COMMUNICATION SCIENCES AND DISORDERS

Undergraduate Advisement Handbook

2023- 2024 Edition

*Includes Program Notes, Advisement Information,
Policies and Curriculum*

**Thomas R. Zalewski, Ph.D.
Interim Department Chairperson**

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Communication Sciences and Disorders Faculty

- Ashwini Kanade, Ph.D., Assistant Professor of Speech-Language Pathology
- Mohsin Ahmed Shaikh, Ph.D., CCC-A, Associate Professor of Audiology
- Shelley E. Scarpino, Ph.D., CCC-SLP, Associate Professor of Speech-Language Pathology
- Cara Tolan, Ph.D., CCC-A, Assistant Professor of Audiology
- Qing Yue, M.D., Ph.D., Professor of Audiology
- Thomas R. Zalewski, Ph.D., CCC-A, Professor of Audiology, Interim Department Chairperson

Clinic & Professional Staff

- Shelley E. Scarpino, Ph.D., CCC-SLP, Director of Clinical Education, Associate Professor of Speech-Language Pathology

Audiology
- Deborah John, Au.D., CCC-A, Clinical Supervisor of Audiology
- Amanda Weremedic, Au.D., CCC-A, Clinical Supervisor of Audiology

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- Kerry Ridall, M.S., CCC-SLP, Clinical Supervisor of Speech-Language Pathology
- Kailyn Stewart, M.S., CCC-SLP, Clinical Supervisor of Speech-Language Pathology

Administrative Assistants
- Jeanne Dayhoff, Department Secretary (Department Office, 2nd Floor Centennial Hall)
- Karen Diltz, Administrative Assistant (Clinic Office, 3rd Floor Centennial Hall)

Advisement

Advisement assignments are as follows:

Graduate Advisors:
- Audiology: Thomas Zalewski, Ph.D.
- Speech Pathology: Shelley Scarpino, Ph.D.
- IONM Certificate Program: Qing Yue, M.D., Ph.D.

Undergraduate Advisors:
- Ashwini Kanade, Ph.D.
- Cara Tolan, Ph.D.
- Mohsin Ahmed Shaikh, Ph.D.
- Qing Yue, M.D., Ph.D.

"A distinguishing characteristic of the human service professional is that the individual practitioner at every level of expertise never ceases to be a student. All must learn and grow continually as one of the foremost obligations to the society whom we serve. Education within the programs of the Department of Communication Disorders and ...is viewed as a partnership in which students and faculty learn and grow together and contribute to each other's knowledge and understanding."

James D. Bryden, Ed.D.
Former Chairperson
Dept. of Communication Disorders

Mission Statement

The mission of the Department of Communication Sciences and Disorders (CSD) is to offer high-quality programs at the undergraduate and graduate level that prepare students for some of the most sought-after career paths in a growing, highly competitive global job market: audiology, speech-language pathology, and intraoperative neurophysiological monitoring. This mission of excellence is supported by evidence-based educational and clinical practices, interprofessional collaboration, innovative research, and community outreach.

Vision

We aspire to provide students with the knowledge and skills to meet the need in the Commonwealth of Pennsylvania, as well as beyond Pennsylvania, for high quality, independent audiologists, speech-language pathologists (SLPs), and intraoperative neurophysiological monitoring (IONM) technicians. Through this work, we hope to make a positive impact on our community and on the world.

Values

We value:
- Diversity, equity, and inclusion in all aspects of education and service delivery
- Curiosity and critical thinking
- Respect, honesty, and professionalism
- Evidence-based, culturally sensitive practice
- Active engagement in scholarly research
- Service to the community

Programs Offered

Our department is proud to offer the following programs:
- Bachelor of Science (B.S.) in Audiology/Speech-Language Pathology
- Master of Science in Speech-Language Pathology (M.S. SLP)
- Doctor of Audiology (Au.D.)
- Certificate in Intraoperative Neurophysiological Monitoring (IONM)

Introduction

Congratulations! You have chosen to pursue an exciting career either in speech-language pathology or audiology at Commonwealth University – Bloomsburg. These fields in the health service area have excellent growth potential which means there will be jobs available in the foreseeable future. But more importantly, you have chosen fields that provide valuable services to those with communication deficits.

The pre-professional curriculum in Communication Sciences and Disorders is designed to prepare students for admission to graduate education in speech-language pathology and audiology. A core of required courses in the pre-professional curriculum is a prerequisite to graduate school admission and is based on the American Speech-Language-Hearing Association (ASHA) accreditation/certification requirements. As such, the class work is oriented to preparing the student for graduate school. This is necessary because both the fields of speech-language pathology and audiology require a post- bachelor's degree for the entry level into the professions. Whether you eventually work in a school setting, hospital, private clinic, or start your own practice, you will need to obtain the appropriate graduate degree to comply with the American Speech-Language-Hearing Association (ASHA) and/or the American Academy of Audiology (AAA) guidelines.

This handbook was designed to help you adjust to the pre-professional program in Communication Sciences and Disorders at Commonwealth University – Bloomsburg. As an undergraduate you will be taking the same sequence of courses whether you eventually wish to pursue graduate study in audiology or speech-language pathology. In this handbook, you will find information on the sequence of courses you need to take for the major, scheduling guidelines, study tips, recommended elective courses and even information on how to apply to a graduate program.

Although the content of this handbook is valuable, it does not take the place of your academic advisor. Your advisor is available a minimum of five hours each week of the semester during office hours. In addition, individual meetings can be scheduled to discuss your career options and help with course scheduling. Remember, ultimately, you are responsible for scheduling your classes and meeting university graduation requirements. Your advisor can be a great resource to help keep you on track.

Help is available from other faculty as well. As you take courses, do not hesitate to contact your instructors. This is especially true in cases where you are struggling with a class. Early contact with the course instructor may mean the difference between passing and failing a course. Remember, this is not high school. At the college level, you are expected to take responsibility for your performance. That means you need to be proactive. ***Do not wait until three weeks after midterm to do something about your grades.*** Talking with your instructors may give you valuable insight on how to study for the examinations and perform better on assignments.

One last word . . . keep your goal in mind. You have chosen to pursue a career in a profession that helps those who are less fortunate. You are to be commended. In this world that tends to focus so much on the individual and the self, you have chosen a career that helps others achieve their dreams. In a very real sense, that makes you extra special. Remember that, as you work on completing your degree program.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

History

The first course in communication disorders at Bloomsburg State College was offered through the Special Education Department in 1932. Later, some practicum experiences in Speech Correction were added and in 1938 additional courses were offered. In the same year, the Speech Clinic was also established which served primarily as a practicum facility for college students and as a diagnostic and therapy center for children and adults in the local area.

In 1942, the State Department of Education granted the college permission to offer courses leading to state certification in the field of speech correction. Students in secondary or elementary education were able to elect Speech Correction as their area of concentration.

The concentration in speech correction continued to grow. In 1961 the Department of Special Education was given divisional status with two curriculum areas: Special Education for the Mentally Retarded and Speech Correction. The State Council of the Commonwealth of Pennsylvania authorized Bloomsburg State College to confer the Master of Education Degree in Speech Correction beginning in 1962.

The Department of Speech Correction was established in 1968. In the 1970's, a mandatory five-year program terminating in the Master's degree was instituted for Speech Pathology and Audiology. This requirement mirrored standards set by the American Speech-Language-Hearing Association. The program at Bloomsburg State College led the state universities in establishing this standard at the state level.

In 1983, the two departments of special education and speech correction were again collapsed into one named the Department of Communication Disorders and Special Education. Beginning in the mid 1980's the areas of audiology and speech pathology began a self-evaluation process. Outside consultants were brought in to help identify strengths and weaknesses of the programs with the eventual goal of obtaining accreditation from the American Speech-Language-Hearing Association. That accreditation was granted in 1991. Bloomsburg University was one of the first of the state universities to achieve this status. Since its accreditation, master's degree students at Bloomsburg University have had an excellent track record for passing the National Examination in Speech Pathology and Audiology (over 95% success rate).

In the fall of 1998, the Department of Audiology/Speech Pathology was formed offering a pre- professional degree in audiology/speech pathology and Masters' degrees in Audiology and Speech- Language Pathology. The department moved into Centennial Hall along with the Hearing and Speech Clinic, during the spring of 2001.

In fall of 2002 the Department opened a clinical doctorate program in audiology with the first class graduating in the spring of 2006.

In the fall of 2018, the Department changed its name to Communication Sciences and Disorders to encompass all of the programs offered including Audiology, Speech-Language Pathology, Intraoperative Neurophysiological Monitoring (IONM) and English as a Second Language (ESL).

