



Saint Xavier
UNIVERSITY

**COMMUNICATION SCIENCES
AND DISORDERS
UNDERGRADUATE
SUPPLEMENTAL HANDBOOK**

2026-2027 EDITION

WELCOME FROM SONHS

Dear Students,

Welcome to Saint Xavier University! Whether you are a new or continuing student, you are an integral part of our SXU community. Communication Sciences and Disorders faculty are committed to providing you with quality educational opportunities as you work to achieve your academic goals.

Being a member of the SXU community attests to your accomplishments in working hard to get here, and such efforts create a positive momentum as you continue to pursue your degree. The work is challenging, yet rewarding, and before you know it, you will be receiving your diploma and preparing to enter the workforce.

In the tradition of the Sisters of Mercy, the founders of this University, we are compelled to take Mercy into the world, to thirst for knowledge and personal responsibility, to be inspired by faith, and to be voices of dignity and respect. We are a community aspiring to become people who think critically, communicate effectively, lead faithfully, and respond passionately.

Faculty and staff across the University are dedicated to helping you. Reach out if you have questions or need assistance connecting with one of our many campus resources. Remember that you are part of the SXU community now – a community that is diverse, unique, talented, and here to help you succeed.

We hope you find this student handbook a valuable resource in addressing your questions as a student majoring in either nursing or health sciences. With so much in store for the year ahead, we could not be more excited to share and support your educational journey with you.

In Mercy,

Communication Sciences and Disorders Division
School of Nursing and Health Sciences

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INTRODUCTION

This handbook is an important document. It outlines the policies and procedures of the undergraduate Communication Sciences and Disorders (CSD) program. It has been prepared to communicate expectations to obtain your degree. You are urged to read it carefully and keep it readily available as a reference. Please note that it is the responsibility of the student to be familiar with the contents of this handbook.

To be clear, this handbook is to be used as a guide and not a contract between students and the Communication Sciences and Disorders Division. **Policies and procedures may be updated at the discretion of Saint Xavier University and/or the CSD Division.** In instances where University-wide policies differ from those in the CSD program, the policies of the CSD program will take precedence. It is the student's responsibility to stay informed about current policies and any changes to the handbook.

ACKNOWLEDGEMENT OF RECEIPT OF CSD UG HANDBOOK

The handbook will be available on Canvas in all the undergraduate classes and in the CSDI UG – Students' Hub Canvas.

SAINT XAVIER UNIVERSITY MISSION AND CORE VALUES

SCHOOL OF NURSING AND HEALTH SCIENCES MISSION STATEMENT

Through excellence in education, scholarship, and community engagement, the School of Nursing and Health Sciences embodies the Mercy mission in preparing individuals to engage in high-quality, compassionate, and professional practice.

SAINT XAVIER UNIVERSITY COMMITMENT TO STUDENT BELONGING

CHOSEN NAME AND PERSONAL PRONOUN POLICY

COMMUNICATION SCIENCES AND DISORDERS PROGRAM MISSION STATEMENT

The Communication Sciences and Disorders (CSD) program contributes to the liberal education of the student by providing learning experiences about the nature, development, and effective use of human communication. The purpose of this program is to provide students with a basic foundation in communication sciences and an introduction to the field of human communication disorders. In addition, this program prepares students for graduate education in a variety of fields, including speech-language pathology and audiology.

PROGRAM OVERVIEW

The Communication Sciences and Disorders program leads to a broad-based bachelor's degree in human communication, its development, and its disorders. Coursework in the program introduces students to the anatomical, physiological, neurological, psychological, developmental, linguistic, and acoustic bases of speech and language behavior. Upper-level courses introduce students to the nature, assessment and management of several communication disorders. The undergraduate program provides a foundation for students who intend to complete graduate study in speech-language pathology or audiology; who are considering further study in related areas, such as education, special education or counseling; or who are preparing for other careers in the public or private sectors.

