should send their grievance to the American Speech-Language Hearing Association. 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, MD 20850. The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. Specific procedures and a timeline can be found [here](#).

J. Inclement Weather Policy

On occasion, inclement weather and other crises occur which require Loyola University to open late, close early, or close for a short or extended period of time. In the event of a late opening, students are required to attend class at the "start time" of the University's opening (e.g., if the University is opening at 10am, the

student WILL attend a typically scheduled 9:30 am - noon class commencing at 10am and ending at its typical time [i.e., noon].) In the event of early closing, students are required to attend class up until the “end time” of the University’s closure (e.g., if the University is closing at 2:00pm, the student will attend a typically scheduled 1:00 - 3:30pm class until the University closing time of 2:00pm). If the timing is otherwise, the course instructor will contact the students via Moodle or e-mail. Students are, however, encouraged to use discretion related to personal safety while travelling. In the event of an absence, students are required to notify the instructor.

In the event of closure, it is the faculty’s obligation to make alternate arrangements for course content (e.g., recorded lecture; additional assignments). It is the student’s obligation to check Moodle for this information and to complete it within the given time frame. Do NOT assume, however, that due dates for assignments are changed from the syllabus unless specifically noted by the course instructor. In the event of an extended closure, consistent with University policy, it is expected that the instructor will maintain communication via Moodle and will construct alternative ways to achieve the learning aims of the course (e.g., on-line discussions, video links, readings, assignments, on-line quizzes, etc.). Please be advised that this is a University decision made by the Vice President for Academic Affairs to which the Department must adhere. In conclusion, in the event of inclement weather and/or an extended school closing, it is the responsibility of a course instructor to maintain contact with the students via Moodle; and it is the responsibility of the student to check Moodle frequently and adhere to these communications.

The Loyola Clinical Centers conforms to the University policy for delays and closing, which can be accessed via the University’s web site (www.loyola.edu), or by calling 410-617-2000. That information will also be recorded on the main clinic phone number (410-617-1200) as soon as possible. If the University is closed, all Clinic activities are canceled, including client appointments, and supervision meetings, without exception.

For students in an off-campus externship placement the inclement weather policy will follow that of the particular facility and not adhere to the Loyola delays and closings. Students are, however, encouraged to use discretion related to personal safety while travelling. Students will be expected at the start of the semester to familiarize themselves with the facility’s policies and procedures, particularly regarding inclement weather procedures. It is recommended that the student keep the on-site supervisor’s contact information such as cell, email, or home phone on hand in case of any emergency that precludes a student’s arrival to the externship site at the prearranged time. Students are expected to communicate questions about attendance during inclement weather directly to the onsite supervisor.

K. Attendance Policy and Missed Exams/Assignments

For academic and clinical courses, attendance will be taken during each class/day. Excused absences include illness, family emergency, death in the family, religious observances that require attendance at the specific day and time, and others as approved by the instructor. (Note: A student must provide a doctor's note for an illness to be considered an excused absence.) All other absences will be unexcused. Excessive absences may result in failure of the course. Additional information about absences is provided on course syllabi.

Students unable to attend an exam or presentation due to severe illness or other unusual hardship must notify the instructor IMMEDIATELY. Any make-up assignments will be taken and completed at the convenience of the instructor in a manner and format of her discretion. Documentation for the absence will be required.

Section IV: Master's Degree Program Overview

Graduate students in Speech-Language Pathology will be expected to meet all [knowledge and skill competencies required for certification](#) by the Council on Clinical Certification (CFCC) of the American Speech-Language-Hearing Association. The competencies will be met through successful completion of academic coursework and clinical practica.

The academic and clinical curriculum is designed to guide the student to achieve the knowledge and skills required for independent practice as a speech-language pathologist and to meet all standards for certification set out by the Council on Clinical Certification of the American Speech-Language-Hearing Association (ASHA). This is accomplished through a carefully designed series of courses and clinical practica that enable the student to develop the critical analysis skills to evaluate the best available evidence to support practice decisions, balanced with content and courses that emphasize both the scientific and humanistic aspects of the lives of their future clients.

A. Prerequisites

ASHA requires all students to have prerequisite skills and knowledge of biological sciences, physical sciences (i.e., physics or chemistry), behavioral sciences, and statistics. The intent of this standard is to require students to have a broad liberal arts and science background, in addition to knowledge of life sciences and physical sciences specifically related to communication sciences and disorders. Fulfillment of these prerequisite courses must be demonstrated through transcript credit and must be completed prior to graduation from the graduate program. See ASHA's description of these requirements [here](#).

Students who need to fulfill the prerequisite requirements are required to do so prior to graduation from the graduate program. Courses can be taken online, at a community college, or through online exams, such as the [College Level Examination Program \(CLEP\)](#). All coursework is subject to approval.

B. Registration (WebAdvisor)

Registration is completed online through [WebAdvisor](#). Each semester, the Director of Program Operations will notify students for which academic and clinical courses they should register. Web registration is open for a specified amount of time. Students who do not register during this enrollment period will need to fill out a registration form available in the office of the Director of Program Operations. It is the student's responsibility to assure that s/he is officially registered for all academic and clinical experiences via WebAdvisor each semester; the Records Office will not allow students to add or drop courses beyond the posted drop/add dates.

C. Waiver Policy

Any request for a review of course material for the purpose of a course waiver must be submitted to the Director of Program Operations prior to the first class meeting that the course of interest is offered. The student must have earned a grade of B or higher in the class for the credit to occur. Students may also need to produce course projects and papers to support their syllabi. There is no tuition reimbursement for a waived course. Consistent with University policy, no more than 9-12 credits will be considered for waivers or transfers. Please note that a student is allowed to Audit a course with permission of the Graduate Program Director. Additionally, students will be responsible for all course content on the comprehensive exam, regardless of waiver status.

D. Academic Advising

Students will participate in monthly advising meeting with the Graduate Program Director, Clinical Division Director, and/or Externship Director; additional meetings will be scheduled as needed. During these sessions, policies and procedures will be reviewed, expectations will be discussed, and important information will be disseminated. Students are also able to request advising on an individual basis

throughout the graduate program. It is imperative that students meet with their advisor immediately in the event of academic difficulty or personal issues impacting participation in the program.

E. Academic Curriculum

Loyola University of Maryland provides an ASHA accredited professional training program which adheres to the 2014 Standards for the Certificate of Clinical Competence in Speech-Language Pathology (see <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>) for acquiring knowledge and skill required for entry into the profession of speech language pathology. Student credit hours will be earned through prescribed academic and clinical course work offered across 5 consecutive semesters (fall, spring, summer, fall, spring) in a designated course sequence on a full-time basis only. Students will typically be enrolled in 9 credits of academic courses (typically 3-4 courses) per semester and will attend classes all day on Monday at the Columbia Campus. The remaining 4 days of the week are designated for clinical courses: internship courses in the first year, externship courses in the second year. Students will be enrolled in a clinical course(s) during their third semester (i.e., summer) at either the internship or externship level, depending on clinical need, externship availability, and the student's level of performance.