The Department has a long history of service to the profession. Commonwealth University – Bloomsburg is proud of the quality of its graduates and the services they have provided to children and adults with communication disorders. Our faculty has consistently been involved at the local, state and national levels. Faculty members and former students helped form the Northeastern Speech-Language- Hearing Association (NESHAP). Faculty have served as president of the Pennsylvania Speech- Language-Hearing Association, many others along with former students have served on the Executive Board. One of our graduates served as President of the American Speech-Language-Hearing Association and others have served on Legislative Council, chaired and/or served on convention planning committees and participated in other national level boards and committees

The Future

The prospects for the professions of Audiology and Speech-Language Pathology are excellent for the coming years. CareerCast.com recently included both Speech-Language Pathology and Audiology in the Top 15 Best Jobs for 2019. In 2021, the Bureau of Labor Statistics "Occupational Outlook Quarterly" stated that "much faster than overall average growth is expected for Speech-Language Pathologists and Audiologists." The demand for Audiologists is expected to increase by 10% by 2031. It was also ranked as the third least-stressful job overall by CareerCast.com in 2018. Both graduate programs, Speech-Language Pathology and Audiology, have 100% completion rates and employment rates in the professions upon graduation. As the profession changes, so will the program. As a leader in the state and nation, the programs at Commonwealth University – Bloomsburg will continue to provide superior education to their students.

PROGRAM COMPLAINTS

Procedures for Student Complaint at

Commonwealth University – Bloomsburg

In order to provide students with opportunities to express and share concerns, file complaints, or lodge grievances below is a listing of available student resources regarding methods for reporting purposes. If someone is unsure of which process applies to a particular issue, please contact The Office of The Dean of Students by phone at 570-389-4734 or email: deanofstudents@bloomu.edu

Policies:

- PRP 3592 Academic Grievance Procedure:

    https://www.bloomu.edu/prp-3592-academic-grievance-procedure

- PRP 4862 - Student Non-Academic Grievance Policy:

    https://www.bloomu.edu/prp-4862-student-non-academic-grievance-policy

- PRP 2060 - Americans with Disabilities:

    https://www.bloomu.edu/prp-2060-americans-disabilities

- PRP 4789 - Harassment and Discrimination Policy:

    https://www.bloomu.edu/prp-4789-harassment-and-discrimination-policy

CSD Departmental Complaint Procedure

A locked complaint box is available to students that is located outside the CSD Department secretary's office. This box is locked, labeled "Suggestions, Comments, Complaints", and students may file a complaint anonymously. The Department secretary checks the box weekly and collects the complaints and forwards them to the Department Chairperson. If there is a complaint against faculty or Program Director, it is resolved by the Department Chairperson. If the Department Chairperson cannot reach a resolution on the complaint, then the complaint is escalated to the Dean. All complaints are placed in a file and housed in a locked cabinet in the Department Chairperson's office.

DEGREE REQUIREMENTS

Meeting Course Requirements: An Overview

In order to graduate from Commonwealth University – Bloomsburg you must do the following:

1. Complete all requirements for the major.

2. Complete the General Education Program.

3. Complete 120 credits.

4. Maintain a minimum GPA of 2.0 in the major and 2.0 overall. (These are minimum undergraduate degree requirements, and do not reflect graduate school admission standards).

GENERAL EDUCATION

Education at a college or university has traditionally had two equally important components—depth and breadth. Depth is provided by the academic major which a student chooses and which prepares them for a useful vocation; breadth of knowledge is the concern and aim of the general education curriculum. Since men and women first began to discuss the nature and purpose of education, they have seen in it something more than the mere acquisition of specific knowledge or skills, important as these may be. This something they called a liberal or general education and the need for it has been based on the ideal that a breadth of knowledge is necessary for an individual to become an informed and literate member of society.

Commonwealth University – Bloomsburg
General Education Curriculum Map

Curricular Theme	Total Credits Required	Program Goal, Rubric ID	Credits Distributed	Supporting Courses (TO BE DETERMINED)
FOUNDATIONS	15	First Year Seminar, U	3	
		Writing, W	3	
		Oral Communications, O	3	
		History, H	3	
		Quantitative, Q	3	
INTERCONNECTIONS	9	Diversity, D	At least 3	
		Global Perspectives, G	At least 3	
		Foreign Language, F	e	
CITIZENSHIP & RESPONSIBILITY	6*	Citizenship, S	e	
		Ethical Reasoning, E	e	
		Critical Reasoning, R	e	
NATURAL WORLD & TECHNOLOGIES	9	Natural World, N	At least 6	
		Technologies, T	e	
CREATIVITY & EXPRESSION	6	Literature, L	3	
		Arts, A	3	
		Creativity, C		
	45		**30**	**TOTALS**

* Students are required to earn credits in the Citizenship & Responsibility curriculum by completing 2 of the 3 goals.
e Indicates an elective or option. Students may have some flexibility to choose so long as the applicable policies are followed.

The listing of courses that meet general education requirements is always changing because new courses are expected to be added every semester. You can track the courses that meet general education requirement at any time by using the link below.
https://www.commonwealthu.edu/academics/general-education.

You will also find more information about the general education program and search for courses that meet the area you need.

REQUIRED COURSES FOR MAJOR

Required Courses for the Major and Other Required Courses are also listed on the course sequence sheet (See Page 22). Courses are arranged in the recommended order in which they should be taken, though there is some flexibility, especially for transfer students. Some of the courses are offered in fall and spring, while others are only offered once a year. The student should work with their advisor each semester to plan their course sequence.

For students who plan to pursue a career in speech-language pathology, the ASHA 2020 standards require the following.

Biology

The study and characterization of living organisms and the investigation of the science behind living things. Broad areas include: anatomy, biology, cell and molecular biology, computational biology, ecology and evolution, environmental biology, forensic biology, genetics, marine biology, microbiology, molecular biosciences, natural science, neurobiology, neurology, physiology, and zoology. The department recommends BIOL101 Human Biology.

Physical Sciences

Physical science must be met through chemistry or physics only. The department recommends PHYSICS204 Acoustics.

Statistics

As defined by the American Statistical Association (ASA), statistics is "the science of learning from data, and of measuring, controlling, and communicating uncertainty; and it thereby provides the navigation essential for controlling the course of scientific and societal advances." A stand-alone course in statistics is required. The department recommends PSYC150 Applied Psychological Statistics or STAT141 Introduction to Statistics.

Social Sciences and Behavioral Sciences

The systematic analysis and investigation of human and animal behavior through controlled and naturalistic observation and disciplined scientific experimentation. These areas of study attempt to accomplish legitimate, objective conclusions through rigorous formulations and observation. The department recommends PSYC100 Introduction to Psychology.

Free electives are courses that do not fit the general education or major course requirements but are part of the 120 credits required for graduation. Courses might be taken to complete a minor, to strengthen the major, or to pursue a particular interest of the student. The student might consider a foreign language minor as this is a sought-after skill in for both professions.

UNDERGRADUATE PROGRAM

Undergraduate Program

The pre-professional curriculum in Communication Sciences and Disorders is designed to prepare students for admission to graduate education in Speech Pathology or Audiology. The department makes no recommendation for any type of certification based on the completion of the undergraduate pre-professional curriculum. A core of required courses in the pre-professional curriculum is prerequisite to graduate school admission and is based on the American Speech-Language-Hearing Association (ASHA) accreditation/certification requirements.

Introductory courses in the undergraduate pre-professional curriculum in speech pathology and audiology are open to all university students (majors and non-majors) who are interested in the speech-language and/or hearing sciences, including normal and developmental aspects and speech-language and/or hearing disorders. Advanced courses are restricted to majors.

The pre-professional curriculum was designed to provide the student with a broad general education background with a variety of courses pertaining to the professions of Speech Pathology and Audiology. No practicum experiences are required at the undergraduate level but an optional summer internship is available.

Students admitted to any graduate program must have 25 hours of observation prior to beginning a graduate Clinical Practicum course. Students can complete all 25 hours within Clinical Observation course (CSD 260).

Admission to the graduate programs in Audiology and Speech-Language Pathology is competitive. Seniors who have shown exceptional academics and personal standards may be eligible for conditional acceptance into the graduate Audiology and/or Speech-Language Pathology programs at Commonwealth University – Bloomsburg. The guidelines for this conditional acceptance into the graduate programs may change yearly. See the department secretary for the current criteria.

Curriculum Sequence
Effective Class of 2023

FRESHMEN

Fall		Spring
CMSD 152 Intro to Communication Disorders *(fall or spring)* *		SPEC 110 Introduction to Individuals with Exceptionalities *(fall or spring)* *
*MATH Requirement – **Math 109 or higher***		***BIOL 101 Human Bio*
		COMM 101/102
Elective/Gen Ed		
		Elective/Gen Ed

Students will be scheduled for MATH 120 Mathematics in Health Sciences for Fall Freshman year. This recommended course meets the department requirement (109 or higher) and carries GEPs.