Students who choose to prepare for graduate study in speech-language pathology or audiology and who demonstrate strong academic capability may be eligible for a clinical practicum in the on-campus Ludden Speech and Language Clinic. This clinic serves persons of all ages with communication disorders. Student practicum experiences are directly supervised by faculty who hold the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association. Speech-language pathologists and audiologists, who must hold appropriate degrees and certifications/licensure per ASHA in their fields, practice in a variety of settings: public schools, hospitals, rehabilitation centers, university clinics, special education and early childhood centers, and private practice. SXU also offers a [Master of Science in Speech-Language Pathology](#) with [Direct Admission](#) for eligible undergraduate students. Information on this program is available in the graduate catalog. Students applying to graduate programs should be aware that a grade point average of 3.0 or better tends to be the minimum required for admission into most graduate programs in the area of communication sciences and disorders.

COMMUNICATION SCIENCES AND DISORDERS PROGRAM LEARNING OUTCOMES

The program of study will provide students with knowledge of:

- The principles of anatomical and physiological sciences as they apply to the development of speech, language, hearing and swallowing processes.
- Basic human communication and swallowing processes and their normal development.
- Speech and language disorders and how these may warrant clinical intervention.
- Contemporary professional issues and current research in the field of speech-language pathology.
- The process and role of critical thinking and oral and written language skills.

GRADING SCALE:

Academic grading scale is as follow:

<i>Grade</i>	<i>Percentage Range</i>
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 69

All final grades will be rounded to the nearest percent. For example, for an 89.5%, the grade awarded would be an A, and for an 89.4%, the grade awarded would be a B.

Approved by CSD faculty on 1/23/26

TYPICAL COURSE SEQUENCE

SAINT XAVIER UNIVERSITY COMMUNICATION SCIENCES AND DISORDERS UNDERGRADUATE COURSE SEQUENCE

UNDERGRADUATE CSD CURRICULUM - 38/49 semester hours

Offered Fall Semester

202 Professional Writing in CSD -Req	(2)
204 Introduction to Communication Disorders – Req	(3)
205 Phonetics (junior standing) – Req	(3)
206 Anatomy and Phys. Of Speech and Hearing -Req	(4)
214 Language, Society and Culture	(3)
305 Development of Language in Young Child – Req	(3)
307 Introduction to Audiology – Req	(3)
310 Clinical Methods	(3)
317 Multicultural Aspects of Communication – Req	(3)
309 Neuroscience of Communication. – Req	(3)

Offered Spring Semester

202 Professional Writing in CSD – Req	(2)
205 Phonetics – Req	(3)
207 Speech Science + CSDIL 207 Lab – Req	(3+1)
301 Speech Sound Dev. and Disorders – Req	(3)
306 Language Disorders in Children – Req	(3)
308 Aural Rehabilitation	(3)
355 Clinical Practicum	(2)
315 Fluency, Voice, and Resonance – Req	(3)
370 Senior Seminar – Req	(1)
595 Special Topics in CSDI	(3)

Notes:

1. **Req** = required course
2. **Admission:** Admission into the major requires a minimum GPA of 3.0 in the major and a minimum overall undergraduate GPA of 2.75.
3. **Special Requirements:** Enrollment in CSDI 355 is reserved for students who have successfully completed CSDI 310.

TYPICAL COURSE SEQUENCE – FOR STUDENTS WHO BEGIN AS FRESHMEN

<u>Level</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
<u>Freshmen</u>	<u>204, (elective)</u>	<u>205 (elective)</u>
<u>Sophomore</u>	<u>206, PSYCH req, (elective)</u>	<u>202, 301, (205 if not taken)</u>
<u>Junior</u>	<u>305 (206 if not taken), (elective)</u>	<u>207 + lab, 306, (301 if not taken), (elective)</u>
<u>Senior</u>	<u>307, 309, 317 (310)</u>	<u>308, 315, 370 (355)</u>

Pursue a minor to complement your studies.

TYPICAL COURSE SEQUENCE – FOR STUDENTS WHO BEGIN AS SOPHOMORE

<u>Level</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
<u>Sophomore</u>	<u>204, PSYCH req, (elective)</u>	<u>202, 205 (elective)</u>
<u>Junior</u>	<u>305, 206, (elective)</u>	<u>207 + lab, 301, 306, (elective)</u>
<u>Senior</u>	<u>307, 309, 317 (310)</u>	<u>308, 315, 370 (355)</u>

Pursue a minor to complement your studies

TYPICAL COURSE SEQUENCE – FOR STUDENTS WHO BEGIN AS JUNIOR		
<u>Level</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
<u>Junior</u>	<u>204, 205, 206, 305, (elective)</u>	<u>202, 207 + lab, 301, 306, (elective)</u>
<u>Senior</u>	<u>307, 309, 317 (310) (elective)</u>	<u>308, 315, 370 (355) (elective)</u>

Please refer to the Course Catalog for information regarding the Direct Admission Policy for undergraduate students.

