We are providing this Graduate Student Handbook to inform you of the policies and procedures that will influence your experience in the graduate program in the Department of Speech-Language-Hearing Sciences at Loyola University Maryland. It is the responsibility of all students to be familiar with, and to adhere to, the policies and procedures described herein. Upon full review of this Handbook, please sign and return the Receipt of Student Handbook in the Appendices.
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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 and in addition to the Policies and Procedures of the Loyola Clinical Centers. 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) “establishes accreditation standards and facilitates continuous quality improvement of the programs it accredits. Graduates of CAA-accredited and candidate programs are educated in a core set of skills and knowledge required for entry into independent professional practice. The CAA is committed to quality and dedicated to audiology and speech-language pathology programs’ success in preparing future professionals” (https://caa.asha.org/). Together, ASHA and the CAA work to maintain the integrity of practicing SLPs and the graduate programs that train them (i.e., Loyola University Maryland). A list of all CAA accredited graduate programs can be found here.

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. All students sign this over the summer, prior to beginning orientation in August.

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 Technical Standards.
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 though 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 St. 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-Hearing Sciences 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. Graduate Learning Goals in the Speech-Language Pathology Graduate Program
The Graduate Learning goals for the master’s program in Speech-Language Pathology are discipline-specific goals that embrace the core values and principles inherent in the mission of the University. These include Master Knowledge and Skills, Think Critically, and Manifest Leadership and Social Responsibility in the Workplace and Community. More information can be found here.

F. Strategic Plan
The Speech-Language-Hearing Sciences Department is committed to the education of students, both undergraduate and graduate, centered around the belief that all people—across all ages, cultures, socioeconomic backgrounds, and abilities—should be afforded the opportunity to be effective communicators. Our ambition is to prepare qualified, compassionate individuals; 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. It is from here that the Graduate Program in Speech-Language Pathology approached their current Strategic Plan, defined by the American Speech-Language Hearing Association (ASHA) as "a disciplined effort to produce fundamental decisions and actions that shape and guide what the program does and why it does it, with a focus on the future" (ASHA, 2018). For Loyola University Maryland’s Department of SLHS to begin this process of discernment, we collectively examined three key questions: Where are we at present? Where do we want to be? How can we get there? resulting in the following Strategic Plan for 2018-2021. More information can be found here.

G. 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 FREE or 301-296-5700 for the time period of April 1, 2012 - March 31, 2020.

H. Organizational Structure of Speech-Language-Hearing Sciences Department
The SLHS Department is housed within the Loyola College of Arts and Sciences and is part of the Social Sciences Division. Within the Department, faculty and staff are committed to the education of students, both undergraduate and graduate, centered around the belief that all people—across all ages, cultures, socioeconomic backgrounds, and abilities—should be afforded the opportunity to be effective communicators. A list of our exceptional faculty members can be found here.
In addition, the following Department members assist in the administration of the graduate program:

a. Department Chair – oversees all aspects of the undergraduate and graduate programs, evaluates all faculty members, and represents the Department during meetings with Loyola administration.

b. Graduate Program Director – oversees all aspects of the graduate program in SLP, serves as academic advisor to all SLP graduate students, and represents the interests of graduate faculty. Serves as a member of the Graduate Director Team.

c. Director of Program Operations – along with the Graduate Program Director, oversees all aspects of the graduate program in SLP, supports graduate students, and interfaces with prospective students and alumni. Serves as a member of the Graduate Director Team.

d. Division Director – oversees all aspects of the clinical internship program including clinical curriculum, student assignments, and clinical supervisors. Serves as a member of the Graduate Director Team.

e. Externship Director – oversees all aspects of the clinical externship program including student assignments and externship supervisors. Serves as a member of the Graduate Director Team.
Section III: Master’s Degree Program

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 in order to “earn their CCC’s.” Most (but not all) of the competencies will be met through successful completion of academic coursework and clinical practica. A link to the 2020 Certification Standards, which will be in effect beginning January 1, 2020, is available here.

The graduate curriculum is reflected in academic courses and clinical practica and 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. Certification Requirements: ASHA

Loyola University of Maryland provides an ASHA accredited professional training program which adheres to the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology (see https://www.asha.org/certification/2020-slp-certification-standards/ for acquiring knowledge and skill required for entry into the profession of speech language pathology as well as the 2017 CAA Standards for Accreditation (see https://caa.asha.org/wp-content/uploads/Accreditation-Standards-for-Graduate-Programs.pdf).

The Graduate curriculum is designed to satisfy the 2020 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):

- Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
- Fluency and fluency disorders
- Voice and resonance, including respiration and phonation
- Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
- Hearing, including the impact on speech and language
- Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
- Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
- Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
- Augmentative and alternative communication modalities

In general, certification requires completion of a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. This also includes coursework in (a) the biological/physical sciences and mathematics, (b) the behavioral and/or social sciences, including normal aspects of human behavior and communication, (c) basic human communication processes and swallowing.
and (d) the nature, prevention, evaluation and treatment of speech, language, hearing, and related disorders (see “Big 9” listed above). The coursework should address, where appropriate, issues pertaining to normal and abnormal human development, behavior across the life span, and culturally diverse populations. 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).

ASHA also requires that the student must have completed a program of study that included experiences sufficient in breadth and depth to achieve specific skills outcomes in the areas of evaluation, intervention, and interaction (see Standard V-B for the complete list). A student must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, 25 of which must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact (see Standard V-D). Clinical practica, according to ASHA, must be supervised by ASHA certified SLPs for no less than 25% of a student’s total contact (see Standard V-E), and must include experience with individuals across the life span, from culturally/linguistically diverse backgrounds, and with various types and severities of communication and/or related disorders, differences, and disabilities (See Standard V-F).

Please refer to ASHA’s 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology for the complete list of Standards and explanations for implementation.

B. Prerequisites (ASHA and Loyola)
Upon enrollment in the master’s program, students must have completed an undergraduate degree in speech-language pathology (or communication sciences and disorders). Students are also encouraged to have a course in Professional and Technical Writing in SLP/A (or equivalent). Prospective students whose undergraduate major or degree is in a field other than speech-language pathology are required to complete a series of prerequisite courses before matriculation. The list of courses can be found here.

As noted previously, ASHA requires all students to have prerequisite skills and knowledge of biological sciences, physical sciences (i.e., must be in 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.

In addition, Loyola requires the submission of signed documentation prior to enrolling in the graduate program showing 25 observation hours with an ASHA certified speech-language pathologist.

C. Graduate Curriculum
As noted previously, the graduate curriculum in SLP consists of both academic courses and clinical practica designed to guide the student to achieve the knowledge and skills required to meet standards for certification set out by the Council on Clinical Certification of ASHA. By the time a student graduates, they should be prepared to begin a Speech-Language Pathology Clinical Fellowship (CF). Information about Graduation Requirements can be found in Section V.E.
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 one of our graduate campuses (i.e., Columbia campus in first year, Timonium campus in the second year). 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 (see Section III.G for more explanation).

The following sections explain the academic and clinical curriculum. This is the proposed sequence across the 5 semesters (see Graduate Catalogue for course descriptions, under prefix ‘SP’):

**Academic Courses and Course Sequence**

**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 Strategies and Designs (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 (3 cr.)
- SP 662 Professional Practice Seminar III (1 cr.)