SOPHOMORE

Fall		Spring
CMSD 200 Intro Audiology *(fall or spring)**		CMSD200 Intro to Audiology *(fall or spring)**
CMSD 260 Clinical Observation *(fall or spring)**		CMSD 260 Clinical Observation *(fall or spring)**
***PHYS 204 Acoustics (Needed for CSD 410)*		CMSD 220 Phonetics
ELL (PDE) any course (optional)		CSD 366 Anatomy & Physiology for Speech, Language, and Hearing
Elective/Gen Ed		**PSYC 100 Introduction to Psychology
		Elective/Gen Ed

JUNIOR

Fall		Spring
CMSD 240 Normal Language Acquisition		CMSD 325 Lang Disorders Children, *Prerequisite CSD 240*
CMSD 400 Auditory Training & Speechreading, *Prerequisite CSD 200*		CMSD 410 Applied Speech Science, *Prerequisite CMSD 366, PHYS 204, CMSD 220*
CMSD 355 Assessment and Remediation of Speech Disorders, *Prerequisite: CSD 220*		***Statistics: PSYC 150 or STAT 141*
Elective/Gen Ed		*Elective/Gen Ed*

SENIOR

Fall		Spring
CMSD 460 Psycholinguistics		CMSD 340 Cognitive & Behavioral Principles in Speech-Language Pathology
Elective/Gen Eds		CMSD 430 Fundamentals of Audiology *Prerequisite CSD 200*
		CMSD 335 Acquired Disorders of Communication and Swallowing
		Elective/Gen Eds

Italicized items can be taken at any time during the program
*These courses are offered in both the fall and spring semester. Students are only required to take Intro to Comm Dis, Intro to Exceptionalities, Acoustics, Introduction to Audiology, and Clinical Observation once

** ASHA prerequisite for MS-SLP

To Do List by Year

FRESHMAN

- Introduce yourself and meet with your advisor
- Obtain an undergraduate handbook for the major
- Complete Banner/Onesis training https://www.commonwealthu.edu/my-commonwealthu
- Join and get involved with student organizations - NSSLHA (build your resume for graduate application)

SOPHOMORE

- Meet with your advisor
- Consider options for a minor
- Consider volunteer activities to strengthen your graduate application

JUNIOR

- Meet with your advisor
- Consider an audiology or speech pathology internship during summer before senior year
- Map out remaining courses to determine what is needed for graduation review (i.e.,what needs to be completed prior to graduation)
- Consider scheduling math course in spring semester and make other preparations for the GRE exam if required by the graduate schools to which you are applying
- Take the GRE in summer before or in the fall of senior year if required by the graduate schools to which you are applying

SENIOR

- Fall semester meet with advisor to go over course requirements for graduation
- Take GRE in summer before or in the fall of senior year if required by the graduate schools to which you are applying
- Complete and submit applications for graduate school (most schools have application due date between November-February)
- Ask professors who know you relatively well for a letter of recommendation for graduate school
- Consider attending the ASHA or PSHA convention

ADVISING TIPS

Advising Tips

CLASS ATTENDANCE (PRP 3506 - Class Attendance Policy https://www.bloomu.edu/prp-3506-class-attendance-policy)

Regular classroom attendance is expected of all students. However, when class work is missed, a student will be afforded reasonable assistance by a faculty member when:

- Class work is missed as a result of extenuating circumstances beyond the student's control
- The student communicates the need for special arrangements as soon as the need for an absence is known
- Official documentation is provided to verify the reason for absence if requested by the instructor

Extenuating circumstances may be, but are not limited to: personal illness, death or critical illness in the immediate family, participation in a university-sponsored activity, participation in a short-term, obligatory military or military reserve activity, observation of a religious holiday, or civic and legal mandatory obligations.

The instructor is not required to give makeup examinations or review other class work missed as a result of unauthorized absences.

A faculty member, with departmental approval, may adopt a reasonable alternative policy if class members are provided that policy in writing during the first week of classes.

MINORS/CONCENTRATION AREAS AT BLOOMSBURG-COMMONWEALTH UNIVERSITY (PRP 3602 - Majors, Minors, Career Concentrations and Teacher Certification https://www.bloomu.edu/prp-3602-majors-minors-career-concentrations-and-teacher-certification)

Major - Each student must complete a major field of study for graduation. A major field of study is one of the approved degree programs prescribed by the major department or the college in which the student is enrolled. The specific course requirements for the options within each of the degree programs leading to the degrees as described in the Catalogue. At least fifty percent (50%) of the semester hours of courses in a major (excluding cognate courses) must be earned at Bloomsburg University.

Minor - A minor field of study consists of a minimum of 18 hours. While courses counting toward a minor may also fulfill General Education or Career Concentration requirements, no more than 6 credits toward the minor may come from the student's major and/or certification area. A minor offered in an academic discipline may have multiple advisement options. A student may choose to pursue minors in more than one academic discipline. At least fifty percent (50%) of the semester hours of courses in a minor (excluding cognate courses) must be earned at Bloomsburg University.

Career Concentrations - Career concentrations are multidisciplinary advisement programs to help students select courses to develop appropriate skills and knowledge to prepare for entry and mobility in specific professions or careers. For example, career advisory committees exist in areas such as community services, public administration, gerontology, and environmental management and planning.

GRADUATION REQUIREMENTS (PRP 3604 Undergraduate Graduation Requirements
https://www.bloomu.edu/prp-3604-undergraduate-graduation-requirements)

Graduation from Commonwealth University requires the successful completion of at least 120 semester hours, to include:

- Completion of the curriculum of an approved major program
- Completion of general education requirements
- An average of 2.00 or higher in all courses required by the major program

All students earning a first baccalaureate degree will take at least 30 of their last 45 credits at Bloomsburg University, no more credits are required than the 30 credits. All first baccalaureate students will take at least 50% of credits required for the Major from a PASSHE university. Bloomsburg University may require up to a maximum of 50% of the Major credits. Program exceptions to the policy are to be approved by the Office of the Chancellor.

All students earning a first associate degree will take at least 15 of their last 30 credits at Bloomsburg University, no more credits are required than the 15 credits. All first associate students will take at least 50% of credits required for the Major from a PASSHE university. Bloomsburg University may require up to a maximum of 50% of the Major credits. Program exceptions to the policy are to be approved by the Office of the Chancellor.

CONDITIONAL ACCEPTANCE TRACK

Admission to the graduate programs in Audiology and Speech-Language Pathology is competitive. Seniors enrolled in the Communication Sciences and Disorders undergraduate program at Commonwealth University – Bloomsburg who have shown exceptional academic and personal standards may be eligible for conditional acceptance into the Doctorate of Audiology and/or Master's of Speech-Language Pathology programs at Commonwealth University – Bloomsburg. The Department holds a meeting early in the Fall semester to announce the criteria, explain the application process, present the due date for submission, and to answer any questions. Twenty-three qualified seniors are guaranteed admission into our Master's of Speech-Language Pathology (15) and Doctorate of Audiology (8) programs. Application to be considered for conditional acceptance into one of the programs is due during the Fall semester and the criteria to be eligible to apply may vary yearly. Please contact the department secretary or attend the Fall meeting during your senior for the current criteria.

COURSE LOAD

The student must carry a minimum of 12 credits to be considered a full-time student. The typical course load is 15 credits, and the student can carry up to 18 credits without needing special permission from the Dean's Office. Course loads greater than 18 credits in any one semester will need to be approved. The student should talk with his/her advisor if considering such a course load.

PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

Applicants and students enrolled in the major must possess the necessary intellectual, physical, emotional, social, and communication skills needed to provide treatment that is safe for the client/patient, themselves, and other health care providers. The core performance standards for this

program are provided in University Policies section of the handbook. Students not meeting these standards may be asked to withdraw from the major and program of study.

SCHEDULING

Students schedule classes using the **Student Information System** (Banner/Onesis). Banner contains your university records and is password protected for security. There are tutorials online (https://www.commonwealthu.edu/my-commonwealthu) to assist you in the use and scheduling of courses. Help in choosing courses is available from the student's academic advisor. Some suggested elective courses are described in the Appendix. It is strongly recommended that students meet with their advisor every semester for major/general education monitoring, to identify required major courses, to identify general education, and University requirements for graduation. ***Ultimately the student is responsible for scheduling courses and adhering to graduation requirements.***

Scheduling classes is based on the number of credits successfully earned/completed. Courses currently completing do not apply. Therefore, most Fall semester Freshmen carry 15 credits, but have not earned any credits and will be eligible when student with 0+ credits can schedule courses. The more credits you have earned, the earlier you can schedule with a greater selection of courses.