TYPICAL COURSES FOR POST-BACCALAUREATE STUDENTS (non-degree seeking)

<u>Fall Semester</u>	<u>Spring Semester</u>
(204), *205, 206, 305, 307	205, 207+207L, 308, (301), (306), (309)

*Post-Baccalaureate Students can take 205 either Fall or Spring Courses in parentheses indicate electives.

Please refer to the [Course Catalog](#) for course descriptions.

ASHA BASIC SCIENCE AND STATISTICS REQUIREMENTS FOR CERTIFICATION

You must meet requirements in several areas by the time you complete graduate studies to obtain ASHA certification to practice as a speech-language pathologist. Some of those requirements, such as coursework in basic science, statistics, and human communication science (e.g., speech science, language development), are a major focus of study at the undergraduate level. Below are the undergraduate science and statistics coursework needed. It is recommended that you complete this coursework as an undergraduate student, as you will be required to take it in graduate school in addition to the program's required credit hours.

- Behavioral/social science: CSD majors meet this with the required psychology courses (PSYCH 101 and PSYCH 200 or 199).
- Biological science: Human or animal biology (BIO200 with a lab is required to fulfill requirement for graduation).
- Physical science: Chemistry or physics (PHYS 101 or CHEM 106).
- Statistics: Math 135 required.

ILLINOIS STATE BOARD OF EDUCATION (ISBE) BILINGUAL CERTIFICATION

Students interested in a bilingual certificate can take EDU 368: Assessment of Bilingual Students and pass the language exam in the targeted language, provided they do not already hold a Bilingual Seal of Literacy.

COMMUNICATION SCIENCES AND DISORDERS (CSD) UNDERGRADUATE PROGRAM POLICIES

Admission

There is no formal admission process to the undergraduate program.

Approved by CSD faculty on 9/22/23

Academic Standards

Students must maintain a 2.0 cumulative GPA to remain in the CSD major.

Approved by CSD Faculty on 9/22/23

Students are permitted to:

- Repeat one CSD course only once.
- Courses with grades of D or F do not count toward successful completion of the program.
- A grade of W counts toward the limit of one repeat.

GPA Requirement and Academic Probation

Students must maintain:

- The required SXU minimum GPA.
- A CSD GPA of 2.0 (calculated from all required and elective CSD courses).

If a student's CSD GPA falls below 2.0:

- They will be placed on academic probation within the CSD program.
- Students are allowed only one semester of academic probation. During probation:
 - Students must raise their CSD GPA to at least 2.0 or above.
 - Students will receive written notification of probationary status from the director of CSD programs.
 - Students must meet with both their faculty advisor and an academic success coach for support.

(Approved by CSD Faculty on 8/29/2025)

Dismissal from the Program

Students will be dismissed from the CSD program if they:

1. Fail to maintain or raise their CSD GPA to 2.0 after a semester of probation.
2. Fail to receive a C or better in a repeated CSD course.
 - a. CSD courses may be repeated only once, and only one course total may be repeated.
3. Exceed the repeat limit (including grades of W).
4. Demonstrate unfitness to continue due to personal integrity, clinical judgment, or conduct. Conduct is

evaluated per the CSD Handbook and the ASHA Code of Ethics.

Findings of a University Student Code of Conduct violation may also serve as grounds for dismissal, even if not resulting in dismissal from the University.

Notification:

Dismissal decisions will be made in consultation with the CSD Division and dean. Students will be notified in writing (via SXU email) by the director of CSD programs. Upon dismissal, students must:

- Immediately withdraw from all CSD courses and clinical assignments.
- Register for other University courses if desired.
- Address any financial aid responsibilities.
- If a student chooses to grieve the dismissal, the student will follow the formal [SXU Academic Status Grievance Procedure](#).

