



Saint Xavier
UNIVERSITY

**UNDERGRADUATE
COMMUNICATION
SCIENCES AND DISORDERS
SUPPLEMENTAL HANDBOOK**

2025-2026 EDITION

WELCOME FROM THE DEAN OF 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. I am privileged to serve as your Dean of the School of Nursing and Health Sciences, focusing my leadership on creating and upholding opportunities for you to receive a quality education as you work to achieve and fulfill your educational dreams.

Being a member of the SXU community attests to your accomplishments of 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, 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 to one of our many campus resources available to you. Remember that you are part of the SXU community now – a community that is diverse, unique, talented and here to help you succeed.

I 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, I could not be more excited to share and support your educational journey with you.

In Mercy,

A handwritten signature in cursive script that reads "Charlene Bermele". The signature is written in a dark ink on a light-colored, slightly textured background.

Charlene Bermele, DNP, RN, CNE
Dean, School of Nursing and Health Sciences

CONTENTS

CONTENTS	2
INTRODUCTION.....	5
ACKNOWLEDGEMENT OF RECEIPT OF CSD UG HANDBOOK	5
SAINT XAVIER UNIVERSITY MISSION STATEMENT	5
SCHOOL OF NURSING AND HEALTH SCIENCES MISSION STATEMENT	5
SAINT XAVIER UNIVERSITY CORE VALUES	5
SAINT XAVIER UNIVERSITY DIVERSITY, EQUITY, AND INCLUSION STATEMENT	6
CHOSEN NAME AND PERSONAL PRONOUN POLICY	6
COMMUNICATION SCIENCES AND DISORDERS PROGRAM MISSION STATEMENT	7
PROGRAM OVERVIEW	7
COMMUNICATION SCIENCES AND DISORDERS PROGRAM LEARNING OUTCOMES	7
GRADING SCALE:.....	7
TYPICAL COURSE SEQUENCE	8
ASHA BASIC SCIENCE AND STATISTICS REQUIREMENTS FOR CERTIFICATION.....	9
ILLINOIS EDUCATOR LICENSE REQUIREMENTS	9
COMMUNICATION SCIENCES AND DISORDERS (CSD) UNDERGRADUATE PROGRAM POLICIES.....	9
PRECLINICAL GUIDED OBSERVATION HOURS.....	11
CLASS ABSENCES	11
COURSE RETAKE POLICY	12
STUDENT-AT-LARGE.....	12
INCOMPLETE GRADES.....	12
GRIEVANCE PROCEDURES	12
MINOR IN CSD.....	12
ADDITIONAL AREAS OF STUDY: MINOR	13
GRADUATE SCHOOL APPLICATION PROCESS.....	13
INFORMATION FOR POST-BACCALAUREATE STUDENTS.....	14
ALTERNATE CAREER PATHS AND OTHER MAJORS	15
TRANSFER CREDIT POLICY FOR CURRENTLY ENROLLED STUDENTS.....	15
EVALUATION OF ACADEMIC FACULTY	16
ACCESSIBILITY RESOURCES	16
ELIGIBILITY FOR ACCESSIBILITY RESOURCES	16
PROCEDURES FOR REQUESTING ACCOMMODATIONS	16

ACADEMIC SUPPORT	17
ACADEMIC POLICIES AND PROCEDURES.....	17
ACADEMIC INTEGRITY	18
SXU POLICY FOR RESPONSIBLE AND ACCEPTABLE USE OF GENERATIVE AI	19
CSD UNDERGRADUATE CODE OF CONDUCT.....	19
PUBLIC SAFETY	20
Public Safety Department	20
STUDENT RESOURCES.....	20
National Student Speech-Language-Hearing Association (NSSLHA)	20
SXU Student Speech-Language-Hearing Club	21
VOLUNTEER ACTIVITIES	21
APPENDIX A - PRECLINICAL OBSERVATION FORM	23
APPENDIX B– INFORMATION FOR LETTERS OF RECOMMENDATION	24
APPENDIX C – Consequences of Unprofessional Interaction and Personal Qualities.....	25

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 STATEMENT

Saint Xavier University, a Catholic institution inspired by the heritage of the Sisters of Mercy, educates persons to search for truth, to think critically, to communicate effectively and to serve wisely and compassionately in support of human dignity and the common good.

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 CORE VALUES

As it engages in a search for truth and knowledge, the Saint Xavier University community commits itself to practicing eight core values, both for personal enhancement and to understand and improve our world.

Respect moves us to understand the gifts and unique contributions of every person in the University community and to value diverse perspectives.

Excellence commits us to challenge ourselves to utilize our God-given gifts: intellectual, social, physical, spiritual and ethical.