CLOSED SECTIONS

When a section of a course becomes 'filled', no additional students will be admitted unless approved by the instructor offering the course.

DROP-ADD

Students may drop courses through the 7th calendar day in a regular Fall/Spring semester. Students may add courses through the 7th calendar day in a regular Fall/Spring semester. Changes are subject to available space in classes to which the student proposes to transfer. Any number of courses can be dropped during this time without penalty. After this time, it is no longer possible to add courses.

WITHDRAWALS (PRP 3462 https://www.bloomu.edu/prp-3462-undergraduate-course-withdrawal)

After the add/drop period is completed and continuing until the final instructional day of the semester prior to finals, a student may withdraw from a course and a grade of "W" will be recorded on the transcript and remain as part of the student's permanent academic record.

There is no limit to the number of courses from which a student may withdraw.

Although not required, students are encouraged to consult with the instructor to verify their grades and status in the course, and to meet with their advisor to discuss the potential benefits and concerns of withdrawing from a particular course.

Students should be aware that withdrawing from one or more courses may result in consequences related to academic progress, financial aid, and/or related areas and should seek advising accordingly.

REPEATING A COURSE (PRP 3452 - Course Repeat https://www.bloomu.edu/prp-3452-course-repeat)

A maximum of six course repeats is permitted. The grades for a repeated course remain on the transcript and are part of the student's permanent record. Except for a W, the most recent grade (regardless of whether it is higher or lower) will be the grade used for QPA calculation. Each repeat

of the same course counts as one of the six permitted repeats and an individual course may not be attempted more than 3 times (defined as three non-W grades on the transcript). Withdrawals (courses for which the grade is W) do not count toward either the overall 6-repeat maximum or the individual course 3-repeat maximum. A course taken three times (defined as three non-W grades on the transcript) at Commonwealth University may not be transferred from another institution of higher education. ***An individual course may be repeated multiple times, however, you may not be enrolled in the course if seats are needed for students who are required to take the course in sequence for matriculation.***

PASS-FAIL (PRP 3454 Undergraduate Pass/Fail https://www.bloomu.edu/prp-3454-undergraduate-passfail)

There are two circumstances in which the usual grading scheme (A, A-, B+, etc.) may be replaced by Pass/Fail (P/F). The first is the Pass/Fail Option for Students, which may be elected by a student. Section I of this policy governs Pass/Fail Option for Students The second circumstance is Pass/Fail Only Courses, which covers all offerings of an approved course. Section II of this policy governs Pass/Fail Only Courses.

Grades in pass/fail courses are not used in the computation of a quality point average (refer to PRP 3522- Grades, Quality Points and Quality Point Averages).

<center>I. Pass/Fail Option for Students</center>

After attaining sophomore standing, a degree student may elect courses on a pass/fail basis until the final day of the Drop/Add period in accordance with the following rules:

A maximum of two courses (not more than eight credit hours in total) may be included as part of the minimum graduation requirement. No more than one Pass/Fail Option course, as defined in this section, may be taken in any one semester or session.

Courses taken using the Pass/Fail Option must be free electives. The following may not be taken using the Pass/Fail Option:

- Major requirements including cognate courses
- Minor requirements
- Courses used to fulfill General Education points

The instructor is not informed that the student is exercising the Pass/Fail Option for Students. The letter grade reported by the instructor is later translated by the Registrar's Office into a grade of "P" or "F" in accordance with PRP 3522 - Grades, Quality Points and Quality Point Averages.

If, subsequent to the completion of a course on a Pass/Fail Option for Students basis, the student changes their major to one in which the instructor's original grade is required, they may request that the chairperson of the academic department be notified of the actual letter grade earned.

A student who has received a grade of "F" in a course may not take it later on a Pass/Fail Option for Students basis.

The student may revoke a decision to take a course on a Pass/Fail Option for Students basis. The revocation must be completed by the close of the business day three weeks after the middle day of the semester. This will allow the Pass/Fail Option for Students to be used again.

II. Pass/Fail Only Courses

A department may apply to have one (or more) of its courses offered on a Pass/Fail Only basis. This designation is made through the approval sequence as defined on the Omnibus form.

An approved Pass/Fail Only course may be used to meet general education requirements or requirements of a major or minor.

An approved Pass/Fail Only course shall not be included in the two course maximum of the Pass/Fail Option for Students.

The Department of Communication Sciences and Disorders do not have offer any Pass/Fail courses.

Grades

Recording Grades - At the end of a semester or summer session, the final grade for each course is recorded on the student's permanent record; grades are available to students on Banner.

Definition of Grade given at Commonwealth University, with their commensurate quality points, are as follows: https://www.bloomu.edu/prp-3522-grades-quality-points-and-quality-point-averages

A	= 4.00 (superior attainment)
A-	= 3.67
B+	= 3.33 (above average attainment)
B	= 3.00
B-	= 2.67
C+	= 2.33
C	= 2.00 (average attainment)
C-	= 1.67
D+	= 1.33
D	= 1.00 (minimum attainment)
F	= 0.00 (failure). Students do not earn credits for failing grades in courses.

Calculating Quality Point Average

The Quality Point Average (abbreviated QPA) is computed from the record of courses taken at Bloomsburg University using the assigned grades of A through F as listed above.
The computation is as follows:

Multiply the number of semester hours for each course by the number of quality points for the grade in the course, and add the products.
Divide the sum obtained in the first step by the total number of semester hours represented by the courses.

A "Semester QPA" is computed by including only the courses of a single semester. The "Cumulative

QPA" is that computed by including all courses taken to date at Bloomsburg University, including Developmental Studies courses (Academic Enrichment courses numbered 001 –099).

If a course has been successfully repeated, the credits are counted only once in the computation. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the QPA calculation. If a course is successfully repeated at another accredited institution of higher education, the credits for the course initially taken at BU are deleted from the computation.

TRANSFERRING CREDITS

Bloomsburg University is committed to maximizing the acceptance and application of college-level credits awarded by postsecondary institutions with institutionally recognized accreditation.

This student transfer policy operates in accordance with PASSHE Policy (1999-01-A, July 14, 2021) to ensure that "competencies and learning outcomes developed and documented through prior learning are the basis of recognition of transfer credit."

In keeping with the recommendations of the Middle States Commission on Higher Education (MSCHE) and other public policy advocates for transfer students, Bloomsburg University is committed to procedures and practices that enable transfer students to "complete their education without unnecessary repetition of learning successfully completed at another institution."

The purposes of this policy are:

1. To facilitate transfer of undergraduate and graduate students and their prior learning to Bloomsburg University.
2. To ensure that students can complete their education without unnecessary duplication of coursework.
3. To assist non-diploma and non-degree-holding students who have earned college-level credits from a previously attended PA community college earn an associate degree or other credential by "reverse transferring" their current Bloomsburg University credits back to their PA community college.

Please refer to PRP 3343 - Undergraduate Student Transfer Policy (https://www.bloomu.edu/prp-3343-undergraduate-student-transfer-policy)

UNIVERSITY POLICIES

UNIVERSITY POLICIES
Academic Integrity Policies and Procedures PRP 3512
https://www.bloomu.edu/prp-3512-academic-integrity-policy

What is Academic Integrity?

Academic integrity refers to the adherence to agree upon moral and ethical principles when engaging in academic or scholarly pursuits. The university's academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated.

This student academic integrity policy is only part of, not the entirety of efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair and forthright with others is a responsibility that each member of the Commonwealth University community must accept. The conditions of an academic integrity policy spell out the nature of the expectations we have of one another, and explain the sanctions that follow the failure to live up to these expectations. The following policy sets a standard for all of us to live up to and exceed.

What is Academic Dishonesty?

The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be, exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

1. Cheating: (a) Using notes, study aids, or information on an examination which are not approved by faculty; (b) Altering graded work after it has been returned and submitting the work for regarding; (c) Allowing another person to do one's work and submitting that work under one's own name; (d) Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. Plagiarism: Submitting material that in part or whole is not one's own work without attributing those same portions to their correct source.

3. Fabrication: (a) Falsifying or inventing any information, data, or citation; (b) Presenting data that were not gathered in accordance with standard guidelines that defined the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

4. Misrepresenting Circumstances: (a) Lying; (b) Presenting a professor (verbally or in writing) with false or incomplete information.

5. Impersonation: (a) Representing oneself as another student in an examination; (b) Signing another's name on an attendance roster; (c) In general doing the work required of another student and/or allowing another to do your work.

6. Obtaining an Unfair Advantage:

   (a) Stealing, reproducing, circulating, or otherwise gaining access to examination material prior to the time authorized by the instructor; (b) Stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) Unauthorized collaborating on an academic assignment; (d) Retaining, processing, using, or circulating previously given examination materials, where those materials are to be returned to the instructor at the conclusion of the examination; (e) Intentionally obstructing or interfering with another student's academic work; or (f) Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

7. Aiding and Abetting Academic Dishonesty: (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; or (b) Providing false information in connection with any inquiry regarding academic integrity.