Once enrolled, please refer to the respective syllabi for specific course guidelines and required text(s), including internship and externship clinical courses. Students are responsible for the content of each course syllabus. Information for all courses is housed on Moodle.

The Graduate curriculum is designed to satisfy the 2014 Standards (see above link) including knowledge and skills related to the “Big Nine” areas, which are as follows (See [ASHA Standards IV-C and IV-D](#)):

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics, prelinguistic, communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, executive functioning)
- social aspects of communication (e.g., behavioral and social skills affecting communication)
- augmentative and alternative communication modalities (e.g., oral, manual, assistive technologies)

Students will acquire skills in Evaluation, Intervention, and Interaction and Personal Qualities (see Standard V-B) across the nine major areas listed above. Consistent with ASHA, these skills may be developed and demonstrated by direct client/patient contact in clinical experiences, academic course work, labs, simulations, examinations, and completion of independent projects.

In addition, the Graduate curriculum addresses knowledge of standards of ethical conduct, research and its integration into evidence-based clinical practice, contemporary professional issues, and regulations and policies relevant to practice (see Standards (IV-E, F, G, H)).

Academic Courses and Course Sequence (subject to change)

First Year

Fall

- SP 601 Language Disorders: Aphasiology (3 cr.)
 - SP 602 Language Disorders: Infancy through Early Childhood (3 cr.)
 - SP 613 Advanced Topics: Articulation and Phonological Disorders (2 cr.)
 - SP 646 Tests and Measurements in SLP (1 cr.)
 - SP 660 Professional Practice Seminar I (1 cr.)
- Students will also enroll in internship clinical courses, SP 632 and/or SP 633 (3-5 cr.)

Spring

- SP 624 Language and Literacy Disorders: School-Age Population (3 cr.)
 - SP 625 Research Methods and Design (3 cr.)
 - SP 666 Dysphagia: Evaluation and Management (3 cr.)
 - SP 661 Professional Practice Seminar II (1 cr.)
- Students will also enroll in internship clinical courses, SP 632 and/or SP 634 (3-5 cr.)

Summer

- SP 612 Aural Habilitation: Child and Adult (2 cr.)
 - SP 645 Multicultural Issues in SLP (1 cr.)
 - SP 704 Cognitive-Communication Disorders: Adult (3 cr.)
 - SP 662 Professional Practice Seminar III (1 cr.)
- Students will also enroll in a clinical internship or externship course(s) (3-4 cr.)
- * *Thesis option students may enroll in SP 616 (Independent Study).*

Second Year

Fall

- SP 604 Voice Disorders (3 cr.)
 - SP 643 Autism Spectrum Disorders (2-3 cr.)
 - SP 715 Motor Speech Disorders (3 cr.)
 - SP 663 Professional Practice Seminar IV (1 cr.)
- Students will also enroll in an externship course (3-4 cr.)
- * *Upon approval of thesis, all thesis option students must enroll in SP 657 (Thesis Seminar). This course must be repeated for credit throughout the research process.*

Spring

- SP 617 Fluency Disorders (2 cr.)
 - SP 650 Augmentative and Alternative Communication (2 cr.)
 - SP 664 Professional Practice Seminar V (1 cr.)
- Students will also enroll in an externship course (3-4 cr.)
- Spring electives TBD (choose 1-3, 1-credit courses)

Additional Courses (Optional; require approval from the Graduate Program Director)

- SP 616 Independent Study in Speech Pathology (1-3 cr.)
- SP 657 Thesis Seminar (3 cr.)

F. Clinical Curriculum: Requirements, Internships, and Externships

1. Requirements for Clinical Coursework

As required by ASHA, all students must complete 400 total clock hours (observation and clinical practicum hours) of supervised Clinical Observation and Clinical Practica. In addition, students must, as noted by ASHA Certification Standard V-B, obtain a sufficient variety of supervised clinical experiences in different work settings and with different populations so that he or she can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology.

a. Clinical Observation (25 clock hours)

Prior to beginning initial clinical practicum, all students must complete a minimum of 25 observation hours under the direct supervision of an ASHA certified supervisor and must submit signed documentation of the completed 25 hours.

b. Clinical Practica (375 clock hours)

During the graduate program, students must accrue at least 375 hours of direct client/patient contact. According to ASHA, up to 20% (i.e., 75 hours) of direct contact hours may be obtained through Clinical Simulation (CS). No more than 50 of the required 375 hours can be counted from the undergraduate level, that is, a minimum of 325 clinical hours must be completed at the graduate level. Students are required to document these hours using clock hour tracking on Typhon. All clock hours must be submitted and approved no later than one week from the close of the semester. Failure to comply with this timeline is a violation of professional behavior and may result in lost hours and/or a referral to the Academic Standards Committee.

c. Practica Hours Breakdown

Students can expect to earn a minimum of 175 hours over their first three semesters, and the remaining 200 as part of their fall and spring externship experiences. While clinical hours vary across placements, our program is designed for all students to meet the minimum 375 hours of direct client/patient contact by graduation. Meeting this minimum prior to the end of the final semester does not eliminate the need to complete a full semester's placement, however, as students are required to demonstrate skills across the ASHA Scope of Practice in SLP as well as obtain the required number of hours. In other words, students must complete clinical placements all five (5) semesters to ensure both acquisition of knowledge and skills as well as the minimum number of hours.

2. Clinical Internship: Courses

Students are provided with supervised clinical experiences matched to their level of clinical expertise. Clinical faculty review student progress each semester to assess readiness for advancement to different types of clinical experiences. Students receive pass/fail grades during their clinical internship year as they rotate through different clinical sites (Belvedere, Columbia, community-based setting) over the course of two or three semesters, and all courses may be repeated for credit. The clinical courses follow the same timelines as the academic courses (see calendar in section II-A, for specific beginning and ending dates). Typically, each clinical course begins with orientation (1-3 weeks depending on the semester), includes approximately 12 weeks of therapy services (may be fewer weeks in summer), followed by a week to complete written documentation (referred to as "Writing Week").

During the clinical internship year, students are expected to attend all scheduled appointments (including those with supervisors, weekly staffing, and direct client sessions). Time management is a critical skill for clinical work, as is maintaining continuity of client care. Excused absences

include illness, family emergency, death in the family, religious observances that require your attendance at the specific day and time of class, and others as approved by the instructor.