(Approved by CSD Faculty on 8/29/2025)

Readmission Policy

Readmission to the undergraduate CSD program occurs only rarely and is considered case-by-case. A dismissed or withdrawn student must:

- Submit a written request to the director of CSD programs. Deadlines:
 - April 1 for fall semester consideration.
 - November 1 for spring semester consideration. Requests are reviewed by the Student Management

Committee.

Decisions are typically made the following semester, requiring the student to sit out of CSD coursework for one term. Committee decisions are final and communicated in writing. If a student wishes to grieve this decision, the student will follow the [SXU Academic Status Grievance Procedure](#).

Approved by CSDI Faculty on 8/29/2025

PRECLINICAL GUIDED OBSERVATION HOURS

The American Speech-Language-Hearing Association (ASHA) requires that students complete 25 hours of guided observation prior to any direct interaction with clients (shadowing, intervention). Guidelines for completion of guided pre-clinical observation hours are completed in CSDI 310. It is the discretion of the instructor as to how observations will be completed. The Ludden Speech and Language Clinic does not offer guided observation hours. Students who choose not to take CSDI 310 may complete their required observation hours independently or through a third-party platform such as Simucase.

CLASS ABSENCES

The CSD program maintains course-specific attendance and absence policies for each class. It is the student's responsibility to review and adhere to the procedures and expectations outlined by the course instructor in the syllabus and/or course materials. Failure to follow the instructor's established absence procedures may impact course participation, grading, and/or standing in CSD program.

COURSE RETAKE POLICY

Students are allowed to repeat a course once and may repeat only one course in the program. Grades of D and F do not count toward successful completion of the CSD program.

STUDENT-AT-LARGE

A student who enrolls in classes as either part-time or full-time but does not intend to be a candidate for a degree at SXU may take classes as a student-at-large. This category includes:

1. A person who has completed their junior year of high school or a high school graduate who wishes to take college-level courses.
2. A student who is currently in good standing at another college or has left it in good standing, and who registers for one or more classes at Saint Xavier University, planning to transfer the credit to another institution.
3. A person holding a bachelor's degree who wishes to take courses for further enrichment.

No more than 27 credit hours of coursework earned as a student-at-large may be applied toward an undergraduate degree at Saint Xavier University. At that time, the student should indicate intent to continue as a student-at-large or request admission to the University as a degree-seeking student. The University reserves the right to request the student-at-large to provide official transcripts from previously attended schools, colleges or universities. The student-at-large should consult the University catalog for course prerequisites. Students who register inappropriately for a course are at risk of being dropped from the class.

A student denied admission to Saint Xavier University or dismissed from Saint Xavier University may not register as a student-at-large. International students are not permitted to register as students-at-large. Eligible students can complete the [Student-at-Large Registration Form](#).

GRADING POLICY

GRADE GRIEVANCE PROCEDURE

MINOR IN CSD

All students who wish to complete a CSD minor must complete CSDI 204 and an additional 15 credit hours of CSD coursework with a minimum grade of C. Students interested in a minor must meet with an academic advisor in CSD to plan a course of study, which will focus on basic human communication processes and/or communication development and disorders. Please be advised that courses required to complete the minor in CSD are offered on a rotating basis, once per academic year.

Specific courses require successful completion of prerequisite classes. The following courses are suggested:

Fall Semester (1)

CSDI 204: Introduction to Communication Disorders (required for minor)

CSDI 206: Anatomy and Physiology of Speech and Hearing

Spring Semester (1)

CSDI 205: Phonetics

CSDI 207: Speech Science (prerequisites CSDI 205, CSDI 206)

CSDIL 207: Speech Science Lab

Fall Semester (2)

CSDI 305: Development of Language in the Young Child (prerequisite PSYCH 199/207)

CSDI 307: Intro to Audiology (prerequisite CSDI 206)

Spring Semester (2)

CSDI 306: Language Disorders in Children (prerequisites CSDI 305)

CSDI 308 – Aural Rehab (prerequisite CSDI 307)

ADDITIONAL AREAS OF STUDY: MINOR

Declaring a minor allows a student to complete a secondary area of study along with their major. Most minors can be completed in 18 credit hours. Students wanting to pursue a minor in another area of study (e.g., psychology, special education, Spanish, gerontology) must go to the Office of Records and Registration to have the minor officially declared in their academic program. Minors appear on your transcript, demonstrating to potential employers and graduate admissions committees that you have knowledge beyond your major and a broad education.