8. Falsification of Records and Official Documents: (a) Altering documents affecting academic records; (b) Forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

9. Unauthorized Access to Computerized Academic or Administrative Records or Systems: (a) Altering computer records; (b) Modifying computer programs or systems; (c) Releasing or dispensing information gained via unauthorized access; or (d) Interfering with the use or availability of computer systems of information.

What happens when a student is suspected of Academic Dishonesty?

The first step in any alleged case of academic dishonesty will be for the faculty member to inform the student that dishonesty is suspected and that steps will be taken to resolve the issue.

If the faculty member would like to resolve the issue informally, and if the student accepts the charges and the penalty, then the faculty member chooses between Options I and II. Option III is required when the student does not accept the charges or the penalty, or the faculty member believes that a penalty greater than failing the course is appropriate.

If dishonesty is discovered at or after the end of the semester, the faculty will not enter a grade for that student; thus, the student will receive an "X" grade. The faculty member will either contact the student directly to set up the initial meeting or contact the Office of Academic Affairs who will notify the student of the need for such a meeting.

OPTION I: INFORMAL CONFIDENTIAL RESOLUTION

The faculty member may resolve the charge confidentially with the student, discussing the alleged offense and explaining any penalty that might follow; students who dispute the fairness of the charge or penalty may elect to have the matter arbitrated by the Academic Grievance Board.

The professor has a range of sanctions within the boundaries of the course in which the dishonesty occurred. Possible sanctions include verbal and written reprimand, an appropriate additional assignment, lowering the grade on the assignment on which the dishonesty occurred, failing the assignment on which the dishonesty occurred, lowering the course grade, and failing the course.

The faculty member is strongly encouraged to have this agreement in writing, and to keep that document and any evidence in a secure location.

OPTION II: INFORMAL RESOLUTION WITH A FILED REPORT

The faculty member may follow the guidelines given in Option I, Informal Confidential Resolution, and, in addition, file an Academic Integrity Policy Violation Report Form with the Director of Student Standards. The Report Form explains the offense and penalty and includes an acknowledgment by the student of the offense and penalty. The penalty agreed to on the Academic Integrity Policy Violation Report Form will be void if the student has a record of a previous offense. A second or repeat offense requires resolution by the Academic Grievance Board.

OPTION III: FORMAL RESOLUTION BY THE ACADEMIC GRIEVANCE BOARD

If the student accepts the charges (1) but does not accept the penalty or (2) has had a previous offense, the sanction will be determined by the Provost (or his/her designee) in consultation with the Director of Student Standards.

If the student does not accept the charges, the case will be arbitrated by the Academic Grievance Board. The faculty member should fill out the Academic Integrity Formal Resolution Notification Form. Once it is determined that a case will be heard by the Academic Grievance Board, the Director of Student Standards will notify all involved parties of the need to convene the Board. The Office of Academic Affairs will provide the student with written notification of the time and place of the hearing and with a copy of any written charges. The hearing will be recorded, and a recommendation made to the Provost as to whether a policy violation occurred.

The Provost will make the final determination as to whether academic dishonesty occurred. If the student is cleared of the charges, the initial report form will be destroyed, and the student's record will be totally clear of the event. If it is determined that a violation did occur, the Provost will determine the appropriate sanction in consultation with the Director of Student Standards.

The decision of the Provost will be final.

Academic Examination Policy PRP 3516

1. Faculty shall give examinations during regularly scheduled classes as outlined by the approved University Calendar. The faculty are responsible for determining the length, frequency, form and content of all examinations within the guidelines listed below. Final examinations shall be given, where applicable, only during the designated Final Examination Week after the end of regularly scheduled classes and only at the designated time and place according to the Final Examination Schedule issued by the Registrar.

2. Faculty shall distribute in writing the requirements for each course within the first week of each academic term. (See PRP 3264-Student Course Requirements and Progress Information). In these requirements final examinations shall be worth no less than twenty percent nor more than forty percent of the course grade. No single exam, paper, project, or assignment shall have greater emphasis than the final examination. As a result of this condition, every course must use at least three evaluations for grading purposes.

3. Faculty shall give final examinations which are comprehensive in design, emphasizing subject matter presented over the entire term.

4. Faculty shall return and/or permit students to review all unit tests, quizzes, and other types of evaluations by the last regularly scheduled class in the term. In order to prevent an excessive build-up in the number of unit tests for each student during the last week of classes, faculty are advised to refrain from testing during that week.

5. The Final Examination Schedule shall be prepared by the Office of the Registrar with consultation of the faculty, if necessary, and approved by the Provost and Senior Vice President for Academic Affairs. Regularly scheduled final examination periods shall be 120 minutes in length.

6. The following restrictions are imposed on the scheduling of activities during the Final Examination Week.

a. Faculty are not required to be available to students for conference during the final examination week.

b. No extra-curricular activities or faculty-administrative activities shall be scheduled except with the consent of the individual involved.

7. The Andruss Library will remain open and other designated study areas will be made available during the Final Examination Period with expanded hours when possible.

8. Unless returned to the student all graded final examinations must be available for student review for at least the next full semester following the final examination.

9. No student shall be required to take more than two final examinations in one day. (See procedure outlined below for rescheduling of final examinations.)

10. Any exceptions to any of the above matters must be made on the basis of the procedures outlined below.

11. In case of non-compliance with the provisions of this policy, a student has the recourse of proper grievance procedures as established by the University and outlined in PRP 3592-Academic Grievance Procedure. https://www.bloomu.edu/prp-3592-academic-grievance-procedure

12. During Summer, Winter, and Special Sessions, the last class period of each course shall be designated as the final examination period with the time period for the examination not to exceed the length of the class period unless the arrangements have been worked out in advance and announced at the first meeting of the class.

Procedures

1. Faculty who wish to schedule quizzes, tests or examinations at other times than during their regularly scheduled class periods during the term, may do so only if a make-up opportunity is made available to students. This opportunity must be scheduled at a time mutually acceptable to both student and faculty and may not conflict with the student's other scheduled classes. A faculty member shall not give an examination at a time other than during a regularly scheduled class period unless approval is first obtained from the majority of the faculty members of his/her academic department. Except for abnormal circumstances, this approval should be granted by the end of the first week of classes and applies to the current semester only. Notification of this alternative arrangement shall be given to the appropriate college dean.

2. A faculty member who believes that the content of his/her courses does not lend itself to a scheduled final examination must obtain approval for an alternative arrangement from the majority of the members of his/her academic department and college dean. Notification of the approved arrangement shall be given to the office of the Registrar. Except for abnormal circumstances. This approval and notification shall be made by the end of the first week of classes. If approved, the change may remain in effect for the faculty member for the duration of this policy or until the course is resubmitted for course content change.

3. To change the requirement specifying that final examinations shall be worth no less than twenty percent nor more than forty percent of the course grade, there must be agreement for the change by the faculty member(s) in charge of the class, the majority of the members of his/her academic department, and the appropriate college dean. Except for abnormal circumstances, the approval and notification to students shall be made by the end of the first week of classes. If approved, the change may remain in effect for the faculty member for the duration of this policy or until the course is resubmitted for course content change.

4. In order to change the time and place scheduled for a final examination, there must be agreement for the change by the faculty member(s) in charge of the class, 100% of the students in the class, and the appropriate College Dean. This change must be made by the middle of the semester. Student opinion in this matter shall be determined by secret ballot with the faculty member in charge of the vote. If for some reason a change is made in the time and date of a final examination that results in a student conflict, the faculty member shall arrange to provide a make-up opportunity during the Final Examination Period. (See below)

5. If the student has a scheduling conflict during the final examination period resulting in an excessive number of final examinations scheduled for one day, the following procedure for rescheduling the final examination shall apply and be completed by at least two weeks before the end of regularly scheduled classes.

Two of the scheduled examinations will be taken during the designated time according to the following priority:
2. Courses offered by the major department
3. Additional required courses in the major program
4. Other courses

The additional final examination(s) should be rescheduled at a time agreed upon by the faculty member and the student.

Student Responsibility PRP 3407

It is the responsibility of the student to know and observe the academic policies and regulations of the University; to confine registration to courses for which the prerequisites have been satisfied and to meet the requirements for graduation.

Undergraduate Academic Retention Standards PRP 3446

Criteria For Evaluating Undergraduate Academic Retention

Undergraduate academic retention is evaluated on the basis of two criteria:

- a student's ability to earn a minimum number of credit hours
- a student's ability to maintain academic good standing or academic probation at the conclusion of each grading period.