Students will be assigned to most, if not all, of the following clinical courses during the first year of the program (Internship Year):

a. SP 632 Clinical Internship: School-Based

Introduces students to the professional practice of speech-language pathology/audiology, as well as the diverse populations and challenges found in the schools. Placement targets specific skill development in the professional domain (e.g., observation, data collection, equipment operation/maintenance, report writing, case development and presentation, case management) as well as individual and group clinical service delivery. Graduate clinicians participate in the development and implementation of assessment, treatment, counseling, and evaluation protocols with the clinical supervisor. (Pass/fail)

b. SP 633 Clinical Internship I

Students are introduced to the professional practice of speech-language pathology targeting the specific skills needed in the professional domain. Students learn about writing goals and objectives, data collection, report writing, case management, and use of equipment. Graduate clinicians participate in the development and implementation of assessment, treatment, and counseling with the clinical instructor. (Pass/fail)

c. SP 634 Clinical Internship II

An expansion of the skills achieved in SP633. Students continue to gain experience across varying communication disorders with diverse client populations. Emphasis is placed on increased independence and competence in the development and implementation of assessment, treatment, and counseling skills. Additional emphasis is placed on the application of academic coursework to clinical service delivery and the application of evidence-based practice. (Pass/fail)

d. SP 642 Clinical Internship III

Continued mastery of skills acquired in SP634. Students work with diverse client populations/disorders which may include some specialty intervention groups. Students continue to achieve independence and competence in clinical assessment, intervention and counseling skills as they work more collaboratively with clinical instructors. (Pass/fail)

e. In addition, all students will enroll in a series of five seminars throughout the program which address a variety of issues that connect academic content to clinical practice. The courses are **SP 660-664 Professional Practice Seminar I-V** (pass/fail).

3. Clinical Internship: Clinic Descriptions and Locations

a. Loyola Clinical Centers (LCC) – The Margaret A. McManus Speech, Language, and Hearing Clinic is located in Belvedere Square in Baltimore and serves Baltimore City and the surrounding counties (into Pennsylvania). It is considered a full-service center for children and adults experiencing a range of communication disorders. Housed within the clinic is the audiology suite. An interprofessional experience may be offered with psychology and audiology services with the Interprofessional Assessment Center (IAC). The interprofessional Center for Prevention and Rehabilitation of Brain Injury is also housed here.

LCC – Columbia Center is located in Columbia, MD. The Columbia Center serves individuals and families from both the Washington, DC and Baltimore areas ranging from infants to adults. Along with its full-service clinic, the Center houses a specialized voice clinic.

More information about the LCC and its programs can be found [here](#).

b. Additional Placements

The *School-Based* internship placement (SP 632) is held in Catholic schools as well as in other private/independent schools. Graduate students provide diagnostic and individual/group treatment services to school aged clients. This is an interprofessional experience which gives graduate students the opportunity to work in conjunction with the classroom teacher to develop lessons that target a variety of areas, including early literacy.

4. Clinical Internship: Expectations

- a. Students are expected to follow all protocols and practices delineated in the Loyola Clinical Centers (LCC) Procedures and Policy manual and folders on the [LCC SharePoint Site](#). Students are also expected to follow the clinical dates set on the graduate student calendar as well as specific requirements in each clinical syllabus. Students will access the manual and other clinical course information through the [LCC SharePoint Site](#) and course-specific Moodle sites.
- b. Students are expected to attend Professional Practice Seminar (15 hours per semester provided both in person and online, for all five semesters throughout the program). Expectations for attendance and assignment completion will be provided on the course syllabus.
- c. Students are expected to attend the Interprofessional Seminar generally held one time in the fall and spring semesters of the first year.
- d. Students are expected to attend 4 full days (i.e., 8 hours per day) of clinic each week, as assigned, with specific responsibilities according to the individual course. Each clinical course follows a syllabus and students are responsible for its content and for communicating with their assigned supervisors regarding daily expectations. It is expected that students participate in weekly meetings with clinical supervisors and complete assignments in the manner specified by each course and/or setting.

5. Clinical Externship: Courses

The Externship Program is designed for students who have successfully completed at least Clinical Internship I and II (i.e., SP 633 and SP 634). The goal is to provide a variety of professional experiences where students integrate information obtained from academic and clinical courses and achieve mastery of clinical skills necessary for the first post-graduate work experience as a Clinical Fellow. The externship year extends at least two semesters in off-campus settings with an experienced ASHA certified speech-language pathologist. Students will experience at least two different types of settings or client populations (i.e., educational, medical, other) over the course of their externship experience. Each experience is graded as a Level A or Level B, specific to the student's level of experience, to be determined by the Externship Director at the time of placement. The Externship Director will direct the placement process, approve all final grades and will be assisted by coordinators to provide oversight, supervision, support and advising to students and their placement supervisors throughout the semester.

In the spring semester of first year, students will be oriented to the externship placement process. They will learn about the various types of externship experiences and will be offered individualized advising to guide them through the application process where they have an opportunity to indicate

personal goals and preferences for placement type and location. Students are not permitted to solicit placements directly unless given express permission by the Loyola Externship Director. Tentative placements will be assigned on a rolling basis throughout the semester by the Externship Director following a thorough review of applications. Placement matches are based primarily on student need aligned with placement need and availability. Student preferences on placement type and location are strongly considered; however, flexibility is necessary to meet curricular, clinical, and professional needs. **No placement or type can be guaranteed.** Many placements are contingent on a competitive interview and the placement offer is at the discretion of the externship placement supervisor. In this case, the Externship Director assigns the opportunity to interview but cannot guarantee the placement will be granted. If the student does not receive the placement offer, a back-up placement or additional interview opportunity will be assigned. Once the clinical placement has been assigned and confirmed, students along with the externship placement supervisor will determine the weekly schedule.

For students who are seeking an out-of-state/out-of-area placement, they will need special permission in writing through the Externship Director as well as the Graduate Program Director. These students will assume additional responsibility in researching and securing their placement as well as maintaining academic commitments locally. Commuting for clinical placement is not an excuse for absence or delay in class attendance or meeting deadlines for assignments. For students in an off-campus externship placement the inclement weather policy will follow that of the particular facility and not adhere to the Loyola delays and closings. Students are, however, encouraged to use discretion related to personal safety while travelling. Students will be expected at the start of the semester to familiarize themselves with the facility's policies and procedures, particularly regarding inclement weather procedures. It is recommended that the student keep the on-site supervisor's contact information such as cell, email, or home phone on hand in case of any emergency that precludes a student's arrival to the externship site at the prearranged time. Students are expected to communicate questions about attendance during inclement weather directly to the onsite supervisor

The Loyola Externship Director and coordinators will monitor student progress throughout the semester and facilitate a midterm meeting either in person or by phone. In cases where additional intervention is necessary, externship coordinators are available for mediation and counseling to facilitate a successful experience for both student and placement supervisor. The Loyola Externship Director provides the overall supervision of the experience, which includes monitoring throughout the semester and final assessment of student performance, i.e., assigning a grade.