GRADUATE SCHOOL APPLICATION PROCESS

The following information is to be reviewed if you are considering applying to graduate school for speech-language pathology.

DIRECT ADMISSION POLICY TO THE GRADUATE PROGRAM AT SXU

Requirements for Admission:

1. Students who are eligible to petition to graduate in the undergraduate CSD program must achieve a minimum cumulative GPA of 3.0 across all coursework completed at the college/university level and a minimum GPA of 3.0 across all CSD courses.
 - a. If a student has withdrawn (W) in a CSD course, direct admission may be granted; however, it is conditional upon the student repeating the same course and maintaining the GPA requirements of this policy once the course is completed.
2. Admission is conditional based on completion of the bachelor's degree in communication sciences and disorders at Saint Xavier University. However, all CSD coursework must have been completed at an accredited institution.

Procedure for Admission:

Students who wish to be admitted into the SXU graduate program do not need to complete a formal application through the Common Application System (CSDCAS).

In the spring of junior year, the director of CSD programs will notify the cohort of the Direct Admission policy and provide the Direct Admission submission deadline. Interested students will submit unofficial transcripts from all institutions of higher education attended to the director.

Students who submit by the submission deadline will be considered for direct admission and will be sent an acceptance or denial letter by the director of CSD programs. Students who meet the eligibility criteria and wish to reserve their place in the graduate class must submit a \$500 non-refundable deposit by January 15 of the final undergraduate year.

Important Notes:

Students who meet the conditions outlined in Section 1A of this policy are advised to explore alternative pathways for graduate school admission (via the CSDCAS application), as direct admission to the SXU graduate CSD program is conditional and not guaranteed.

Students with a documented record of academic dishonesty or violations of the University's Student Code of Conduct are ineligible for direct admission consideration.

Final authority for all admission decisions rests with the director of CSD programs.

Approved by CSDI Faculty on 12/5/2025

INFORMATION FOR POST-BACCALAUREATE STUDENTS

*This information is helpful for traditional students, too.

- Students must begin in the fall semester to complete coursework in one academic year. The schedule is arranged such that the prerequisite courses for most spring semester courses are offered in the fall semester.
- In addition to requiring a master's degree in speech-language pathology and coursework in basic human communication sciences that are normally completed in undergraduate studies, the American Speech-Language-Hearing Association (ASHA) requires that a student complete specific basic science coursework. These fall into the categories of biological science (one course in human or animal biology), physical science

(one course in physics or chemistry), behavioral/social science, and statistics. Most students have taken these courses during their undergraduate studies, but students who have not done so may be required to complete them before/during graduate school.

- It is required to have 25 observation hours completed before beginning the program; however, it is not required when you apply. We provide directions on how to obtain these hours over the summer after you have been accepted.
- At present, admission into graduate programs in CSD is competitive, and we ask persons interested in taking undergraduate prerequisite courses to carefully research the admission requirements of the programs to which they might apply. GPA is one important factor, and the average GPA of students admitted into a graduate program is typically higher (often 3.4 or above) than the minimum requirements posted. Some graduate programs require that an applicant submit Graduate Records Examination (GRE) scores at the time of application. Saint Xavier University's master's program in speech-language pathology does not require students applying to their graduate program to complete the GRE. However, other programs may have a GRE requirement. We strongly recommend that students take the GRE before they begin the sequence of post-baccalaureate courses. Students can then compare their own GRE scores and GPAs to the average values for students admitted into various graduate programs of interest to them. That information and more is available at the [ASHA website](#) and on the [CSDCAS portal](#).

ALTERNATE CAREER PATHS AND OTHER MAJORS

Upon completion of the Communication Sciences and Disorders program, students may choose to pursue a graduate degree in speech-language pathology or audiology. An undergraduate degree in communication sciences and disorders is highly applicable to other master's degree programs, including but not limited to:

Business/Marketing
Certified Therapeutic Recreation
Counseling
Disability Studies
General Education
Legal Advocacy

Music
Nursing
Occupational Therapy/Physical Therapy
Physician's Assistant
Psychology
Special Education

TRANSFER CREDIT POLICY

EVALUATION OF ACADEMIC FACULTY

At the end of the term, you will receive an email asking you to submit an evaluation of the course from courseevaluations@sxu.edu. Your input is very important to the University as a whole and to our department. We take your comments very seriously, and we use them to improve the course and program.