Students will also enroll in clinical internship courses, SP 642 and/or SP 632) or externship course(s), SP 635 or SP 637 (3-4 cr.)

*Thesis option students may enroll in SP 616 (Independent Study).*

**Second Year**

**Fall**
- SP 604 Voice Disorders (3 cr.)
- SP 643 Language Disorders: Autism Spectrum and Social Comm Disorders (2 cr.)
- SP 715 Motor Speech Disorders in Children and Adults (3 cr.)
- SP 663 Professional Practice Seminar IV (1 cr.)

Students will also enroll in an externship course, SP 635 or SP 637 (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, SP 635 or SP 637 (3-4 cr.)
Spring electives TBD (choose 3, 1-credit courses)*
* Thesis students may waive out of elective requirement

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.)

D. Clinical Curriculum: Internships and Externships

1. Clinical Coursework Overview
Both internship (first-year) and externship (second-year) clinical experiences provide students with the opportunity to work closely with clinical faculty, develop therapeutic and diagnostic skills, and encounter clients with different disabilities spanning from pediatric to geriatric populations. Students receive pass/fail grades for all clinical experiences.

Students can expect to be supported across all semesters of clinical practica, but should experience a deliberate decrease in “direct evaluation-feedback” style of supervision in order to foster a more collaborative and, ultimately, consultative supervisory style as a student increases level of independence and self-supervision. This process, known as Anderson’s Continuum, recognizes supervision “exists on a continuum and employs different strategies and styles which are appropriate at different points in time” (McCrea & Brasseur, 2003). The supervisory model fosters critical thinking and problem solving by “mandating a change over time in the amount and type of involvement of both the supervisor and the supervisee in the supervisory process. As the amount of direction by the supervisor decreases, the amount of participation by the supervisee increases across the continuum” (Anderson, 1988 as cited by ASHA, 2008). This “model stresses the importance of modifying the supervisor's style in response to the needs, knowledge, and skills of the supervisee at each stage of clinical development” (ASHA, 2008). As students move to their second-year externship placements, they will be expected to more deeply integrate information from academic and clinical courses and increase their caseloads and levels of independence. The continuum model of supervision continues as students experience new populations and settings which may initially require direct instruction and feedback, with the goal of more quickly moving to consultation and self-supervision with populations or procedures where a student has more experience. The ultimate goal in the final semester of graduate school is to master a basic level of self-supervision such that through their Clinical Fellowship and future career they have the skills needed to become lifelong learners as professionals.

Overall, clinical practica across internship and externship placements follow ASHA’s Standard V-E which states: The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

See Clinical Course Syllabi for specifics regarding course descriptions and supervision levels.

Students are obligated to participate in all internship and externship placements that are assigned. Weekly schedules are at the discretion of the clinical supervisor, as is the assignment of client
caseload. If there are any concerns about assignments or caseload, please contact the Division Director or Externship Director, as appropriate.

Students are expected to attend all scheduled appointments (including those with supervisors, weekly staffings, 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 clinical supervisor. Students should refer to their clinical syllabi as expectations may vary by placement and supervisor.

As required by ASHA and as part of the graduation requirements, all students must complete 400 total clock hours (25 observation hours and at least 375 clinical practicum hours) of supervised Clinical Observation and Clinical Practica, as noted in ASHA Certification Standards V-C and V-D. While the number of clinical hours obtained varies across internship and externship placements, Loyola’s graduate program in SLP is designed for all students to meet the required number of clock hours by graduation. It is critical to note that a placement will not be terminated once a student has accrued all necessary hours (i.e., 400), as the completion of hours does not imply completion of ASHA Standards. As noted in ASHA Certification Standard V-F, “Practicum must include experience with individuals with various types and severities of communication and/or related disorders, differences, and disabilities.”

2. Clinical Practica Course Descriptions

During the Internship Practica (first year), students will 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 the Academic Calendar for Current Students 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”).

Students will be assigned to most, if not all, of the following clinical courses during the first year of the program (Internship Year, Semesters 1-3):

a. **SP 632 Clinical Internship: School-Based (Fall, Spring, Summer)**
   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 (Fall)**
   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 (Spring)**
   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 (Summer)**
   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)

The **Externship Practica** is designed for second-year students to provide on-the-job clinical practicum training with a qualified SLP supervisor. Students will complete a minimum of two different experiences in at least 2 different types of clinical settings. Students are encouraged to be open to a diversity of experiences in order to maximize application of knowledge and skills and best prepare for the variety of job opportunities in the field, particularly readiness for Clinical Fellowship. Based on the type of placement, students will register for one of the following clinical externship courses (Externship Year, Semesters 3-5):

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)

3. **Clinical Course Grading**
   Students are enrolled in a variety of clinical practica across their graduate program, with the primary intention for acquisition of knowledge and skills across a variety of placements and populations. Clinical faculty review student progress each semester to assess readiness for advancement to different types of clinical experiences and externships. Clinical performance is evaluated using the Loyola Knowledge and Skills Assessment Grading Form (KASA) (See Appendices D and E) Students receive a pass/fail grade at the end of the semester based on a minimal level of demonstrated skill competency across different competency areas. This minimal level increases in difficulty as the placements progress; see clinical syllabi for specific grading expectations.
KASA Grading Scales are used as a means for both grading and feedback, thus they are typically presented at supervisory conferences at two time points during each semester: midterm and final. Midterm KASAs serve as a structured tool for communication between the clinical instructor and student clinician to discuss areas needing improvement and of concern, as well as those in which the clinician is meeting or exceeding clinical expectations. The midterm KASA serves as “information only” and is not part of a student’s transcript, however, they are critical to establish the need for a clinical support meeting or Professional Assessment Review (PAR) meeting. Final KASAs are used to determine a student’s status as “Pass” or “Fail.”

More detailed information about clinical grading can be found in Section IV: University & Program Standards, LOA, and PAR and on clinical course syllabi.

4. Clinical Internship

Students will complete a variety of internship experiences across the first three semesters of the graduate program. The primary focus of the internship practica is to provide experiences that support achievement of the 2020 ASHA Certification Standards and to prepare students for externship practica. During each semester, students may rotate through the three main clinical internship locations including the Belvedere Loyola Clinical Centers, the Columbia Loyola Clinical Centers, and local school systems. More information about the LCC and its programs can be found here.

a. Loyola Division Director (DD)

This Loyola faculty member oversees the first-year clinical internship program. The DD will coordinate clinical internship assignments, provide student and supervisor advising and education, monitor student progress throughout the semester, and provide individual clinical support meetings, as needed.

b. Internship Supervisors

Qualified internship supervisors are ASHA certified speech-language pathologist or audiologists, who, in compliance with ASHA Standard V-E, “has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervisors after being awarded ASHA certification.” Supervisors must also meet the standards of the local state license board and in Maryland, must have a minimum of 3 years post-graduation experience.

c. Orientation

Students will attend clinical internship orientation for the first three weeks of the semester at the onset of the program (fall). After that, students can expect a shorter orientation period before seeing clients. During orientation, students will be acclimated to the physical spaces within the Loyola Clinical Centers, learn expected protocol and practices for the clinic, and have group and individual meetings with their assigned supervisors.