Earned Credit Hours

Full-time continuously enrolled undergraduate degree students: to maintain satisfactory progress toward the completion of a degree, the student must earn a minimum of 24 credit hours in any given 12 month period (including credit hours earned in developmental studies courses).

Part-time undergraduate degree students: to maintain satisfactory progress within any 12 month period, the student must earn credit hours as follows:

Up to eight credit hours attempted: One-half of all credit hours attempted must be earned.

Above eight credit hours attempted: Two-thirds of all credit hours attempted must be earned.

NOTE: Credit hours earned for a repeated undergraduate course are counted as earned once and recorded as attempted once.

Academic Good Standing

To be in academic good standing a student must possess a 2.00 or higher cumulative quality point average.
Academic Probation

Students who fail to meet the above stated earned credit hour requirements are granted an additional fall or spring grading period on probation in which they must earn a minimum of eight (8) credit hours.

Any student with a cumulative quality point average below 2.00 is on academic probation. Students who are on academic probation have twelve months to obtain academic good standing provided they make progress toward academic good standing at the conclusion of the first fall or spring probationary grading period (possess a higher cumulative quality point average than the cumulative quality point average that placed them on probation initially).'

Academic Dismissal

Earned credit hour probation students who fail to earn a minimum of eight (8) credit hours during the next fall or spring grading period are placed on academic dismissal.

Students who are on academic probation due to low cumulative grade point average who also fail to make progress towards academic good standing after one grading period or fail to achieve academic good standing after twelve months are excluded from registration and their academic records are marked "academic dismissal".

Unless reinstated by the Academic Review Board, students under academic dismissal are ineligible to attend any courses in any capacity offered by the university for a period of at least one calendar year. At the conclusion of this period of separation, they are eligible to seek readmission.

Appeal To Academic Dismissal

Appeals to academic dismissal are adjudicated by the Academic Review Board (ARB) which consists of all College Deans, the Director of Admissions, the Registrar, the Coordinator of Academic Advisement, a designee of the Vice-President for Student Life, and the Director of the Center for Counseling and Human Development. In its evaluation of a petition for reinstatement the ARB is charged to assess carefully, the likelihood that the petitioning student can reach academic good standing if granted one additional continually enrolled grading period. A student who has been academically dismissed will receive a letter from the Chairperson of the ARB outlining the following appeals process:

The appeal must be in writing to the Chairperson of the ARB within the time frame stated in the dismissal notice.

The appeal must set forth:

- external factors beyond the student's control that temporarily prevented optimum academic achievement
- the likelihood that these or similar factors would not recur if reinstatement were granted
- the plan for attaining good standing proposed by the student
- the likelihood that the student, if reinstated, could complete his or her curriculum successfully within a reasonable extension of the normal four-year period.

If the ARB reinstates the student, the Board will set forth the conditions that must be met by the student.

If the ARB denies reinstatement the dismissal is final.

GRADUATE SCHOOL

Graduate School

The primary goal of the undergraduate program in Communication Sciences and Disorders at Commonwealth University – Bloomsburg is to prepare students for graduate education. As such, the course offerings provide a foundation for further study. Again, students are reminded that both audiology and speech-language pathology require a post baccalaureate degree as the entry level into the professions. The field of intraoperative neurophysiological monitoring requires advanced study either additional training as part of the doctorate of audiology program or as a post-baccalaureate certificate.

The Doctorate of Audiology and Master's of Speech-Language Pathology programs at Commonwealth University – Bloomsburg applications are managed by the Communication Sciences and Disorders Centralized Application System (CSDCAS). The applicant portal opens in early August and can be accessed using this link: https://www.bloomu.edu/academics/programs/audiology-aud. The Interoperative Neurophysiologic Monitoring certificate program applications are managed by Commonwealth University – Bloomsburg. The applicant portal opens in August and can be accessed using this link: https://www.bloomu.edu/admissions-aid/how-to-apply/graduate. The deadline for receipt and verification of all application materials is February 1st of the year that you plan to begin the program. Completed and verified applications are reviewed as they are received with high-quality students who meet specific criteria can be admitted into the programs prior to February 1.

This section of the handbook contains information to assist students in the application process for graduate programs in audiology and speech-language pathology, as well as the intraoperative neurophysiologic monitoring certificate program. Tips on preparing the graduate application, letters of recommendation, and guidelines for a successful interview are included. A letter of recommendation request form can be found in the Appendix of this handbook.

Discuss the graduate school application process with your academic advisor. Review prospective university websites for information concerning the application process.

Transcripts: Programs typically require official transcripts of grades obtained at all colleges attended. Make sure that all the copies are certified as true copies of the original.

Your statement of purpose might vary by program, but may include the following points:
- Reason for pursuing higher studies.
- Research and academic interests
- Goal in life
- Personal strengths and weaknesses
- Academic and other achievements
- Related experience / projects undertaken
- Reasons for applying to a particular university

This personal statement is your opportunity to communicate to the graduate program why it should want to accept you into their program. **Prepare it carefully and proofread it!**

Application: Submit your applications to colleges based upon their published application processes and deadlines. In some cases, the earlier you send your applications, the better your chances are of gaining admission into universities, but this is not always the case Remember each university has its own admission policies and procedures, so you must follow these very carefully.

Graduate Record Examinations (GRE) General Information

https://www.ets.org/gre/

The requirement to complete the GRE is changing for programs in audiology and speech-language pathology. Some programs do not require, some require, and some make the GRE optional for consideration for acceptance into graduate school. Students are advised to review programs to which they are considering applying to determine if the exam is a requirement for admission prior registering and completing the exam.

GRE Registration: Register for the GRE at least three months in advance to be assured of obtaining your preferred testing date.

Preparation: Preparation for the GRE should begin at least six months before you plan to appear for the exam.

Test Content

The GRE General Test closely reflects the kind of thinking you'll do in today's demanding graduate school programs, including business and law. It measures your verbal reasoning, quantitative reasoning, critical thinking and analytical writing skills — skills that have been developed over a long period of time and aren't related to a specific field of study but are important for all.

Verbal Reasoning

The Verbal Reasoning section measures your ability to:

- analyze and draw conclusions from discourse; reason from incomplete data; identify author's assumptions and/or perspective; understand multiple levels of meaning, such as literal, figurative and author's intent
- select important points; distinguish major from minor or irrelevant points; summarize text; understand the structure of a text
- understand the meaning of individual words, sentences and entire texts; understand relationships among words and among concepts

Quantitative Reasoning

The Quantitative Reasoning section measures your ability to:

- understand, interpret and analyze quantitative information
- solve problems using mathematical models
- apply basic skills and elementary concepts of arithmetic, algebra, geometry and data analysis

Analytical Writing

The Analytical Writing section measures your ability to:

- articulate complex ideas clearly and effectively
- support ideas with relevant reasons and examples

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- examine claims and accompanying evidence
- sustain a well-focused, coherent discussion
- control the elements of standard written English

It requires you to provide focused responses based on the tasks presented, so you can accurately demonstrate your skill in directly responding to a task.

Tips on Preparing Graduate Applications
Communication Sciences and Disorders

Discuss the graduate school application process with your academic advisor.

Selecting Programs: Review prospective university website for information concerning the application process. Consider using ASHA's EDFIND service to locate programs whose students have credentials similar to yours (https://www.asha.org/edfind/)

When preparing a list of colleges to apply to, take into consideration the following factors.

- Your Academic grades
- Your GRE scores (if required)
- Reputation of College
- College's minimum requirements
- College fees
- Availability of Financial aid
- Location of college (e.g., East coast or West coast)

Personal Statement/Letter of Intent: This part of the application can vary by program. Some programs provide guidance, some have prompts/questions to answer, some provide not guidance. This personal statement/letter of intent is your opportunity to communicate to the graduate program why it should want to accept you into their program. This is your opportunity to tell the program why you are the best person to accept into their and why you will successfully complete the program. **Prepare it carefully and proofread it!**

Some points to consider to include in your statement/letter:
- Reason for pursuing higher studies.
- Research and academic interests
- Goal in life
- Personal strengths and weaknesses
- Academic and other achievements
- Related experience/projects undertaken
- Reasons for applying to a particular university

Transcripts: Programs typically require official transcripts of grades obtained at all institutes of higher education you attended. Make sure that all the copies are official transcripts and certified as original.

Application: Submit your application(s) to each program based upon their published application processes and deadlines. In some cases, the earlier you send your applications, the better your chances are of gaining admission into program, but this is not always the case. Each university has its own admission policies and procedures that must be met and followed. If you do not follow the university's procedure and submit all of the required materials, you will not be considered for admission into the program.

Meet Submission Due Date: Most programs do not accept or review applications if they materials are not received by the due date. Do not expect any special exceptions or considerations.