ACCESSIBILITY RESOURCES

The mission of the [Center for Accessibility Resources](#) at Saint Xavier University is to ensure that qualified individuals with disabilities are afforded an equal opportunity to participate in and benefit from the programs, services,

academic resources and activities of the University. This will be enacted through the identification of reasonable modifications to institutional policies and procedures, provision of effective auxiliary aids and services, and educational services. In collaboration with faculty and staff, the Center for Accessibility Resources' primary goal is to engage the University community to empower students, enhance equity, and respect and value the diversity of our students by being inclusive of their needs.

In accordance with the provisions of Section 504 of the Rehabilitation Act of 1973, as amended, and Title III of the Americans with Disabilities Act of 1990, as amended, Saint Xavier University determines and provides reasonable accommodations on a case-by-case basis for qualified students who have demonstrated a need for these services. All accommodation requests are the responsibility of the student. If you have a diagnosed disability and/or suspect that you have a disability, please contact the staff in the Center for Accessibility Resources as soon as possible.

The accommodations process is an interactive partnership between students, faculty and the Center for Accessibility Resources. All accommodation requests must be submitted promptly. The student is ultimately responsible for being a self-advocate and discussing accommodation requests with instructors. Students who wish to disclose their disabilities may receive various academic accommodations, which are coordinated through the Center for Accessibility Resources in WAC Room L-108. Please refer to the University Catalog for additional information.

Please visit the [Center for Accessibility Resources](#) webpage for eligibility and procedures requesting accommodations.

ACADEMIC SUPPORT

SXU ACADEMIC INTEGRITY POLICY

SXU POLICY FOR RESPONSIBLE AND ACCEPTABLE USE OF GENERATIVE AI

Approved by Faculty Senate 5/6/2025

CSD UNDERGRADUATE CODE OF CONDUCT

CSD UG Code of Conduct: Students must possess the ability to reason morally and ethically in their CSD practice. They must be willing to abide by professional standards of practice and professional licensure regulations. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility, commitment to learning and respect for diversity.

Students who fail to follow the Professional Conduct policy or engage in behavior that is inappropriate for a student clinician will have the behavior documented by the faculty member who observes the occurrence. See attached Documentation of Failure to Demonstrate Professional Interaction and Personal Qualities Form (Appendix C).

When problem behaviors are identified, the involved faculty member will counsel the student on the unacceptable behavior and indicate what type of behavioral change is expected and the time frame for resolution. The student's unacceptable behavior and the specific counseling will be documented by the faculty, with a copy placed in the student's file in CSD. In addition, the faculty member will notify the director of CSD programs. The student will be given a copy of the documentation submitted to their file.

Students who require more than three separate intervention plans over the course of the program to demonstrate the required KASA competencies or essential functions are subject to dismissal by the graduate program director. If the behavior violates the Saint Xavier University Student Code of Conduct, the process identified in the Saint Xavier University Student Handbook through the Office of the Dean of Students will be followed.

If the behavior from the infraction does not change within the given time frame, or there are multiple occurrences of unprofessional behavior during the duration of a course, students will be dismissed from the program.

Approved by full faculty on 8/29/25

PUBLIC SAFETY

SXU PUBLIC SAFETY

STUDENT RESOURCES

Professional Organizations for Students

NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

NSSLHA is the national organization for undergraduate and graduate students involved in the study of normal/disordered communicative behavior. This organization is the student branch of the American Speech- Language-Hearing Association (ASHA). Students must be declared undergraduate or graduate majors in speech- language pathology. National NSSLHA applications are available online at the NSSLHA website. Dues must be paid yearly to maintain NSSLHA membership. In return for dues, students receive access to ASHA's scholarly journals and registration at a reduced rate for the annual American Speech- Language-Hearing Association Convention. Student members also have access to a variety of services, including graduate school information, student credit cards, job information, and reduced membership fees when joining ASHA.