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. In addition, students are expected to attend the Interprofessional Seminar generally held one time in the fall and spring semesters of the first year.
d. Placement Assignments and Flex Days
Students are scheduled for clinical internship courses Tuesdays through Fridays with the possibility of a flex day either in the fall semester, spring semester, or, on occasion, both. Flex days are not guaranteed. Flex days are not considered days “off,” but are days in which there are no regularly scheduled supervisor meetings or client appointments. The expectation is that these days are dedicated to academic and/or clinical preparation. Students with flex days may be asked to participate in community screenings, comprehensive evaluations or other clinic-related obligations. Supervisors will notify students at least one week in advance of the time they are needed for a specific assignment. Once notified, this a mandatory assignment. In other words, students are required to accept this assignment as part of their clinical experiences. Students should not make standing, outside appointments on their flex days as they may be asked to participate in clinical assignments or meetings with supervisors.

Students have the obligation to participate in all internship placements that are assigned. Weekly schedules are at the discretion of the internship supervisor, as is the assignment of client caseload. Students are encouraged to refer to and review the ASHA Code of Ethics (see Appendix F) and the SLHS Dept Technical Standards document (see Appendix G). If there are any concerns about assignments or caseload, please contact the Division Director.

e. Clock Hour Accrual
You will accrue clinical clock hours during each internship placement, commensurate to your level of independent clinical proficiency. In other words, you can expect to earn about 50 hours during your first semester and increase from there throughout the remainder of the internship experience. Although equity in clock hour accrual is the goal, variation will occur specific to placements and supervisors, as well as be affected by client cancellations and inclement weather closings. Due to this, students should be aware of their total number of clock hours and inform the DD with any concerns (i.e., too many or few).

f. Clinical Staffings
Throughout the internship year, students will be expected to attend clinical staffing meetings as assigned by their internship supervisor. These meetings are a critical part of the internship curriculum.

5. Clinical Externship
Students will complete a minimum of two different experiences in at least two different types of clinical settings, one of which should be an educational setting. Students are encouraged to be open to a diversity of experiences in order to maximize application of knowledge and skills across a range of ages and disorders and best prepare for the variety of job opportunities in the field, particularly readiness for Clinical Fellowship.

a. Loyola Externship Director (ED)
This Loyola faculty member oversees the second-year clinical program. The ED will direct the placement process, provide student and supervisor advising and education, solicit and vet placements, match students for placement assignments, monitor student progress throughout the semester, mediate difficult supervisory or placement situations and approve all final grades submitted by placement supervisors.

b. Externship Supervisors/Preceptors
Qualified externship supervisors for SLP graduate students are ASHA certified speech-language pathologist or audiologists, who in compliance with ASHA Standard V-E, “has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2
hours of professional development in clinical instruction/supervisors after being awarded ASHA certification.” Supervisors must also meet the standards of the local state license board and in Maryland, must have a minimum of 3 years post-graduation experience.

c. Orientation and Application
Students will be formally oriented to the externship application and placement process at the start of semester 2 (1st year, spring). 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. Applications are completed twice, once at the start of semester 2 (spring) and again at the start of semester 4 (fall). The initial placement application will be used as a roadmap to plan a combination of placements for the entire second year. The second application will be used for updates and changes to student requests and eligibility for Spring semester placements.

d. Placement Assignments
Externship practica placements are assigned based on student application in addition to assessment of overall clinical and academic performance in semesters 1 (fall) and 2 (spring). Tentative placements will be assigned on a rolling basis throughout the semester by the Externship Director. 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 based on placement needs and availability as well as to also meet program and ASHA requirements.

- Students are not permitted to solicit their own placements unless given express permission by the Loyola ED.
- **No placement or type of placement can be guaranteed.**
- Once the clinical placement has been confirmed, students may not request a change.
- Weekly schedules are at the discretion of the on-site supervisor.
- Students may not make any leave plans for semesters 3, 4 and 5 until they confirm their placement schedule.
- Students are encouraged to refer to and review the ASHA Code of Ethics (see Appendix F) and the SLHS Dept Technical Standards document (see Appendix G). If there are any concerns, please contact the Externship Director.

e. Clock Hour Accrual
Each externship placement is expected to yield a minimum of 100 hours for a full-time 15-week semester. (An exception is the [optional] summer externship semester which should be a minimum of 70-80 hours for [at least] the 10-week semester.) Students are expected to complete at least two full-time externship semesters in different settings. Hours available varies greatly for different settings, specific sites and on a semester or seasonal basis. Students may be able to accrue many more than the minimum number of hours but should keep the supervisor and ED informed if they are falling short of the hours minimum goal. Students must expect to follow the assigned placement schedule regardless of the overall total number of hours needed for the ASHA 400 hour minimum. While hours are strongly considered as a necessary requirement, the schedule is driven by the need for time to develop competency and not for achieving a minimum number. Do not make placement or scheduling requests to supervisors based on hours need. Your hours need is factored in by the ED at the time of application.

f. Prerequisites and Expenses
Following a placement confirmation, students will complete any prerequisite paperwork required by the placement facility. Requirements for “employment” of a student may vary from CPR
training to background checks with fingerprinting and drug testing, to immunizations, orientation, flu shots, PPD test, facility training, special uniforms or dress codes, and parking fees or travel expenses. Following the placement confirmation students will receive from Loyola and/or the placement, a list of prerequisites. Students are ultimately responsible to assure that they have fully completed and submitted any necessary prerequisite paperwork to the appropriate person on time and my risk a delay or cancellation of their placement if the necessary documentation is not fully verified by the facility due date.

g. Summer Externships
Selected students will begin their first externship experience in semester 3 (summer). Students will receive applications at the start of semester 2 (spring) and will be given an opportunity in writing to request or decline consideration for a summer externship. Students considering a summer externship must have demonstrated a high level of competency in their semester 1 (fall) courses, continue to demonstrate competency throughout semester 2, receive strong recommendations from their first-year instructors and have placement requests that are compatible with placement availability for the summer.

h. Out-of-Area/State Externships
An “Out-of-Area” placement is any that is either outside the state of Maryland (MD) or may be in an area of MD that is outside the typical Baltimore-Washington (BW) corridor. “In-area” placements in the BW corridor primarily include the following county areas: Anne Arundel, Baltimore, Carroll, Frederick, Harford, Howard, Montgomery, Prince Georges and Washington DC. Out of Area externships can be completed either 1, 2 or 3 semesters. Students who are seeking an out-of-state/out-of-area placement, for even 1 semester will need to schedule a conference with the ED and receive written permission from both the ED and the Graduate Program Director. Students may begin making that request at the end of semester 1 following the December Externship Advising meeting where they will receive additional direction. Students who are eligible and ultimately choose to complete an out-of-area placement will receive advising and support throughout the placement process but will assume primary responsibility in researching and securing their placement. If the student is unable to secure an out of area placement by an agreed upon time then the Externship Director will assign a local placement instead. Further, students will need to commit that their externship placement commute will not negatively impact class attendance or meeting assignment deadlines.

i. Competitive Placements
Approximately half of externship placements are considered “competitive.” This refers to the placement’s requirement for an interview where they will be interviewing multiple students (possibly Loyola or other university) for the same position and the opportunity to interview does not guarantee selection by the placement. The majority of medical placements and also several educational placements will require a competitive interview. Student’s will be screened for readiness for this type of placement and matched appropriately for placement expectation. The ED 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.

j. State Licensing/Certification
In addition to the national ASHA requirements for professional certification to which Loyola adheres, each state also has additional licensing and school certification requirements which may have an impact on specific types of externship placements a student needs (e.g., some states require specific school placement hours). As part of the semester 2 Professional Practice Seminar II, students will complete an assignment to research license and board of education requirements for
state(s) the student is considering for the clinical fellowship year. Students need to inform the ED or any state regulations that may have an impact on the externship placement for any semester. Students will need to verify in writing that 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.

k. 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 inform the ED at the time of application or at minimum in advance of the placement assignment. Loyola makes every effort but does not guarantee that placement assignments will match the scholarship requirement.