Based on the type of placement, students will register for one of the following clinical externship courses:

a. SP 635 Clinical Externship (2-4 Credits)

Provides speech-language pathology students with intensive, off campus experiences in clinical and medical settings. *Admission is based on application approval and tentative pending possible interview and acceptance by the externship site. (Pass/fail)*

b. SP 637 Clinical Externship: School-Based* (2-4 Credits)

Provides speech-language pathology students with comprehensive speech-language pathology experiences in school settings working with students ages birth to twenty-one years. Placements may include public, private, regular education, special education, day and/or residential settings. Focus is on current assessment and treatment models and methods in the

schools. Admission is based on application approval and tentative pending possible interview and acceptance by the externship site. (Pass/fail)

c. SP 648 Short-Term Intensive Clinical Externship (1-2 cr.)

Prerequisite: SP633, SP634. Provides students with an abbreviated advanced clinical practicum experience for a total of 8 hours or less per week. Students are typically exposed to a specialty area of practice in a real world or clinical research setting. (Pass/fail)

6. Clinical Externship: Expectations

a. Hours

Each externship placement is expected to yield a minimum of 100 hours for a full-time 15-week semester. The exception in a summer externship semester would be 70-80 hours minimum in at least a 10-week semester. Students are expected to complete at least 2 full time externship semesters. Hours available at each individual placement site may vary greatly each semester and students may be able to accrue many more than the minimum number of hours; however, in cases where students are low on hours from the start of the externship experience or are in a setting where census is low, the student will need to make every effort to adjust scheduling and request additional opportunities for hours at the placement if possible. Students should also consult with their assigned coordinator if a concern of hours arises during the placement.

b. State Licensing/ Certification

Before the start of externship year and as part of the Professional Practice Seminar course, students will be required to research the requirements of the license board and the board of education for any state(s) s/he plans to be working following graduation. Loyola adheres primarily to the ASHA guidelines for certification, and the state of MD of licensure, and is not responsible to be familiar with each state license board and board of education which may require particular types of externship experiences. Students need to educate themselves on any prerequisites and then confer with the Externship Director in order to arrange placements that will ultimately meet the state requirements. Students will need to sign a document stating they are informed in this process before the first externship placement will be assigned. Information on state requirements can be found on [ASHA's website](#).

c. Scholarship Recipients

In some instances, a student is awarded a scholarship that may require him/her to complete an externship at a specific site. The student needs to make arrangements in advance with the Externship Director to assure this can be fulfilled as part of the graduate program's training requirement. Loyola makes every effort but does not guarantee that placement assignments will match the scholarship requirement.

d. Out-of-State and Out-of-Area Placements

Because Loyola's SLP graduate courses are scheduled on one day of the week only (i.e., Monday), there is flexibility for students to complete externship placements at a distance from the main campus. Loyola has many affiliations with placements throughout the state of Maryland as well as out of state including Delaware, Virginia, Pennsylvania, New Jersey, and New York. In order for a student to be eligible for a placement out of state, they must first demonstrate a high level of competency in areas of academic, clinical, and professional performance during the first year. The student must consult with the Externship Director well in advance of the intention to complete an out-of- state externship. Students requesting any placement outside of the Baltimore-Washington area will be expected to do the research to find that placement. The student is ultimately responsible for finding the site and providing contact

information to the Externship Director. The Externship Director will review feedback from academic professors as well as clinical supervisors and consider placement demands and off campus supervisor needs in order to determine whether the situation is appropriate for that student. Final approval for an out-of-state externship is based upon the discretion of both the Externship Director and the Graduate Program Director and requires signed approval from both. Although the student will be taking the lead on placement solicitation for out of area/ state placements they will be guided and supported by the Externship Director throughout the solicitation process. Placements must receive final approval by the Externship Director before they can be confirmed.

e. Off-Campus Placement Prerequisites and Expenses

Externship placements must adhere to the industry standard as they do with employees when hosting any student for the semester. Requirements for “employment” of a student may vary from CPR training to background checks with fingerprinting and drug testing, to immunizations, orientation, facility training, special uniforms or dress codes, and parking fees or travel expenses. In particular, if physical examination records, immunizations, and TB tests are not up to date as specified by a particular externship placement, we cannot guarantee that you will be accepted at some medical and/or educational clinical rotation sites. This could prevent you from participating in a variety of clinical experiences. When making the initial application for the externship, students have an opportunity to communicate particular limitations or needs to the Externship Director who will consider, but not guarantee, the request in the placement search. Once a placement has been assigned, students are entirely responsible to remain informed of all time or travel commitments and/ or costs incurred to meet the eligibility requirements for the assigned placement. Students accept responsibility for any of the costs necessary when they accept a placement.

G. Graduation Requirements

In order to graduate from the program with a M.S. degree in Speech-Language Pathology, students must have successfully completed the following:

- All required academic and clinical coursework (at least 3.0 QPA)
- 400 clinical hours (including 25 observation hours)
- Completion and verification of knowledge and skills required for ASHA certification
- Comprehensive exam or (plan, write, and defend) a thesis
- Basic courses in statistics, and physical (i.e., physics or chemistry), biological, and social/behavioral sciences taken at the undergraduate level

Students completing the Master’s program will have fulfilled the academic and clinical practice requirements for ASHA certification and Maryland state licensure.

Students who expect to complete their degree program must submit an Application for Graduation online. The Graduation Application Fee is included in your tuition rate; the cap and gown fee is extra. Students must attend one of the Graduation Fairs or order the cap and gown online from [Herff-Jones](#).

Questions concerning the Graduation Application process can be directed to 410-617-2504. Questions concerning the Commencement Ceremonies can be directed to 410-617-2261. Information regarding the commencement ceremony can be found online [here](#).

1. Comprehensive Examination

All students who choose the non-thesis option are required to pass a comprehensive exam as part of their graduation requirement. The comprehensive exam is typically offered in late March/early

April; students will be informed of the date by the end of the Spring semester. Students are given three (3) attempts to pass the exam. Failure of the comprehensive exam will result in failure of the program and the student will not be awarded the M.S. degree in Speech-Language Pathology.

2. Thesis Option

A thesis is a scientific investigation of high quality in which the student demonstrates a strong knowledge base, research capacity, creativity, and analytic/writing skills. A student interested in exploring the thesis option must meet with the Graduate Program Director initially, and then secure a tenured/tenure-track faculty member whose expertise is in the area of investigation. The student may (but is not required to) work with the faculty member on an independent study to review the literature in the chosen area and develop the research proposal in the spring or summer of the first year of study. Students pursuing a thesis must enroll in SP 657 (Thesis Seminar) for each semester of the research process. Everything must be completed and filed by May 1st for a May graduation date.

The thesis is not required for all students, but is suggested for students who have maintained a 3.5 QPA and are interested in pursuing doctoral level study and/or clinical research activities. Students who elect the Master's Thesis option will not be responsible for taking the Comprehensive Exam. Research proposal guidelines are available by contacting the Graduate Program Director and referring to the Thesis Manual located on the [Department website](#).

3. PRAXIS II Examination in Speech-Language Pathology

The Praxis II Examination in Speech Language Pathology is taken at the end of or after completion of the graduate program, but is not a requirement for graduation. ASHA, as well as state licensure boards, will require candidates for licensure and certification to pass this exam with a score of 162 or higher. Scores must also be sent to Loyola University.