Be patient! Offers of admission are made on a continuing basis and extend over the spring and summer months prior to the start of the program.

Do not have your parents, clergy, teachers, professional allies, or political friends make contacts for you.
All applicants are evaluated on the strength of the application and the potential for success in graduate school.

TIPS ON GRADUATE APPLICATIONS LETTERS OF RECOMMENDATION

- Ask faculty who know you well and who are willing to support your application for graduate study to write your letters of recommendation. Those in a position to evaluate your academic, clinical, and research potential are most important in supporting your application.

- Recognize that faculty members are busy and often, out of necessity, write letters of recommendation and complete rating forms during their personal time. *Always ask for faculty member if they are able to write letters of recommendation well in advance of due dates*.

- Faculty members are not obligated to write any letters of recommendation. This is a professional courtesy to you. Faculty members have the right to refuse.

- Ask faculty directly if they are willing to write a letter of recommendation for you. Do not leave phone messages, emails, or notes in faculty mailboxes.

- If a faculty member agrees to write a letter of recommendation or complete any forms for you, supply the faculty member with all necessary information required to write an appropriate letter (e.g., overall GPA, GPA in the major, awards, scholarships, extracurricular activities, offices held). Many programs are completed electronically inform the faculty when the link will be sent. Inform the faculty member when you would like the letter submitted and/or letter due date. Inform the faculty member of the letter submission policy. Do not assume that faculty will do research for you!

- For paper forms, complete as much of the form as possible (typed) before giving it to the faculty member (e.g., name, address, social security number). All documents must be signed prior to providing the form to the faculty member. More and more letters of recommendation are completed online. Make sure your faculty member is aware of the requested format.

- Electronically submitted materials often provide receipts of materials and recommendation letters. If paper applications are being submitted, contact the graduate office to check the status of your application before the deadlines for submission of applications. If you are missing letters of recommendation, contact the faculty during office hours to discuss your needs. It is your responsibility to meet the application deadlines and requirements of the graduate office.

INTERVIEWS

Value of the Graduate School Interview:
- Association of a face with a name – no longer just a number or application
- Interpersonal skills are not evident on paper. A chance to sell yourself!

Background/Preparation:
- Dress professionally
- Ask questions (accreditation, graduation rate, praxis pass rate)
- Be alert, look interested, be appreciative
- Show that you are goal-oriented
- Know something about the program you are visiting (course offerings, faculty in program, faculty area of expertise, faculty research interest)

Typical questions you will be asked:
- Why did you choose this major?
- What inspired you to pursue a career in speech pathology or audiology?
- What attracted you to this particular school (e.g., quality of faculty, program reputation and accreditation status, feedback from former graduates or professionals in the field)?
- Why would you be a successful candidate in the graduate program?
- What is your particular area of interest in speech pathology or audiology?
- What coursework have you had in the field? What clinical experiences have you had? Tell me about your undergraduate program.
- What will you bring to the graduate program?
- Why will you be successful in a graduate program?
- What are your career interests and goals?

Be an informed consumer of graduate programs.
Make a positive impression!

Performance Standards for Admission and Progression

Applicants and students enrolled in the Department of Communication Sciences and Disorders graduate programs must possess the necessary skills to provide competent clinical services to individuals with speech, language, swallowing, hearing and vestibular disorders. They must be able to provide services in a wide variety of settings with diverse client populations across the life span. Students must meet these standards to qualify for and remain in the program. Reasonable accommodations will be provided to those students with disabilities to enable them to meet these standards and ensure that they are not denied the benefits of, excluded from participation, or otherwise subjected to discrimination in this program.

The core performance standards for this program are identified below along with examples of these standards. <u>These examples are not inclusive</u> of all expected abilities and should be used only for simple comparative purposes by applicants and students currently enrolled in this program.

ISSUE	STANDARD	EXAMPLES (NOT INCLUSIVE)
Critical Thinking	Critical thinking sufficient for clinical judgment and reasoning.	• Competent, accurate assessment of clients • Correct interpretation of assessment data • Development of appropriate intervention goals and objectives • Design of effective intervention activities • Evaluation of intervention outcomes • Modification of planned interventions
Cognitive	Ongoing capacity to learn new knowledge and skills of prevention, assessment, and intervention.	• Acquire new knowledge and skills related to prevention, assessment and intervention • Apply evidence-based practice to service delivery
Interpersonal	Interpersonal abilities sufficient to interact with clients, families, and professionals from a variety of social, cultural, ethnic, and linguistic backgrounds.	• Establish rapport and relate effectively with clients, families, and other professionals • Work effectively with clients across the life span • Work effectively with clients and families from diverse populations
Communication	Communication abilities sufficient for professional interactions in oral and written forms.	• Follow verbal and written instructions • Communicate effectively with clients and families from culturally and linguistically diverse populations • Communicate effectively with other professionals and colleagues • Consult with other professionals and colleagues in a professional manner • Communicate clearly and effectively in writing

Mobility	Physical abilities sufficient to provide competent services.	• Physically assist, position, maneuver, transport clients during assessment and intervention
Motor Skills	Gross and fine motor abilities sufficient to provide competent services.	• Manipulate assessment and intervention materials and supplies • Operate equipment, computers, instrumentation, and assistive technology • Document services through data collection, writing or typing
Visual	Visual ability sufficient to provide competent services.	• Ability to read reports, progress notes, graphs, and related documentation • Ability to accurately read data recordings from instrumentation
Hearing	Auditory ability sufficient to provide competent services.	• Ability to hear and discriminate speech of others • Understand mechanically reproduced voice output (e.g., augmentative communication devices, computer software programs)
Personal Behaviors	Maintains personal behaviors consistent with the ASHA Code of Ethics, State Licensure Board, and the Professional Educators Code of Conduct, Clinic Policies and Procedures.	• Demonstrates personal responsibility, accountability, integrity, and honesty • Demonstrates respect for all clients and their families • Avoids behavior inconsistent with professional standards • Does not allow personal issues to interfere with service delivery • Abides by ethical codes of conduct

APPENDICES

Appendices

- National Student Speech-Language-Hearing Association
- Course Suggestions for Electives
- Minor in Exceptionalities Application
- Recommendation Information Sheet
- Recommendation Forms (Speech Pathology and Audiology)
- CSD Undergraduate Program Tracking

NSSLHA

National Student Speech Language Hearing Association

Commonwealth University – Bloomsburg Chapter

2023 - 2024
<u>NSSLHA ADVISORS</u>

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Web Sites

Commonwealth University – Bloomsburg NSSLHA
https://bloomsburguniversitynsslha.weebly.com/

National NSSLHA
https://www.nsslha.org/

American Speech-Language-Hearing Association
https://www.asha.org/

Committee Descriptions

Communication
This committee works to keep all members up to date on important organization information (e.g., upcoming meetings, events and agenda changes) throughout the year. Co-chairs may inform members through a variety of media (e.g., emails, postings on the Bloom Today Page, fliers, posters, the BU NSSLHA website, etc.). This committee is responsible for designing and maintaining the Bloomsburg NSSLHA homepage on the internet which includes information about NSSLHA, members and organization activities.

Convention
The BU NSSLHA chapter attends the PSHA (Pennsylvania Speech-Language-Hearing Association) Convention every year in the spring. BU NSSLHA competes for NSSLHA Chapter Honors each year, an award that is presented at the PSHA convention. This committee is responsible for organizing transportation, lodging, and funding to allow BU NSSLHA members to attend the convention.

Fundraising
The fundraising committee is essential for NSSLHA's financial success. The committee is responsible for effectively raising money throughout the year to fund various NSSLHA activities. The co-chairs and committee members select, organize, and participate in fundraising events. NSSLHA always welcomes suggestions for new fundraising ideas. Some characteristics of an effective NSSLHA fundraiser include: members cooperate, have fun, raise money for the organization, and serve the community.

Liaison
The committee maintains communication with other NSSLHA chapters in the state and with state and national organizations related to professions in communication disorders. It informs NSSLHA members about state and national leadership opportunities and is responsible for submitting articles regarding Commonwealth University – Bloomsburg's NSSLHA to related publications.

Service
This committee is dedicated to organizing as well as informing members about service projects available throughout the year. Service projects are a requirement for those members interested in achieving either Silver or Gold Key membership. Past service projects have included Danville State Hospital visits, Toys for Tots, Dollar Dinner Night, and the Breast Cancer Walk.

Social
This committee is in charge of planning and overseeing social events sponsored by NSSLHA throughout the year. Social events may include a fall picnic, Holiday party, and spring banquet. The committee must make arrangements regarding location, food, and entertainment.

Symposium

This committee is responsible for organizing a table at the annual Health Science Symposium held in Kehr Union in April. Duties include: creating an attractive display, determining what items NSSLHA will hand out, and finding people to sit at the table to answer questions about NSSLHA and the majors of Communication Sciences and Disorders.