E. 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.

F. Moodle
Moodle is Loyola’s Learning Management System which professors use to communicate and share resources with students in their courses. Moodle provides an easy to use system that integrates with the University student information system. ([https://www.loyola.edu/department/digital-teaching-learning/tools/moodle](https://www.loyola.edu/department/digital-teaching-learning/tools/moodle)).

G. SimuCase
SimuCase is a web-based program that combines the power of simulation-based learning with a comprehensive patient video library… it helps [students] master specific clinical skills, meet and evaluate clinical competencies, and practice interprofessional collaboration…Simulations [are used] to assess, complete diagnostic findings, make recommendations, and provide intervention for virtual patients” ([https://www.simucase.com/speech-pathology](https://www.simucase.com/speech-pathology)). SimuCase is a required tool for graded assignments in multiple courses. Students will be eligible to accrue clinical clock hours approved by a certified SLP/ AUD instructor/supervisor. Students are responsible for paying the yearly fee ($99/year) to access SimuCase and will be provided with SimuCase training during the fall orientation.

H. 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.
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 many of the standards established by The American Speech-Language-Hearing Association’s Council for Clinical Certification (CFCC) in 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 Standards
The Academic Standards refer to both academic and clinical coursework within the speech-language pathology graduate program. 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 Professional Assessment Review (PAR) committee (PAR). 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. Please refer to Section IV: University & Program Standards, LOA, and PAR for more information about the PAR process.

A student may request a withdrawal from 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 Professional Assessment Review Committee. The record of any student who has received more than one W will be reviewed by the Professional Assessment Review 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/Technical Standards.

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):**

<table>
<thead>
<tr>
<th>Number of competencies passed*</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5</td>
<td>Remediation via PAR/Clinical Support Meeting</td>
</tr>
<tr>
<td>3/5</td>
<td>Academic probation via PAR</td>
</tr>
<tr>
<td>0-2 /5 (Fail)</td>
<td>Failure and dismissal from program via PAR</td>
</tr>
</tbody>
</table>

*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 Appendix E for additional information about Level A and Level B experiences.

**Clinical Externship (SP 635, SP 637, SP 648):**

<table>
<thead>
<tr>
<th>Level</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A or B, less than 3.0 (60%) in one competency</td>
<td>Remediation via PAR/Clinical Support Meeting</td>
</tr>
<tr>
<td>Level A or B, less than 3.0 (60%) in more than one competency</td>
<td>Referral to PAR, possible academic probation</td>
</tr>
<tr>
<td>Level A, less than 3.30 (66%) overall</td>
<td>Failure and dismissal from program via PAR</td>
</tr>
<tr>
<td>Level B, less than 3.50 (70%) overall</td>
<td>Failure and dismissal from program via PAR</td>
</tr>
</tbody>
</table>

**B. 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 Professional Assessment Review (PAR) 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.

C. University 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 PAR Committee for review. Warnings, suspensions, and dismissals are possible penalties for violations of standards of conduct.

D. Community Standards
According to Loyola’s Student Conduct Policies, “Students are expected to adhere to Loyola’s Community Standards as rules for responsible living. Community standards are designed to protect the civility and decorum of the University environment and to advise students of their rights and responsibilities. Loyola’s Community Standards extend to student behaviors on and off campus.” The current Community Standards documents can be found here.
E. ASHA Code of Ethics
In addition to University-wide Standards of Conduct and Community Standards, the profession of speech-language pathology has a professional Codes of Ethics to which all students are expected to adhere. 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 PAR committee (see Section IV). As stated previously, any unprofessional or unethical conduct may result in probation and/or dismissal from the program.

Any student who has a concern about the professional or ethical conduct of any faculty member, staff member, or fellow student should consult the Code of Ethics and may choose to discuss it with the Program Director or the Department Chair. A student may also choose to file a formal written complaint with the Department Chair.

F. Technical Standards
The Graduate program in speech-language pathology requires enrolled students to possess certain skills and abilities, prior to and continuing throughout the master’s program, to successfully complete both the academic and clinical components of the curriculum. Loyola is committed to providing reasonable accommodations to otherwise qualified students with disabilities.

The Technical Standards 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 Technical Standards document a student becomes aware that s/he may need accommodations to successfully complete the program, many Loyola University Maryland resources are available (See Section VII: General University Information). Although the Graduate Program Director will support and guide a student on accessing supports, it is the student’s responsibility to initiate this communication, and to provide appropriate documentation when accommodations are required.

Any student thought to be at risk academically, clinically, or behaviorally related to the Technical Standards may be brought before the PAR committee. As stated previously, any unprofessional or unethical conduct may result in probation and/or dismissal from the program.

G. Harassment Policy
Loyola University Maryland prohibits any form of harassment or discrimination on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, sexual orientation, gender identity, genetic information, military status, or any other legal protected classification in the administration of any of its educational program or activities. This applies to all students, faculty, administrators, and staff. Additional Information about Loyola’s Harassment and Discrimination Policy, including information about filing a complaint, can be found here.

H. Graduate Program Professional Conduct
In the spirit of cura personalis, faculty and staff in the Speech-Language-Hearing Sciences Department are committed to training competent and conscientious speech-language pathologists. As such, we are interested in your holistic development as a student, person, and professional. We believe this focus is consistent with graduate training at a Jesuit institution. Although you are still in training, the public has
already begun to identify you as a professional in the area of SLP. For this reason, we require that our students act in a manner consistent with their role as emerging representatives of the profession. These recommendations may include, but are not limited to, the following recommendations. Please note that faculty members may have more specific standards, included on individual course syllabi.

- Be judicious when disclosing information in public domains (e.g., posting information on personal websites such as Facebook, Instagram, etc.). In addition, refrain from posting unprofessional statements or pictures that may be viewed by clients, supervisors, instructors, or colleagues.
- Send and receive e-mail from a Loyola email account (e.g., smith@loyola.edu).
- Turn your cell phone to off or vibrate while attending class or professional meetings.
- Abstain from inappropriate use (e.g., text messaging, emailing, taking pictures, online shopping, surfing the internet for irrelevant material) of computers or other electronic devices (e.g., cell phones) during class or meetings. This activity not only dampens your ability to learn but is distracting to classmates.
- When communicating (i.e., face-to-face, telephone, e-mail, discussion boards) adhere to appropriate professional standards (e.g., be direct and respectful) and ethical guidelines (e.g., maintain confidentiality, exhibit cultural sensitivity). This includes the appropriate use of professional salutations when sending emails or leaving voicemail messages.
- Present yourself appropriately when meeting with clients, supervisors, or professors demonstrating considerate behavior (e.g., avoid talking at inappropriate times during class, meetings, or professional seminars).
- Be mindful of confidentiality at all times and do not discuss professional matters in public or inappropriate settings.
- Be punctual to class, meetings, and with required work products. If due to unforeseen circumstances you will be late personally or with a work product, notify all relevant parties as soon as possible.
- Be respectful of others. If you arrive after the class or meeting has started, enter in as undistructive and quiet manner as possible. Do not leave class or professional seminars once seated unless necessary, so as to not disrupt your classmates, instructor, or colleagues. Wait until your instructor or supervisor indicates that your class, seminar, or meeting is over to pack-up books and materials.