H. File Retention Policy

Student's departmental files will be maintained for a period of seven years after graduation. The complete file will be held for five years then will be purged of all materials except the KASA form and the final Clock Hour summary sheet. This information will be held for a period of two years. File information will not be available after seven years. Students are encouraged to keep copies of all information.

Section V: Post-Graduation, Certification, and Licensure

A. General Information about Certification and Licensure

Before any applications or verification forms can be signed by the Graduate Program Director, all items necessary for graduation (transcripts, observation hours, KASA forms, clock hours, comprehensive exam scores, and Praxis scores) must be filed in the Director of Program Operation's office. Once the graduation requirements have been satisfied, you will receive a signed Program Director Verification Form needed for your application to ASHA for certification. **Please keep this document in a safe location, as you will need to submit this original copy upon completion of the Clinical Fellowship Year.**

B. Clinical Fellowship Year (CFY)

According to the ASHA website, the Clinical Fellowship (CF) is a transition between being a student and being an independent provider of clinical services that involves a mentored professional experience after the completion of academic course work and clinical practicum. The purpose of the CF is to integrate and apply theoretical knowledge from academic training, evaluate strengths and identify of limitations, and develop and refine clinical skills. A CF typically lasts for 36 weeks of full-time (35 hours per week) experience, totaling a minimum of 1260 hours. A CF must also be mentored by an individual holding ASHA certification in speech-language pathology. More information on Clinical Fellowships, including requirements, can be found [here](#).

C. ASHA Certification

Applicants for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) are evaluated against the 2014 Standards for Certification in Speech-Language Pathology. Those who wish to apply for ASHA certification must submit:

- An application, including the Program Director Verification Form (received upon completion of the graduation requirements)
- Dues
- Praxis exam scores
- Graduate transcript verifying degree and date awarded
- Clinical Fellowship report and rating form

The Council for Clinical Certification (CFCC) requires all individuals seeking certification to pass the Praxis exam. Loyola students must pass the Praxis prior to graduation. The ETS retains an examination score for 5 years only. Therefore, you must keep your exam score in a secure place with other important documents. If in the future you apply for certification or state licensure and are unable to provide a copy of your examination score, you may be required to take the exam again and obtain a passing score in effect at that time. The ASHA National Office is not responsible for maintaining examination scores after certification is awarded. More information on the CCC-SLP application process can be found [here](#). A certification handbook is available [here](#).

D. State Licensure

Licensure in Maryland is required both for students completing a Clinical Fellowship (limited license) and for speech-language pathologists wanting to practice in the state (full license). *Please note that each state has its own requirements for licensure. While the graduate program at Loyola prepares students for licensure in Maryland, it is the student's responsibility to review licensure requirements for the state in which s/he plans to practice.*

1. Qualifications for Limited License in Maryland in Speech-Language Pathology

A Limited License is required in order to practice under supervision (CFY) in Maryland. The application must be approved by the Board of Audiologists, Hearing Aid Dispensers, and Speech-

Language Pathologists before beginning supervised practice. To qualify for a Limited License in speech-language pathology, an applicant must:

- be of good moral character.
- hold a Master’s degree in speech-language pathology
- submit to the Board for approval a plan demonstrating that for the term of the limited license, the applicant shall practice speech-language pathology only under the supervision of a fully licensed speech-language pathologist

A Limited License is valid *only* under the supervisor and in the employment setting stated on the license. If during the CFY, the person changes supervisor or employment or both, a new CFY Plan must be submitted to the Board. The new plan must be approved by the Board *before* the Limited License begins practicing in the new setting or under the new supervisor.

2. Qualifications for Full Licensure in Maryland in Speech-Language Pathology

To qualify for a Full License in speech-language pathology, an applicant must:

- be of good moral character.
- hold a Master’s degree in speech-language pathology
- have completed the period of supervised postgraduate professional practice (CFY)
- have passed the Praxis exam

In most instances, the Board’s requirements parallel ASHA’s. However, a Certificate of Clinical Competence from ASHA is not required to obtain a license to practice in Maryland. Holding the CCC does reduce considerably the paper work needed for licensure. More information about licensure in Maryland can be found [here](#).

E. Facts about Certification and Licensure

Students can access information about state licensure laws [here](#).

Certification	Licensure
ASHA – private association	State Agency
Voluntary	Mandatory
Professional credential	Protection for consumer
CCC	License #
Practice regulations are research based and developed and approved by elected members of the association	State Legislature establishes laws, rules and regulations which are enforced by the State Board or regulating agency
Verifies: * Master’s Degree by Accredited Academic Program * Supervised Clinical experience and * mentorship * Passing score on National exam	Dictates: * Minimal qualifications to practice (may mirror those of AHA) * Job titles * Supervision of support personnel
Portable: National recognition of qualifications	Individual for each state: some states may have reciprocity
Continuing education required to maintain	Continuing education required for renewal but specific hours vary by state
Accepts only transcripts, test scores, and supervision by those who are CCC accredited	May accept ASHA CCC to meet requirement
Penalties for Violation of Code of Ethics: <ul style="list-style-type: none"> • reprimand • censure • revoke membership • rescind certification 	Penalties for violation of law, rule or Code of Ethics <ul style="list-style-type: none"> • private or public reprimand • monetary fine • restriction on practice • suspension of license • revocation of license • incarceration

Section VI: Additional University Resources

A. General University Information

General University information is provided [here](#). Listed below is information relevant to the Master's students in Speech-Language Pathology.

1. Parking

For students in clinical placements at the Columbia Graduate Center and the Belvedere Clinical Centers, separate parking regulations are in effect. You will be notified at each site of these regulations.

2. I.D. Cards

All students are required to have Loyola University I.D. cards. These may be obtained at the Columbia Graduate Center during orientation or by appointment (410-617-7600).

3. Campus Bookstore

Textbooks for SLP graduate courses may be purchased in person at the bookstore or [online](#). Hours of operation can be obtained [online](#) (please select your campus in the drop down menu on the right-hand side) or by calling 410-617-2291. Textbook information for specific courses (e.g., required texts, ISBN numbers, price) is available on the Bookstore [website](#) under the 'Textbook' tab.

4. Technology Services

The Office of Technology Services (OTS) is the gateway to all services and support provided by Loyola's Technology Services Group. It provides technical assistance to all members of the Loyola community. All problems related to technology, including requests for the repair of Loyola-owned hardware, software, telephones, network connectivity and cable TV, must be reported to the OTS so that the problem can be tracked and a repair technician dispatched. The OTS also provides other services which are unrelated to technical problems such as taking reservations for audiovisual equipment, laptop computers and computer labs. The OTS can be contacted at ots@loyola.edu or 410.617.5555.