Recruitment

This committee is responsible for planning the fall orientation pizza party for incoming freshmen. They are also responsible for organizing classroom visits and career day visits to high schools. The committee should develop innovative ideas for recruiting high school students, undeclared majors at the university, as well as current Communication Sciences and Disorders majors who have not yet joined the organization.

Research

This committee, also known as BURG (Bloomsburg Undergraduate Research Group), establishes student driven research projects that may be submitted to state and national conventions. There are subcommittees for students interested in speech pathology and in audiology. Individuals on this committee should be interested in studying some aspects of the field in terms of a research project and enjoy working with numbers. Participants are each responsible for a small piece of a larger group project.

Key Membership Requirements

As well as general membership requirements, there are also 2 other memberships that members can strive for. They are Gold and Silver Key. Attend the first meeting of the Fall semester to find out the requirements.

COURSE SUGGESTIONS FOR ELECTIVES

Course Suggestions for Electives
(Check General Education information to determine if courses fulfill any requirement)

ANTH 101 Intro Anthropology:

Introduces students to the discipline of General Anthropology. Focuses on the evolution of the human species, the human past as revealed through archaeology, the nature of human language and its relation to culture, and the diversity of cultures that exist in the world today.

ANTH 120 Introduction to Cultural Anthropology GE: **(formerly ANTHRO 200)**

Provides a cross-cultural study of the diversity of human behaviors in contemporary cultures. Topics surveyed include socialization; language; sex, age and kinship roles; religion and magic; marriage and the family; political and economic behavior; cultural change; and the arts. Coverage of anthropological methodology, theory, and fieldwork.

ANTH 390 Socialization of the Child:

Examines life experience and adjustment of the individual through infancy, middle childhood and youth. Reviews contrasting methods of introducing children to adult economic, social and religious activities. Ethnopediatrics and other biocultural perspectives inform this discipline.

ANTHRO 440 Religion and Magic GE:**(Formerly Anthro 480)**

Analyzes and compares the origins, forms, elements, and symbolism of religious beliefs and behavior. Considers the role of religion in society with particular reference to nonliterate societies. Anthropological theories and methods of religion, historical and contemporary.

ELL 315: Basics of Language and Communication**:(Formerly CSD 415)**

Introduces students to the components and sound system of the English language including phonology, syntax, morphology, semantics, and pragmatics. Presents the methods, theories, and processes of first and second language acquisition as well as common language disorders.

ELL 320: Cultural Awareness and Sensitivity:**(Formerly CSD 420)**

Prepares students with the skills and knowledge necessary to work with culturally and linguistically diverse students and families. Strategies and methods for promoting cultural awareness and sensitivity within educational and community settings are highlighted and discussed.

ENGL 211 Grammars of English: **(Formerly ENG 212)**

Familiarizes students with grammatical terminology, offers a descriptive overview of American English grammars and syntax, and provides a structural framework for analyzing written English. Course is designed (i) to enable students to gain explicit (conscious) knowledge of English grammar and syntax, (ii) to provide students with tools for analyzing syntactic structures in varieties of American English, and (iii) to understand value judgments placed on grammar (particularly on non-standard dialects) in education and in American society.

COMM 103 Small Group Communication**: (Formerly COMMSTUD 106)**

Addresses the theory and practice of small group communication. Examines communication principles and practices for successfully leading and participating in small groups. Particular emphasis is placed on communication skills involved in navigating group relationships and group decision making processes.

COMM 102 Interpersonal Communication**: (Formerly COMMSTUD 104)**

Introduces students to the process of interpersonal communication. Students will explore the role of oral conversations and relationships to enhance their participation in daily interactions and their critical awareness of the process. Topics will include the interconnections between identity, culture, and communication, language, nonverbal communication, listening, and communication dynamics within relationships. This skills-based course typically includes lecture, discussion, and in-class or online activities.

CMSD 480 Internship in Speech Pathology:

Students gain practical experience by working in clinical or school settings as observers and aides to CCC-certified speech-language pathologists who are engaged in assessment and/or remediation of communication disorders. Students select sites with the collaboration of the course instructor and contract to complete a variety of learning activities while at site.

CMSD 481 Internship in Audiology and Speech-language Pathology:

Students gain practical experience in audiology by observing and helping certified audiologists engaged in providing clinical services. Students select sites with the collaboration of the course instructor and contract to complete a variety of learning activities at the site.

LING 311 Introduction to Linguistics **: (Formerly ENGL 311)**

Examines language as a system of human communication. Introduces students to the descriptive study of language. Examines linguistic phenomena at phonetic, phonological, morphological, syntactic, semantic, and pragmatic levels of structure. Gives attention to a wide range of languages and dialects spoken around the world.

LING 111 Language in the USA **: (Formerly ENGL 111)**

Examines linguistic diversity in the United States. Describes the history and current status of geographical and social varieties of American English. Familiarizes students with the wide range of other languages spoken in the United States, including American Indigenous languages, Spanish, American Sign Language, creoles, and a wide variety of immigrant languages. Identifies the links between language and identity and illustrates how to respond to linguistic prejudice. Involves students in sociolinguistic research.

PSYC 100 Introduction to Psychology **(Formerly PSYC 101)**

Introduces students to the field of psychology, the scientific study of human behavior, mental and social processes. Students will be introduced to many areas of academic and applied psychology as well as persistent themes that characterize the field (e.g., nature vs. nurture). Students will gain an understanding and appreciation of the psychological phenomena that occur in their daily lives and how to solve problems using scientific research and data.

PSYC 131 Psychology of Adjustment & Well-Being

Examines the personal and social meaning of psychological adjustment. There is an emphasis on growth and wellness, mindfulness, stress and coping concepts, and psychosocial competence in adulthood. Active participation in class and willingness to challenge one's preconceptions in order to consider alternative psychological points of view are required. It concerns the application of psychological concepts and research to stress and coping in everyday adult life, emphasizing coping skills and techniques.

PSYC 211 Adolescent Development:**(Formerly PSYCH 212)**

Studies developmental, personal, and social issues confronting adolescents as they emerge from childhood and strive for adulthood. Examines development across this period from biological, psychological, and social perspectives. The diversity of influences on normative development, including, but not limited to race, ethnicity, culture, socioeconomic status and social institutions (including the school, family, and community settings) will be presented. The research methods utilized to develop the findings discussed in the course will be examined.

PSYC 250 Research Methods in Psychology **(formerly PSYC 281)**

Involves opportunities for students to interpret and design basic psychological research, improve their information literacy, and apply APA ethical standards. Topics covered include the scientific method, research approaches and designs, and ethical issues in psychological research. This course counts towards the Psychology major.

PSYC 321 Psychological Assessment**:**

Introduces the theory and application of assessment of human behaviors in psychological settings, including clinical-counseling, rehabilitative, forensic, educational, and organizational. The course teaches students to be informed, ethical consumers and critical thinkers regarding the development and use of psychological tests and assessments. It will prepare students to critically evaluate assessment reports in a variety of areas and be a foundation for later graduate training.

PSYC 360 Cognitive Psychology:

Covers research and theory related to human use of perception, attention, memory, language, and decision making as well as their uses in everyday life. Other topics may include mental imagery, creativity, and problem solving. Traditional research approaches to understanding human thinking are presented.

PSYCH 380 Behavioral Neuroscience:

Examines the biological bases of behavior, emphasizing contemporary approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, learning and memory, sleep, emotions, and other behaviors. An overview of brain function will be presented, drawing on basic concepts in biological, physical, and behavioral sciences.

LETTER OF RECOMMENDATION REQUEST INFORMATION

Letter of Recommendation Request Information

Name_____   Student ID _____

School Phone/Cell_____   Email _____

Applying for program in:_____Speech Path_____Aud   Other_____

Classes with instructor:

Class	Semester	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Overall Grade Point Average _____   **in Major** _____

Extra Activities (NSSLHA, CEC, PSHA, NESHAP, offices held, volunteer work, sorority, fraternity, sports, Husky Ambassadors, Deans List, honors, awards, etc.). If you have done a lot submit a resume. **Spell out acronyms and/or identify type of organization.**

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_____

_____

_____

Letter should be sent no later than _____

Have I written a letter for you before?   ____Yes   ____No

General Notes:
1. Provide stamped, addressed, self-sealing envelopes for applications not submitted electronically. Be sure to complete and sign your sections on the forms before turning them over to the instructor.
2. Submit all applications to instructor at the same time if possible. Keep them separated (paper clip) but submit them all together in a folder labeled with your name.
3. Try to have all of the materials submitted to instructor no later than the second week in November.
4. Faculty may have more specific procedures.

CSD Undergraduate Program Tracking