If you are unable to honor a professional or academic commitment, seek guidance from your instructor, academic advisor, or supervisor as soon as possible. Doing so will often provide a more positive resolution of whatever difficulty you may be experiencing and will likely facilitate an opportunity for professional growth and development. Students who do not seek advisement in a timely manner are often disappointed by the outcome and may potentially be subject to disciplinary action (e.g., receiving a negative evaluation from a supervisor, causing harm to a client, receiving a formal Professional Assessment Review (PAR)).

I. Leave of Absence (LOA)
As noted in the Graduate Catalogue, a student requiring a leave of absence must make a request in writing to the program director and receive written permission for the leave of absence by the program director, in consultation with the PAR 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. (Note: Students receiving financial aid should see Student Status Changes under Financial Aid.)

A medical leave of absence will require written documentation from an attending physician both to grant the medical leave of absence initially and to return from the medical leave of absence.

J. Separation from the University
As noted in the Graduate Catalogue, a student may be separated from the University if it is determined that the student engages in, threatens to engage in, or is likely to engage in behavior that poses a danger to self
K. Professional Assessment Review (PAR)
In the event of a violation of any of the University and/or Department policies listed above or probation and/or unsatisfactory performance in graduate coursework (academic or clinical), a student will have a Clinical Support Meeting, an Academic Support Meeting, or a Professional Assessment Review (PAR). 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 Technical Standards 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 Professional Assessment Review Committee. In summary:

a. Remediation - Each course addresses some of the knowledge and skills specified by the ASHA Standards. Students are required to achieve a passing grade (i.e., B- or score of 80 in academic courses; scores of 3 in clinical courses) or better in the course as a whole and on critical assessments within each course in order to demonstrate competence across the Standards. Students failing to attain this criterion will be provided with a remediation plan including, but not limited to, rewriting an assignment or paper, completing simulations/SimuCase assignments, 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 PAR committee will be made, and an additional 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.

b. 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.

c. Academic Support Meeting – occurs when the concerns are primarily academic (e.g., low grades or concerns with technical standards). 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.

d. Professional Assessment Review (PAR) – occurs for clinical and/or academic concerns of greater severity which may result in academic probation or dismissal. The Graduate Program Director will convene a PAR meeting involving all members of the PAR committee, as appropriate, and the
student to discuss concerns and develop a remediation plan. PAR meetings will be held for various reasons, including, but not limited to:
   i. failure of a course
   ii. violations of academic integrity
   iii. concerns with ethical and professional conduct
   iv. violations of ASHA’s Code of Ethics
   v. concerns with Technical Standards
   vi. concerns across academic and clinical courses
   vii. passing 0-3/5 competencies on clinical KASA Grading Form (Internship)
   viii. less than 3.0 (60%) in more than one competency on the KASA Grading Form (externship)
   ix. low course grades (less than a B-)
   x. withdrawal from a course

Students will be notified of PAR meetings by the Director of Program Operations. Written minutes of the meeting will be provided to the student to review and approve subsequent to its occurrence, with copies submitted to all PAR Committee members.

L. 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.

   3. Integrity Appeal
      Violations of Academic Integrity can be reported by both instructors and fellow students. Each type of report has its own procedure and appeals process listed in the Graduate Catalogue. Students seeking an appeal are advised to follow the procedures and timelines outlined in the catalogue.
M. Complaint Processes

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. Andrea Atticks; 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, they are encouraged to contact the Department Chair, Dr. Lisa Schoenbrodt. If the concerns involve the Department Chair, students are encouraged to contact the Dean of Loyola College, Dr. Stephen Fowl.

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.
Section V: Policies and Procedures

A. 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.

B. 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.

C. 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. Please review the policies below for information related to academic courses, internships, and externships.

1. Academic Coursework
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.
2. **Clinical Internship**

The Loyola Clinical Centers conforms to the University policy for delays and closing, which can be accessed via the University’s website (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.

3. **Clinical Externship**

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.

D. **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.

E. **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:

- Completion of all ASHA and Loyola prerequisite courses
- Completion of between 56-66 credits of graduate coursework
- Completion of the required number of credits with a minimum 3.00 cumulative grade point average
- Completion of the program with no more than two courses (regardless of credit) with a grade of C
- Completion of all clinical requirements
- Completion of 400 clinical hours (including 25 observation hours)
- Completion and verification of knowledge and skills required for ASHA certification
- Attaining a passing score on the comprehensive examination or planning, writing, and defending a thesis

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**
   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.

F. **Graduation Requirements**
   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 VI: 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.

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 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
Once a student has graduated, s/he applies for the Certificate of Clinical Competence (CCC) from the American-Speech-Language-Hearing Association. Students complete and submit the application online, along with dues and fees payment. The application is available on ASHA’s website (see https://www.asha.org/Certification/SLPCertification/). The student should complete all parts of the application except for the Verification by Program Director form, which is completed by the Graduate Program Director once all obligations have been met. It is the student’s responsibility to submit the application and any supporting documents to ASHA and should be completed and submitted to ASHA immediately upon graduation. Please note that the accreditation standards change and students may not qualify under the new standards.

Applicants for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) are evaluated against the 2020 Standards for Certification in Speech-Language Pathology. Along with the online application, those who wish to apply for ASHA certification must submit:

- Passing Praxis exam scores (sent directly to ASHA from ETS).
- Official graduate transcript which verifies the date and degree awarded (may arrive directly from institution) or a letter from the registrar verifying completion of requirements for the degree.
- Speech-Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form [PDF] to report Clinical Fellowship experience. Individuals who apply online will complete this requirement within the online application system.
- Disclosure documents: If you checked yes to a disclosure question on the application, please review the requirements for certified copies of court or other legal documents.

Please refer to the 2018 Certification Handbook of SLP from ASHA.

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
State licensure 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 Maryland 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.