SXU STUDENT SPEECH-LANGUAGE-HEARING CLUB

The Student Speech-Language-Hearing Club at Saint Xavier University comprises students who have declared their major as communication sciences and disorders. This organization is an official chapter of the National Student Speech-Language-Hearing Association (NSSLHA). Being an undergraduate or graduate student is the only criterion for inclusion in the club. The group organizes activities that focus on the development and support of the programs.

These activities include guest speakers on topics of interest, fundraisers to support the purchase of clinical materials for student use, grants for student research, volunteer activities, and donations to organizations related to helping professions. Any undergraduate or graduate student in CSD is welcome to be a member of the SXU Student Speech- Language-Hearing Club, regardless of NSSLHA membership. Students interested in joining the SXU Student Speech-Language-Hearing Club should contact Carry Zaras at zaras@sxu.edu.

VOLUNTEER ACTIVITIES

As a communication sciences and disorders undergraduate student, it is recommended that you participate in community-based volunteer activities with individuals with disabilities. Listed below are several organizations that accept students as volunteers. If you are interested in these activities, contact the facilities and inquire as to the status of their volunteer program.

1. Pals for Change

Pals for Change is a volunteer organization which provides students with the opportunity to work with individuals with intellectual and developmental disabilities.

Students can find information at pfc@myemail.sxu.edu.

2. GiGi's Playhouse Down Syndrome Achievement Centers
15954 S. Harlem Avenue, [Tinley Park](#) 3948 N. Lincoln Avenue, [Chicago](#)
3. [Sertoma Center](#) 4343 W. 123rd Street Alsip, IL 60803
(708) 371-9700
4. [Orland Park Special Recreation](#)
5. [Special Olympics Chicago](#) 2 East 8th
Street, Suite 2M Chicago, IL 60605
(312) 527-3743
6. [Best Buddies Illinois](#)
101 West Grand Avenue, Suite 400
Chicago, IL 60654
7. [Oak Lawn Park District Special Recreation](#)
"Get Involved" Opportunities
708-857-2225
8. [Southwest Special Recreation Association \(SWSRA\)](#) 12521 S. Kostner Avenue
Alsip, IL 60803
(708) 389-9423
9. [Chicago Park District Special Recreation](#) 541 North Fairbanks
Chicago, IL 60611
(312) 742-7529
Attn: Volunteer Coordinator
10. [Gateway Special Recreation Association](#) 15W431 E 59th Street
Burr Ridge, IL 60527
11. [Evergreen Park and Recreation District \(INSPIRE\)](#)
12. [RSO at Saint Xavier University](#)

APPENDICES

APPENDIX A - PRECLINICAL OBSERVATION FORM

B. SUMMARY OF GUIDED OBSERVATIONS

Name: _____ Date: _____

Client Disorder: _____ Age: _____ Ethnicity: _____

Student's Name: _____

Date of Observation	Child /Adult	Area of Disorder	Location Name (or indicate video)	SLP's name, credentials, ASHA # (print)	SLP's signature	Time (in minutes)	Guided

_____ Total # minutes
Divided by 60 = _____ hours

Signature of Faculty Member Indicating that Observations Were Guided

Faculty Member

Date

OBSERVATION REPORT FORM

1. Briefly describe the goals for this clinical session.
2. List the activities (at least three).
3. Did the clinician take observable data during the session?
4. How did the clinician adjust in response to the client's behavior (e.g., frustration or tasks that were too difficult or easy)?
5. What reinforcements were used?
6. What are the client's communication strengths and weaknesses?

Signed by: _____ Date: _____

(Faculty Name)

[illegible]

APPENDIX C – Consequences of Unprofessional Interaction and Personal Qualities

Consequences of Unprofessional Interaction and Personal Qualities

When problem behaviors are identified, the involved faculty member will counsel the student on the unacceptable behavior and indicate what type of behavioral change is expected and the time frame of resolution. The faculty will document the student's unacceptable behavior and the specific counseling with a copy placed in the student's file in Communication Sciences and Disorders. In addition, the faculty member will notify the dean of the School of Nursing and Health Science (SONHS). The student will be given a copy of the documentation that was submitted to the student's file.

If the behavior violates the [Saint Xavier University Student Code of Conduct](#), the process identified in the Saint Xavier University Student Handbook will be followed.