5. Printing Services

Each semester, students are issued \$15 in HoundPrint credits toward printing needs. Once these credits are depleted, a student's account will be charged at a rate of \$.04 per page for black and white printing and \$.12 for color printing. HoundPrint Credits do not roll over from one semester to another. More information is available [here](#).

In addition, students will also have access to a clinical printing card during clinical hours. Clinic printing cards are for printing/copying related to clinical assignments **only** (e.g., lesson plans, treatment materials, etc.). They should not be used for academic assignments at all. Use of these cards is monitored by the LCC.

6. Building Access/Student Lounge Areas

Access to the Columbia Graduate Center, the Loyola Clinical Centers, and the Loyola/Notre Dame Library is available 24/7 with the use of a Loyola issued ID card.

B. Financial Aid Opportunities

For information on federal and state financial aid programs or private alternative student loan programs, consult the Financial Aid Resources for Graduate Students publication available from the Office of Financial Aid of Loyola University Maryland in Maryland 410-617-2576 or [online](#).

Additionally, the Speech-Language-Hearing Sciences Department offers a variety of financial aid opportunities. These include merit scholarships, departmental graduate assistantships, the John W. Brockman Fellowship for Speech-Language Pathology, and the Bernard A. Saltysiak Clinical Fellowship (restricted to Loyola undergraduates). All of these financial aid opportunities are awarded prior to matriculation in the Master's program, except for the John W. Brockman Fellowship. Information on this Fellowship will be distributed in the Spring semester of the first-year of the program.

C. Career Services

The mission of The Career Center is to assist undergraduate and graduate students and Loyola alumni/ae in the total career development process. This process is an ongoing lifetime activity and addresses various needs, such as choosing or changing a major, clarifying interests, obtaining part-time and summer job and internship experiences, planning and conducting a professional job search, obtaining full-time employment, selecting and being admitted to graduate school and changing careers. The Career Center offers many services to assist in this process, and continuously strives to educate, develop community, and promote partnerships with students, alumni, faculty and members of the University community. Services include Individual Advising Sessions, Workshops, Career Resource Library, Reciprocity Services, Job and Test Applications, and Special Programs. For more information or to schedule an appointment, go to the [website](#) or call 410-617-2232.

D. Writing Center

The Loyola Writing Center works with writers in any stage of the writing process, from brainstorming to drafting to the final stages of revision. Consultants encourage decisions on style, voice, audience, and purpose. The Writing Center at the Columbia Graduate Center is located in Room 102 and is available by appointment, [website](#), 410-617-5415, or lwc@loyola.edu. [Graduate students also have the option for online appointments.](#)

E. Counseling and Health Services

1. Counseling Center

The Counseling Center at Loyola University offers graduate students the same range of resources available to undergraduates. These include comprehensive assessment and referral services, group counseling, and, for those enrolled in a minimum of nine credit hours of coursework, short-term individual counseling. The center is staffed by psychologists, a psychiatrist, and other mental health professionals and is open between 8:30 a.m. and 5:00 p.m., Monday through Friday. The office is located on the main campus in the turret of the Humanities Center, one flight up the turret entrance in room 150. For more information or to make an appointment to meet with a counselor, call 410-617-CARE (2273) or go [online](#).

2. Health Center

The Health Center offers services to graduate students (for a fee) and is located at 4502A North Charles Street in Seton Court (Baltimore campus). It is staffed by board certified nurse practitioners and physicians. The Center is affiliated with Sinai Hospital which provides physician coverage after hours. In addition, Sinai provides a rotation of pediatric and internal medicine residents from Sinai and Johns Hopkins Hospitals. In most cases the students will be seen by a nurse practitioner. Nurse practitioners are registered nurses with advanced clinical education degrees and are qualified to evaluate, diagnose, and prescribe. They are also qualified health educators who will instruct students about self-care and provide medical counseling as needed on a one-on-one basis. There are also charges for prescriptions, diagnostic tests, certain procedures, and immunizations. For more information or to make an appointment, call 410-617-5055 or go online [here](#).

3. Health Insurance

All full-time and part-time graduate students in a degree seeking program are eligible to enroll in the Loyola-sponsored Student Health Insurance Plan. More information can be found [here](#).

4. Student Support and Wellness Promotion Office

The Office of Student Support and Wellness Promotion encourages healthy living by offering individual support services and counseling for comprehensive support strategies, alcohol and drug-related issues, and recovery support groups. OSSWP is committed to promoting individual development and fostering relationships for and with others. More information can be found [here](#).

F. Disability Support Services

Disability Support Services (DSS) provides students with disabilities the equal opportunity to participate in all Loyola services and programs by coordinating accommodations and supports in order to learn, lead, and serve in a diverse and changing world. DSS helps arrange accommodations, adjustments, and equipment for students with disabilities. Students in need of accommodations are encouraged to contact DSS at 410-617-2062. More information can also be found [here](#).

G. Loyola/Notre Dame Library

The Loyola/Notre Dame Library (LNDL) is located at 200 Winston Avenue in Baltimore. The entrance is accessed from York Road, one traffic light north of Cold Spring Lane. LNDL's collection reflects the curriculum and interests of the members of its academic communities – faculty, students, librarians, and staff. Through the library, students will find the tools needed to discover the resources appropriate to projects. The librarians at the Reference/Information Desk can help students use various databases and identify and locate materials.

The library's [web page](#) is the gateway to the library's catalogs and many other databases. Campus computer labs at Columbia and Timonium provide direct connections to these databases; access to the databases from home or office computers is available through authentication via your Loyola login credentials. The library also has CD-ROM databases, such as CINAHL (nursing periodical literature) and Dissertation Abstracts International, and Social Science Citation Abstracts that students may find useful for research. Some of these databases are available on the Loyola campus network; others are on single stations in the library. If LNDL does not own the materials needed, the Interlibrary Loan Department can borrow them from other libraries. Be sure to allow two to three weeks for delivery of these items. There may be a charge for this service.

1. Library Instruction

Faculty and students may arrange for library instruction at the Timonium/Columbia Centers or at the Loyola/Notre Dame Library. Instruction can be arranged for day or evening classes and scheduled for before, after, or during class at the request of the instructor or by appointment. Individual or small group instruction can also be arranged. Contact 410-617-6832 to arrange for instruction call 410-617-6802 for more information.

2. Reciprocal Borrowing from Local Libraries

The Loyola/Notre Dame Library has established reciprocal borrowing privileges with other Maryland university libraries. Students with current Loyola photo ID cards may borrow books directly from member libraries; however, individual libraries may restrict the number and type of materials that may be borrowed. Materials borrowed from participating libraries must be returned directly to those libraries.

Most online catalogs for participating libraries can be searched through the individual university's webpage or through [Sailor](#). Participating libraries include Baltimore Hebrew University, Columbia

Union College, Coppin State College, Goucher College, Hood College, Maryland Institute College of Art, Morgan State University, Mount St. Mary's College, St. Mary's Seminary, Towson University, University of Baltimore, UMBC, Villa Julie College, Washington College, and Western Maryland College.