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<tr>
<th>Certification</th>
<th>Licensure</th>
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<tr>
<td>ASHA – private association</td>
<td>State Agency</td>
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<tr>
<td>Voluntary</td>
<td>Mandatory</td>
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<td>Professional credential</td>
<td>Protection for consumer</td>
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<tr>
<td>CCC</td>
<td>License #</td>
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<td>Practice regulations are research based and developed and approved by elected members of the association</td>
<td>State Legislature establishes laws, rules and regulations which are enforced by the State Board or regulating agency</td>
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<td>Verifies:</td>
<td>Dictates:</td>
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<td>* Master’s Degree by Accredited Academic Program</td>
<td>* Minimal qualifications to practice (may mirror those of AHA)</td>
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<td>* Supervised Clinical experience and</td>
<td>* Job titles</td>
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<td>* mentorship</td>
<td>* Supervision of support personnel</td>
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<td>* Passing score on National exam</td>
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<tr>
<td>Portable: National recognition of qualifications</td>
<td>Individual for each state: some states may have reciprocity</td>
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<td>Continuing education required to maintain</td>
<td>Continuing education required for renewal but specific hours vary by state</td>
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<td>Accepts only transcripts, test scores, and supervision by those who are CCC accredited</td>
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<td>May accept ASHA CCC to meet requirement</td>
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<td>Penalties for Violation of Code of Ethics:</td>
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<td>• reprimand</td>
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<td>• revoke membership</td>
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<td>• rescind certification</td>
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<td>Penalties for violation of law, rule or Code of Ethics</td>
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<td>• private or public reprimand</td>
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<td>• monetary fine</td>
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<td>• restriction on practice</td>
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General University information is provided [here](#). Listed below is information relevant to the Master’s students in Speech-Language Pathology.

### A. 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.

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

### C. 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.

### D. 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](mailto:ots@loyola.edu) or 410.617.5555.

### E. 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 $0.12 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. In a continued effort to ‘go green,’ any student identified as high-volume users on clinic printing will be contacted by the Clinical Division Director.

### F. 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.

### G. 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.

H. 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.

I. The Study and Tutoring Center
The Study and Tutoring Center is located on the Evergreen Campus and offers a quiet space and computer lab for both undergraduate and graduate students. It also offers tutoring and academic support services. More information can be found here.

J. 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.

K. 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.

L. 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.

M. 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.

N. 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 2019

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 26 in Columbia. 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 are offered at the Columbia Graduate Center on Mondays during the first year and at the Timonium Graduate Center during the second year. 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, technical standards, and standards of conduct 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.
Appendix B
Receipt of Handbook Form
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 9, 2019.

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.}
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
1

Course #

- Response Required

☐ SP 633
☐ SP 632
☐ SP 634

2

Number of individual sessions you supervise with this student:

- Response Required

Select Option

3

Number of group sessions you supervise with this student:

- Response Required

Select Option

4

KASA RATING SCALE

5  Exceeds expectations; independent and proficient in the skill(s); limited mentoring from the supervisor/collaborative consultation

4  Is generalizing, more independent and self-directed; requires minimum guidance/assistance from the instructor

3  Continues to develop and refine skills with frequent guidance from the supervisor

2  Needs improvement based on lack of integration of academic and clinical skills; poor generalization of skill sets across clients; maximum supervisor support; clinical support/academic standards meeting required

1  Unsatisfactory performance despite maximum supervisor input; Clinical support/academic standards meeting required

N/A  The student has not had a sufficient opportunity to demonstrate the skill
### INTERACTION AND PERSONAL QUALITIES - FINAL

ASHA Standard V-B:

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

#### Response Required

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**Final Comment**

Enter a response

### Comments, continued

Enter a response
EVALUATION - FINAL

Includes but is not limited to:

ASHA Standard V-B:

1. Conduct screening and prevention procedures (including prevention activities).
2. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
3. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
4. Adapt evaluation procedures to meet client/patient needs.
5. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
6. Complete administrative and reporting functions necessary to support evaluation.
7. Refer clients/patients for appropriate services.

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Final Comment

Evaluation Comments, continued:

Enter a response
INTERVENTION - FINAL

Includes but is not limited to:

ASHA Standard V-B

1. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
2. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
3. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
4. Measure and evaluate clients'/patients' performance and progress.
5. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
6. Complete administrative and reporting functions necessary to support intervention.
7. Identify and refer clients/patients for services as appropriate.

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Final Comment

Intervention Comments, continued:

Enter a response
ASHA Standard V-A

Includes but is not limited to:

1. Follows Health Insurance Portability and Accountability Act (HIPPA) guidelines when submitting documentation.
2. Submits all documentation on time.
3. Documentation is concise, accurate, and includes relevant information.
4. Uses forms correctly.
5. Writing reflects thought and is customized to the client/session without evidence of cutting and pasting.
6. Proofreads for spelling, grammar, and vocabulary errors.
7. Makes revisions to documentation accurately.
8. Maintains paper and electronic records.

Response Required

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Final Comment

Documentation comments, continued:

Enter a response
PROFESSIONAL BEHAVIOR & TECHNICAL STANDARDS - FINAL

*Includes but is not limited to:*

1. Attends all scheduled meetings and appointments on time.
2. Demonstrates professional conflict resolution techniques.
3. Maintains professional appearance.
4. Comprehends, retains, integrates, synthesizes, and applies information to meet clinical demands.
5. Identifies and communicates the limits of his/her knowledge to others when appropriate.
6. Recognizes and shows respect for all individuals regardless of disability, age, gender, race, religion, sexual orientation.
7. Manages the use of time effectively and prioritizes actions to complete professional and technical tasks within expected time constraints.
8. Accepts suggestions and constructive criticism and, if necessary, responds by modification of behavior.
10. Maintains work areas and treatment materials.
11. Follows procedures and policies and completes requirements for clinical courses and for the Loyola Clinical Centers.
12. Demonstrates skills as outlined in Technical Standards.

### Response Required

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Final Comment

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14

Professional Behaviors comments, continued:

Enter a response

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15

STRENGTHS - Final Evaluation

Enter a response
16  
COMPETENCY(IES) & SKILLS THAT NEED IMPROVEMENT (*unsatisfactory skills)

Final Evaluation

Enter a response

17
RECOMMENDATIONS - Final

Clinical Support

- Response Required
  - Yes
  - No

Final Comment:

Enter a response

18
Other Recommendations

Enter a response

19
Did this student receive a remediation assignment(s)?

- Yes
- No

Additional Comments:

Enter a response

20
FINAL GRADE

- Response Required

Select Option
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 a PAR 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.

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<tr>
<th>Clinical Externship (SP 635, SP 637, SP 648):</th>
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<tr>
<td><strong>Level</strong></td>
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<tr>
<td>Level A or B, less than 3.0 (60%) in one competency</td>
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<tr>
<td>Level A or B, less than 3.0 (60%) in more than one competency</td>
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<tr>
<td>Level A, less than 3.30 (66%) overall</td>
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<tr>
<td>Level B, less than 3.50 (70%) overall</td>
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**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 PAR committee to develop a remediation plan.
3. At final, an overall grade of “F” equates to automatic dismissal from Loyola’s program.
1. Please select whether this is a Midterm or Final evaluation.

2. **Student level is A or B?**
   - A = First time externship placement of that type (first medical or first educational)
   - B = Student has completed a prior placement of a similar type (2nd medical or 2nd educational externship)

3. Please select your clinical site

4. **Multicultural Experience:** ASHA Code of Ethics I. C. - *Individuals shall not discriminate in the delivery of professional services ... on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.*

   Given ASHA's description of multicultural experience, how would you characterize the multicultural caseload or professional experiences this student has had to date?
Please check all of the types of hands on clinical experiences that the student has had to date as part of this experience.