If the behavior from the infraction does not change within the given time frame, or there are multiple occurrences of unprofessional behavior during the duration of the course, then the faculty member has the right to fail the student. Students who demonstrate repeated, consistent, unprofessional behavior in multiple courses may be subject to dismissal from the graduate program in speech-language pathology.

FAILURE TO DEMONSTRATE PROFESSIONAL INTERACTIONS AND PERSONAL QUALITIES SAINT XAVIER UNIVERSITY COMMUNICATION SCIENCES AND DISORDERS

_____ Student Name (type or print legibly):	_____ Course Number and Name:
_____ Semester and Year:	_____ Date of Occurrence:
_____ Date of Meeting with Student:	_____ Location of Occurrence:

Within the tenets of the certification standards of the American Speech-Language-Hearing Association, the essential functions for clinical practicum, and highlighting the values expressed in the University and Communication Sciences and Disorders mission statements, students are expected to achieve the following outcomes. Failure to continually strive to achieve these outcomes jeopardizes the student's academic and professional success. It may result in discipline up to and including removal from the graduate program in speech-language pathology.

According to the above expected outcome, the student exhibits a deficiency in the following:

- Demonstrates inaccurate or incomplete verbal/written communication.
- Does not plan for adequate preparation or assistance.
- Is verbally abusive and/or exhibits threatening, coercive or violent behavior toward anyone (i.e., sexist, racial, threatening, or demeaning including foul language).

According to the above expected outcome, the student exhibits a deficiency in the following:

- Demonstrates ineffective communication skills with faculty, peers, and/or member of the healthcare team.
- Act of omission in the care of the client that is contrary to established protocols and guidelines.
- Does not come to clinical session prepared to provide safe care in accordance with established protocols and guidelines.
- Attempts activities without adequate preparation or assistance.
- Is resistant, defensive, and/or non-responsive to improvements. Is non-responsive or fails to implement suggested academic or clinical improvements.
- Does not accept constructive criticism or take responsibility for errors.

According to the above expected outcome, the student exhibits a deficiency in the following:

- Is unable to achieve therapeutic client relationships characterized by rapport, empathy and respect.
- Provides inaccurate or incomplete information during counseling activities.
- Ethics and behaving professionally.

According to the above expected outcome, the student exhibits a deficiency in the following:

- Does not maintain confidentiality in the conduct of one's clinical work or where otherwise required in the graduate Speech-Language Pathology program.
- Needs repeated reminders of responsibilities consistent with University or clinical site policies and requirements.
- Exhibits inappropriate professional dress, appearance and/or behavior.
- Trend of tardiness, leaving class or clinical sessions abruptly or early, or excessive or unexcused absence.
- Is unwilling to address one's own unethical conduct or that of others associated with the program.
- Trend of late exams, assignments and/or missed assignments.

- Misrepresents or falsifies actions, assignments or information.
- Has violated the University drug and alcohol policy.
- Failure to carry out psychomotor/technical skills in a safe manner.
- Appears unaware or is indifferent to their deficiencies and the need to improve.
- Engages in distracting conduct while faculty or speakers are delivering a lecture or communicating with a client/patient, family member or relevant other.
- Loudly and frequently interrupts the flow of class with inappropriate questions or interjections.
- Inappropriate use of electronic devices and platforms (i.e., texting, email, use of social media in class or clinical sessions.)

Notification:

Student notified by issuing faculty on: _____ (date)

Graduate program director notified by issuing faculty on: _____ (date)

Associate dean notified on: _____ (date)

Student comments related to occurrence:

Faculty comments related to occurrence:

Student Signature

Date

Faculty Signature

Date

Undergraduate CSD Intervention Plan

Student's Name _____

Date: _____

Identification of issue:

Steps to be taken (if required):

Time frame for reevaluation:

Student Signature

Date

Faculty Signature

Date

Graduate Program Director Signature

Date

Associate Dean Signature

Date

Resolution:

I, _____ hereby acknowledge that the aforementioned Intervention Plan to address unprofessional behavior and/or personal qualities has been reviewed with me. I further acknowledge and understand that my refusal or failure to comply with every requirement in the Intervention Plan shall result in additional University action, up to and including removal from the graduate SLP program.

Student Signature

Date

Faculty Signature

Date