3. Hours

Typically, the Library is open 7 days a week.

H. Graduate Student Services website

The [Graduate Student Services website](#) provides useful and practical information, opportunities to connect with graduate students outside of the Speech-Language Pathology program, and links to graduate services. It also includes information on the Graduate Student Organization.

APPENDIX A
Program Agreement Form



SPEECH-LANGUAGE-HEARING SCIENCES DEPARTMENT

Graduate Program Agreement 2018

The Graduate Program in the Speech-Language-Hearing Sciences Department provides an ASHA-accredited path of study within the Jesuit tradition defined by challenging coursework and faculty mentors who assist students in acquiring the tools necessary to be discerning and knowledgeable speech-language pathologists who will lead and serve in a diverse and changing world. Through academic coursework, mentorship by dedicated faculty members, and clinical experiences across a variety of settings, students will master the professional skills they need to become effective and compassionate advocates for persons with communication disorders.

By enrolling in the Master's program in Speech-Language Pathology, you are agreeing to the following terms:

- The program is a five semester (Fall, Spring, Summer, Fall, Spring), full-time commitment.
- The program begins with a mandatory orientation on Monday, August 27. You are required to be available every day from this day on.
- Classes are held all day on Mondays and clinical experiences are held Tuesday-Friday. Students are expected to be available the entire week.
- Academic classes during the first year of the SLP graduate program are offered at the Columbia Graduate Center on Mondays. Online classes may be offered as well.
- First year clinical internship experiences are provided at the Loyola Clinical Centers in Columbia and Belvedere Square (Baltimore) as well as in local schools. Students are responsible for providing transportation.
- Second year clinical externship experiences are located in off-campus settings (flexibility in commuting up to 60 miles is necessary). Students are required to enroll in at least two semesters of externship and will be responsible for any travel or parking expense and any prerequisite testing or certifications required by the individual facility.
- Loyola's program is ASHA accredited and successful completion prepares you for the ASHA Certification of Clinical Competence (CCC-SLP). Although Loyola's program provides supportive information on state licensure, students are ultimately responsible to understand any state requirements necessary for clinical fellowship especially those that may have an impact on clinical placement or course of study.
- Students are expected to consult the academic calendar posted on the Department website regularly and be aware of all expectations within each semester including, but not limited to, beginning and end dates, advising sessions, mandatory orientations and in-service meetings, and registration deadlines.
- Students must complete all of ASHA requirements, including courses in life sciences (e.g., biology), physical sciences (i.e., physics or chemistry), behavioral sciences, and statistics. These courses will be completed independently of the Graduate Program and must be verified by transcript prior to graduation.
- Students are responsible for following all policies and procedures outlined in the Graduate Student Handbook.

Additional information about program requirements including academic integrity, essential functions, and standards of conducts will be outlined in the Student Handbook and presented during the time of orientation. This handbook will be available to all students at the onset of the program.



LOYOLA UNIVERSITY MARYLAND

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SPEECH-LANGUAGE-HEARING SCIENCES DEPARTMENT
Graduate Program Agreement 2018

Please carefully review the contents, sign, and return the agreement form to Emilie Aguilar **by July 31, 2018.**

I, _____ have read and agree to terms of the Master's program in Speech-Language Pathology at Loyola University Maryland.

Student's Signature

Date

Appendix B
Receipt of Handbook Form



LOYOLA UNIVERSITY MARYLAND

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DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

The Speech-Language Pathology Graduate Student Handbook is designed to assist you in complying with departmental policies and regulations. For reference purposes, a copy of this handbook is available on the 'Current Student' page on the Department website. Please carefully review the contents, sign, and return the agreement form to Emilie Aguilar **by September 10, 2018**.

Confirmation of Receipt of Student Handbook

I, _____ have read and agree to abide by

Rules, standards, and ethics set forth in the Loyola University Maryland Speech-Language-Hearing Sciences Department Student Handbook.

Student's Signature

Date

Appendix C
Academic Integrity Policy and Student Pledge

Academic Integrity Policy

Loyola University is dedicated not only to learning and the advancement of knowledge, but also to the development of ethically sensitive, socially responsible persons. The University seeks to accomplish these goals through a sound educational program and encourages maturity, independence, and appropriate conduct among students and faculty within the Loyola community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola University Maryland in all respects.

Faculty members are responsible for presenting syllabi with information about all coursework, including projects, examinations, and other assignments. At the first class meeting, faculty members should remind students of the standards of behavior and conduct to which students are expected to adhere.

Students at Loyola are citizens of an academic community that conducts itself according to an academic code of honor, following the Jesuit ideals of *cura personalis* and keeping within the school motto, “Strong Truths Well Lived.”

All students of the Loyola community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. The University’s goal is to foster a trusting atmosphere that is ideal for learning. In order to achieve this goal, every student must be actively committed to this pursuit and its responsibilities. Thus, all students have the right, as well as the duty, to expect honest work from their colleagues. From this, students will benefit and learn from the caring relationships that the Loyola community trustfully embodies.

All registered students of Loyola University Maryland are bound to uphold the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity at Loyola include, but are not limited to, the following offenses as defined below: cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Cheating: The use of unauthorized assistance or material, or the giving or sharing of unauthorized assistance or material in carrying out an academic assignment or examination. An academic assignment includes all homework, projects, quizzes, and tests assigned by the instructor. Students also will be expected to follow the rules and regulations identified by a course instructor as presented on the course syllabus. The use of papers produced by another individual or furnished by a service (whether a fee is paid or not and whether the student uses some or all of the paper) is a violation of academic integrity at Loyola.

Stealing: The taking or appropriation of another’s property, ideas, etc., (related to an academic matter) without permission.

Lying: A false statement (in an academic matter) made with the conscious intent to mislead others.

Forgery: The intent to mislead others by falsifying a signature (electronic or written) or other writing in an academic matter (e.g., course registration, medical excuse, etc.).

Plagiarism: “The act of appropriating the literary composition of another, or parts, or passages of his or her writing of ideas, or the language of the same, and passing them off as the product of one’s own mind” (*Black’s Law Dictionary*, 5th Edition). Students are expected to cite properly any material from a published or unpublished source, including material available on the Internet, making proper use of quotation marks. Although academic disciplines may differ in the manner in which sources are cited, some principles apply across disciplines. In general, any ideas, words, or phrases that appear in another source must be

acknowledged at the point at which they are used in a student's work. The Loyola/ Notre Dame Library website (www.loyola.edu/library) contains citation information, including APA and MLA citation guides. More detailed citation information may be found in departmental or program handbooks. Students should consult with their instructors about specific citation questions.

Duplicate Submission: The submission of work (in whole or in part) that has been submitted in a prior or concurrent class without advance consent of the professor(s) assigning the work.

Additional information on Academic Integrity can be found in the [Graduate Catalogue](#).