- Response Required
  - Pediatric (13 years or younger)
  - Adult (14 years or older)
  - Articulation/ Phonology/ Motor Speech
  - Language Receptive/ Expressive
  - Cognition (Attention, Memory, Executive Function, Memory, Organization, Reasoning, etc)
  - Fluency
  - Alternate Modalities (AAC, Sign Language, Picture/ Gesture/ Written communication)
  - Social / Pragmatic Language
  - Voice (Respiration, Phonation, Volume, etc)
  - Swallowing / Feeding / Oral Myofunctional
  - Hearing Impact on Communication
Grading Code:

5 – Needs collaborative consultation only. Generally exhibits independence in the skill with little specific guidance from the supervisor.
4 – Is generally independent and self-directed. Requires only infrequent monitoring and guidance. Student demonstrates competency with the skill.
3 – Clinician is becoming independent, but continues to modify and develop with frequent monitoring from the supervisor. Skill is present with solid performance.
2 – Clinician usually requires input from the supervisor and frequent coaching. Skill is emerging.
1 – Direct modeling from the supervisor is frequently needed. Student is generally dependent upon input from the supervisor for planning and implementation.
NA - Does Not Apply/Did not have opportunity

INTERPERSONAL SKILLS

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<td>1. Respectfully attends to clients' total behavior, demonstrating an understanding of their needs.</td>
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<td>2. Uses oral and written language appropriate to the consumer's level of understanding.</td>
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<td>3. Responds appropriately to supervisor feedback.</td>
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<td>4. Actively participates in supervisory conferences.</td>
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<td>5.</td>
<td>Communicates effectively with treatment team, and contributes as appropriate to skill level.</td>
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<td>6.</td>
<td>Respects the roles of other professionals and interacts appropriately.</td>
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<td>7.</td>
<td>Enables client and family to express feelings and concerns.</td>
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**Grading Code:**

5 – Needs collaborative consultation only. Generally exhibits independence in the skill with little specific guidance from the supervisor.

4 – Is generally independent and self-directed. Requires only infrequent monitoring and guidance. Student demonstrates competency with the skill.

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2 – Clinician usually requires input from the supervisor and frequent coaching. Skill is emerging.

1 – Direct modeling from the supervisor is frequently needed. Student is generally dependent upon input from the supervisor for planning and implementation.

NA - Does Not Apply/ Did not have opportunity

### PROFESSIONAL BEHAVIOR

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<td><em>8. Maintains confidentiality in all professional activities.</em></td>
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<td>10. Conveys professional behavior even in difficult situations. (e.g. communication skills, appropriate self confidence, etc.)</td>
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<td>11. Conveys professionalism through dress, speech, and mannerisms.</td>
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<td><strong>12. Maintains work area.</strong></td>
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<td><strong>13. Demonstrates consistent punctuality and attendance.</strong></td>
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<td><strong>14. Demonstrates time management skills.</strong></td>
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<td><strong>15. Follows policies and procedures of the work setting.</strong></td>
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<td><strong>16. Demonstrates accuracy and integrity with all record keeping. (e.g. Clock hours, treatment notes, attendance records, etc.)</strong></td>
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<td>17. Recognizes and respects professional limitations and seeks advice appropriately.</td>
<td>O</td>
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<td>18. Establishes professional goals and strives to achieve them.</td>
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<tr>
<td>5 –</td>
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<td>Clinician is becoming independent, but continues to modify and develop with frequent monitoring from the supervisor. Skill is present with solid performance.</td>
</tr>
<tr>
<td>2 –</td>
<td>Clinician usually requires input from the supervisor and frequent coaching. Skill is emerging.</td>
</tr>
<tr>
<td>1 –</td>
<td>Direct modeling from the supervisor is frequently needed. Student is generally dependent upon input from the supervisor for planning and implementation.</td>
</tr>
<tr>
<td>NA –</td>
<td>Does Not Apply/ Did not have opportunity</td>
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### EVALUATION SKILLS

#### Response Required

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<tbody>
<tr>
<td>20. Conducts screenings and/or prevention procedures.</td>
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<tr>
<td>21. Collects case history information and integrates information from clients, family, caregivers, and team members.</td>
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<td>22. Demonstrates sensitivity and skill in the clinical interview.</td>
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<td>23. Develops appropriate diagnostic plan based on available information.</td>
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<tr>
<td>24. Demonstrates proficiency with formal test administration.</td>
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<tr>
<td>25. Demonstrates proficiency with informal evaluation procedures (e.g. language sample, behavioral observations, etc.).</td>
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<tr>
<td>26. Adapts evaluation procedures to meet client's needs.</td>
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<td>27. Scores formal tests accurately.</td>
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<tr>
<td>28. Interprets informal evaluation results accurately.</td>
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<tr>
<td>29.</td>
<td>Notes pertinent client behaviors, which may influence overall performance.</td>
<td>⬜</td>
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<tr>
<td>30.</td>
<td>Accurately integrates test scores, behavioral observations, and history information to formulate a diagnosis.</td>
<td>⬜</td>
<td>⬜</td>
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<tr>
<td>31.</td>
<td>Provides diagnostic feedback to supervisors, clients, family, professionals, etc.</td>
<td>⬜</td>
<td>⬜</td>
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<tr>
<td>32.</td>
<td>Makes appropriate recommendations and referrals.</td>
<td>⬜</td>
<td>⬜</td>
<td>⬜</td>
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NA - Does Not Apply/ Did not have opportunity

**INTERVENTION SKILLS**

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<tbody>
<tr>
<td>33. Researches clinical problems through supplemental reading and resources.</td>
<td>❌</td>
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<tr>
<td>34. Demonstrates application of academic information and theory to treatment.</td>
<td>❌</td>
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<tr>
<td>36. Treatment planning reflects students understanding of &quot;the big picture&quot; related to the client and the therapeutic process.</td>
<td>❌</td>
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<tr>
<td>37. Develops a treatment plan with measurable and achievable long and short-term objectives.</td>
<td>○</td>
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<tr>
<td>38. Therapy planning and execution reflects students understanding of treatment hierarchies related to the client.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>39. Collaborates with client/patient and relevant others in the intervention planning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>40. Involves clients and family members throughout the intervention process.</td>
<td>○</td>
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<tr>
<td>41. Explains or demonstrates purpose and procedure for therapy tasks commensurate with the client’s level of understanding.</td>
<td>○</td>
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<td><strong>42.</strong> Uses effective behavior management strategies to maintain on-task and appropriate behavior.</td>
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<tr>
<td><strong>43.</strong> Uses activities and techniques clearly related to treatment objectives, as well as client's level and interests.</td>
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<td><strong>44.</strong> Prepares the clinical setting to meet clients’ and observers’ needs.</td>
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<tr>
<td><strong>45.</strong> Develops appropriate homework and carry-over programs.</td>
<td>〇</td>
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<tr>
<td><strong>46.</strong> Identifies and discriminates between target and error behaviors.</td>
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<td>47. Records baseline and ongoing data to measure clients’ progress.</td>
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<td>48. Provides accurate, descriptive feedback that encourages clients to self-evaluate.</td>
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<td>49. Demonstrates awareness of the client's individual response time.</td>
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<td>50. Evaluates and modifies treatment plan according to changes in clients’ progress.</td>
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<td>51. Paces activities and sessions for maximum quantity and quality of responses.</td>
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**WRITTEN SKILLS**