LOYOLA UNIVERSITY MARYLAND

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**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES
ACADEMIC INTEGRITY**

Pledge to Uphold Academic Integrity

Please return this signed form to Emilie Aguilar

I, _____ have read Loyola's policy on academic integrity. I understand and will uphold the ideals of academic integrity throughout my career in the Speech-Language Pathology graduate program.

Student's Signature

Date

APPENDIX D
KASA Clinical Competencies Grading Form – Internship

APPENDIX E
KASA Clinical Competencies Grading Form – Externship

GRADING SCALES

MIDTERM GRADING

- **Pass without reservation** = Overall final score of 60% (3.0 mean score) or above
- **Pass with expected improvement** = May have a section score < 3.0, overall score 59% or less or a specific area of concern. Supervisor indicates that this is an appropriate level of independence for midterm and expects the student will reach a passing score by final.
- **Needs Remediation** = May have < 3.0 in 1 or more sections, overall score 59% or less or a rating of 1 on any single item and the supervisor feels the student needs support for improved independence.
 - *Note: This will trigger either an Academic Standards or Clinical Support meeting.*

FINAL GRADING

New Experience = Level A

**e.g., first semester externship or a change from educational to medical placement. This will be determined by the Loyola Externship Director if it is a second or third semester placement.*

Pass = minimum overall average of 66% (3.30 mean score)
 Fail = 65% (3.29 mean score) or less minimum overall average

Advanced Experience = Level B

** e.g., second medical placement or second educational placement*

Pass = minimum overall average of 70% (3.50 mean score)
 Fail = 69% (3.49 mean score) or less minimum overall average

In Level A externship experiences, students must earn an average grade of 66% (3.30 mean score) or better in order to pass; in Level B externship experiences, students must earn an average grade of 70% (3.50 mean score) or better in order to pass. See section III.E.5 for additional information about Level A and Level B experiences.

Clinical Externship (SP 635, SP 637, SP 648):	
Level	Consequence
Level A or B, less than 3.0 (60%) in one competency	Remediation via Academic Standards/Clinical Support Meeting
Level A or B, less than 3.0 (60%) in more than one competency	Referral to Academic Standards Committee, possible academic probation
Level A, less than 3.30 (66%) overall	Failure and dismissal from program via Academic Standards Meeting
Level B, less than 3.50 (70%) overall	Failure and dismissal from program via Academic Standards Meeting

Consider:

1. Independence level (rating #1-5) is based on expectations for a starting clinical fellowship position, not a seasoned clinician.
2. At midterm, the rating “Needs Remediation” will trigger clinical support and most likely Loyola intervention via Academic Standards committee to develop a remediation plan.
3. At final, an overall grade of “F” equates to automatic dismissal from Loyola’s program.

APPENDIX F
ASHA Code of Ethics

APPENDIX G
Essential Functions Document

Loyola University Maryland Essential Functions for Speech-Language Pathology

The following skills are ones that you will be expected to perform during your educational and professional career as a speech language pathologist. This document serves to make you aware of the academic and clinical skills that you will be asked to perform during graduate school and in your future career.

If after reading this document you become aware that you may need accommodations to successfully complete the program, many Loyola University Maryland resources are available to you; these services are listed at the end of the document. It is your responsibility to access these services and provide appropriate documentation to the Department of Speech-Language-Hearing Sciences.

Please review this document and complete the signature page acknowledging that you have read and understand the essential functions.

**Please note that many of the specific skills listed below will be taught to you during your educational career; however, you need to have the motor, intellectual, cognitive, professional, and sensory capabilities to successfully acquire them.*

Motor Skills

As a speech language pathologist you will be asked to:

- Sustain necessary physical activity level in required classroom and clinical activities (e.g., 60-minute sessions including organization and cleanup of materials, room, clinic, for treatment across ages and abilities in areas which may include oral motor and play; 2 ½ hour classes including class presentations and projects).
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Be responsible for transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday (e.g., three 2 ½ hour classes all on Mondays; two/three 60-minute treatment sessions plus 30-minute supervisory conference in an 8-hour day three/four days weekly).
- Efficiently manipulate testing and treatment environment and materials without violating testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, wheelchairs, etc.) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

**An example of an accepted accommodation is using an assistant (provided by Disability Support Services) to manipulate therapy material.*

Intellectual and Cognitive Skills

As a speech language pathologist you will be asked to:

- Comprehend, retain, integrate, synthesize, and apply information to meet curricular and clinical demands.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic planning, and therapeutic planning.
- Identify and communicate the limits of their knowledge to others when appropriate.
- Follow detailed written and verbal instruction.

**An example of an accepted accommodation is using a note taker (provided by Disability Support Services) to capture information provided in the classroom.*

Professional Behavior and Social Abilities

As a speech language pathologist you will be asked to:

- Display mature, empathic, and effective relationships with clients and faculty/staff while maintaining professional boundaries.
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Manage the use of time effectively and prioritize actions to complete professional and technical tasks within expected time constraints.
- Accept appropriate suggestions and constructive criticism and, if necessary, respond by modification of behavior.
- Conduct oneself in an ethical and legal manner, upholding the ASHA code of Ethics and the Health Insurance Portability and Accountability Act.
- Maintain general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.

**An example of an accepted accommodation is accessing the Counseling Center to arrange a leave of absence secondary to a family emergency.*

Sensory and Observational Communication (e.g., vision, hearing, and perceptual abilities)

As a speech language pathologist you will be asked to:

- Recognize disorders of speech, language, pragmatics and cognition.
- Recognize oral and written language disorders.
- Recognize signs of voice, swallowing, and fluency disorders.
- Recognize signs of hearing disorders and identify and use appropriate alternative modalities of communication.
- Recognize various anatomic structures related to and important for communication.
- Interpret imaging testing.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

**An example of an accepted accommodation is using a textbook with enlarged print (provided by Disability Support Services) to capture information provided in the classroom.*

Communication Abilities

As a speech language pathologist you will be asked to:

- Communicate proficiently in both oral and written English.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.
- Communicate professionally, intelligibly, and appropriately.
- Communicate proficiently and legibly on patient documentation, reports, academic papers, and projects.
- Accurately perceive and appropriately use non-verbal communication.
- Accurately model voice, fluency, articulation, and language skills needed for effective evaluation and treatment.

**An example of an accepted accommodation is a student accessing clinical services to remediate a voice or dialect concerns.*

Services available at Loyola University Maryland

Disabilities Support Services 410-617-2062
Loyola Clinical Centers 410-617-1200
Counseling Center 410-617-2273



LOYOLA UNIVERSITY MARYLAND

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Essential Functions for Speech-Language Pathology

Please return this signed form to Emilie Aguilar

I, _____, acknowledge that I have read and understand the essential functions that are expected of me during my educational and professional career as a speech-language pathologist.

I understand that if I need accommodations to successfully complete the program, I am responsible for accessing the appropriate services and providing appropriate documentation to the Department of Speech-Language-Hearing Sciences.

Signature

Date