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<tr>
<td>52. Reports information that is accurate and pertinent</td>
<td>✗</td>
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Additional Comment

| 53. Reports adequate information to substantiate evaluative statements and recommendations. | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |

Additional Comment

| 54. Uses the facility’s formats appropriately (e.g. SOAP notes, treatment plans, Eval. forms, etc.) | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |

Additional Comment

<p>| 55. Organizes written information in a manner that is clear for the consumer. | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |</p>
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<tr>
<td>56. Uses professional writing style.</td>
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<td>57. Writing is concise to highlight salient points.</td>
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<td>O</td>
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<tr>
<td>58. Uses correct grammar, spelling and terminology; proofreads reports and submissions.</td>
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<td>59. Revises reports appropriately following supervisor's feedback.</td>
<td>O</td>
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<td>60. Meets deadlines for all written requirements.</td>
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**MIDTERM GRADE SCALE**

Pass without reservation = Overall Final Score = 60% (= 3.0) or above

Pass with expected improvement = may have < 3.0 in any section or < 60% overall total score but is working at appropriate level and expected to reach passing independence at FINAL

Needs Remediation = < 3.0 in 2 or more sections or rating =1 in a single skill item. Student needs support for improved independence. **NOTE:** Triggers Academic Standards meeting for remediation.

**FINAL GRADE SCALE**

Level A: Pass = Overall Final Score at least 66% (3.30 mean total) and above

Level B: Pass = Overall Final Score at least 70% (3.50 mean total) and above

Response Required

- Midterm: Pass without reservation
- Midterm: Pass with expected improvement
- Midterm: Needs Remediation
- Final: PASS
- Final: FAIL

Response Required

Enter a response
APPENDIX F
ASHA Code of Ethics
PREAMBLE

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

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

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

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

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

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

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

**TERMINOLOGY**


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

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

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

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

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

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

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

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

**jurisdiction** – The “personal jurisdiction” and authority of the ASHA Board of Ethics over an individual holding ASHA certification and/or membership, regardless of the individual’s geographic location.

**know, known, or knowingly** – Having or reflecting knowledge.

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

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

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

**nolo contendere** – No contest.

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

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

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

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

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

**support personnel** – Those providing support to audiologists, speech-language pathologists, or speech, language, and hearing scientists (e.g., technician, paraprofessional, aide, or assistant in audiology, speech-language pathology, or communication sciences and disorders).

**telepractice, teletherapy** – Application of telecommunications technology to the delivery of audiology and speech-language pathology professional services at a distance by linking clinician to client/patient or clinician to clinician for assessment, intervention, and/or consultation. The quality of the service should be equivalent to in-person service.

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

### PRINCIPLE OF ETHICS I

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

### RULES OF ETHICS

A. Individuals shall provide all clinical services and scientific activities competently.

B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.

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

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

F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

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

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

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

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

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

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

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

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

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

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

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

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

S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.

T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

PRINCIPLE OF ETHICS II

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

RULES OF ETHICS

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

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

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

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

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

F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member’s independent and objective professional judgment.
G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.

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

**PRINCIPLE OF ETHICS III**

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

**RULES OF ETHICS**

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

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

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

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

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

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

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

**PRINCIPLE OF ETHICS IV**

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions’ self-imposed standards.

**RULES OF ETHICS**

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

B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
C. Individuals’ statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.

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

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

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

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

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

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

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

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

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

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

N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.

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

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

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

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

T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.
APPENDIX G
Technical Standards Document
Loyola University Maryland
Technical Standards for the Graduate Program in Speech-Language Pathology

The Graduate program in speech-language pathology requires enrolled students to possess certain skills and abilities, prior to and continuing throughout the master’s program, to successfully complete both the academic and clinical components of the curriculum. These skills and abilities are divided into five areas: 1) communication; 2) motor; 3) sensory-observational; 4) behavioral-social; 5) intellectual-cognitive. The technical standards detailed below describe these skills and abilities in greater detail.

Loyola University Maryland is committed to providing reasonable accommodations to otherwise qualified students with disabilities. If after reviewing this document you become aware that you may need an accommodation to meet these technical standards, it is your responsibility to contact the office of Disability Support Services to initiate the process of requesting the required accommodation. Determining reasonable and appropriate accommodations is an interactive process between the student, Disability Support Services, and the Department of Speech-Language-Hearing Sciences. A reasonable accommodation should not fundamentally alter academic or clinical program requirements or lower academic or clinical standards.

Students are required to notify the department of any changes in their ability to meet these technical standards that occur throughout the course of the program.

Communication Skills
As a student in the speech-language pathology master’s program, you must possess adequate communication skills to:

- Communicate proficiently in both oral and written English.
- Read and write sufficiently to meet curricular and clinical demands.
- Communicate proficiently and legibly on patient documentation, reports, academic papers, and projects.
- Perceive and use non-verbal communication accurately and appropriately.
- Model appropriate voice, fluency, articulation, and language needed for effective evaluation and treatment.

Motor Skills
As a student in the speech-language pathology master’s program, you must possess adequate motor skills to:

- Sustain a necessary level of physical activity for a full academic day (e.g. three 2.5-hour classes) and clinical day (e.g., two to three 60-minute sessions for treatment across ages and abilities).
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, and other environmental or medical emergencies.
- Secure transportation to and from clinical and academic placements.
- Manipulate efficiently testing and treatment materials and environments and patient-utilized equipment.
- Access and utilize technology for clinical and classroom management (e.g., billing, charting, therapy programs, and other online resources).
Sensory - Observational Skills (e.g., vision, hearing, and perceptual abilities)
As a student in the speech-language pathology master’s program, you must possess adequate sensory skills of vision, hearing, touch, and smell to:

- Visually and auditorily identify normal and disordered communication and swallowing (e.g. articulation, voice and resonance, oral and written language, swallowing, cognition, and social interaction).
- Visualize, identify, and discriminate anatomic structures and findings on imaging studies.
- Discriminate text, numbers, tables, and graphs in visually and auditorily presented materials for classroom and clinic use.

Professional Behavior - Social Skills
As a student in the speech-language pathology master’s program, you must possess adequate behavioral and social skills to:

- Display compassion, integrity, and empathy for others including faculty, clients, staff, and peers.
- Demonstrate flexibility and composure in a high-stress environment inherent in this full-time master’s program.
- 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 your 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 modifying behavior.
- Conduct oneself in an ethical and legal manner.
- Maintain good physical and emotional health in order not to jeopardize the health and safety of self and individuals with whom one interacts in academic and clinical settings.

Intellectual - Cognitive Skills
As a student in the speech-language pathology master’s program, you must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, and apply information to meet curricular and clinical demands.
- Identify and communicate the limits of your knowledge to others when appropriate.
- Identify and utilize resources in order to increase knowledge that is specific to the curriculum.
- Follow detailed written and verbal instruction

Services available at Loyola University Maryland

Disabilities Support Services 410-617-2062, Disability Support Services
Loyola Clinical Centers 410-617-1200
Counseling Center 410-617-2273
Technical Standards for Speech-Language Pathology

Please return this signed form to Emilie Aguilar

I, ____________________________________________, acknowledge that I have read and understand the technical standards 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 Disability Support Services Office.

_________________________________________  __________________
Signature                                   Date