Compassion compels us to stand with and embrace others in their suffering that, together, we may experience God's liberating and healing presence.

Service calls us to use our gifts, talents and abilities to advance the genuine well-being of our community and those we encounter.

Hospitality draws us to do our daily work with a spirit of graciousness that welcomes new ideas and people of all backgrounds and beliefs.

Integrity gives us the ability to realize the greater good in our actions and programs and challenges us to look at our work and ourselves holistically and as one united with others across the globe.

Diversity builds a community that fosters a climate that is open and welcoming to diverse people, ideas and perspectives; that promotes a constructive discourse on the nature of diversity; and that engages faculty, staff and students in activities that promote the University's core values.

Learning for Life, in the liberal arts tradition, encourages us to pursue knowledge and truth throughout our lives in ways that improve our communities and ourselves and that strengthen our understanding of each other.

SAINT XAVIER UNIVERSITY DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Grounded in Catholic identity, mission and heritage, Saint Xavier University is committed to serving a diverse learning community in conjunction with our core values. The University belongs to all in its community, regardless of race, color, ethnicity, creed, religion, gender, gender identity, abilities, age, sexual orientations, nationality, or immigration status. Faculty, staff and students are engaged in creating a climate of purposeful inclusion by cultivating equity and providing opportunities for meaningful connections and service among diverse people, ideas and perspectives, in search of truth and the common good. The Sisters of Mercy, immigrants themselves, founded the school in 1846 to educate young women, and today's student body reflects the University's growing commitment to a tradition of diversity and multiculturalism. In 2014, the University became a federally designated Hispanic-Serving Institution (HSI). Diversity, equity and inclusion are at the heart of Saint Xavier's heritage and enrich and strengthen our academic programs and learning environment, which prepare students to work as responsible global citizens and live by Mercy values.

CHOSEN NAME AND PERSONAL PRONOUN POLICY

Saint Xavier University strives to create a climate that is open and welcoming to diverse people, ideas and perspectives. We recognize that members of our community use names other than their legal first names or particular pronouns to identify themselves and that it is important for the University to establish mechanisms to acknowledge and support individuals' self-identification. Subject to the parameters set forth below, individuals can be identified in Saint Xavier University administrative systems by the chosen name and personal pronouns that they have designated in accordance with this policy.

Individuals can request to use their chosen name, whether they have legally changed their name, and SXU will make every effort to ensure that this name appears in the user profile wherever feasible to do so, consistent with applicable laws, regulations, and policies, and within the capabilities of the University administrative systems. This may include individuals who prefer to use:

- Middle name instead of a first name.
- Shortened derivative of a name.
- Anglicized name.
- Name that better represents the individual's gender identity.
- Name to which the individual is in the process of legally changing.

In addition to the chosen first name, students, faculty and staff may select their personal pronoun from the list provided in their directory preferences. If no pronoun has been selected, "not set" will be displayed.

An individual may not have more than one chosen name at any one time.

In the event of an official legal name change, individuals may process official legal name changes or corrections through the University. A change of legal name requires an official document or court order verifying the correct information at the time the request is made.

For additional information, please visit the [Student Handbook](#).

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 engage in observation and 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. 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

Approved by CSD faculty on 9/20/2022.

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.

TYPICAL COURSE SEQUENCE

SAINT XAVIER UNIVERSITY MAJOR IN 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, 205¹, 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 EDUCATOR LICENSE REQUIREMENTS

The education courses, EDU 323: Survey of Children with Exceptionalities for the Classroom Teacher, EDU 318: Foundations and Methods of Literacy and Language Arts, and EDU 364: Methods and Materials Teaching ESL and Bilingual Education, are not required for graduation, but are required at the time of application for a license. It is recommended that you complete this course while you are an undergraduate student, if you can fit it into your schedule. The required course for methods of reading and reading content is taken when completing the graduate program at Saint Xavier University. 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

¹ CSDI 205 will be offered during fall and spring beginning AY 26-27. Fall CSDI 205 will be reserved for junior/senior standing students and Bridge Program students.

Admission

There is no formal admission process to the undergraduate program.

(Approved by Faculty on 9/22/23)

Academic Standards

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

(Approved by 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 CSDI 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 CSDI 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 will be discussed in each course requiring observations. It is the discretion of the instructor as to how observations will be completed; for example, live or through viewing videos or on a format such as Simucase. Any given faculty member may require one or a combination of these formats.

CLASS ABSENCES

Punctual and regular class attendance is expected of all students. Students are directly responsible for notifying instructors of a class absence and can request the Office of the Dean of Students (773-298-3123 or deanofstudents@sxu.edu) to inform instructors of an illness or emergency.

Excessive absence, even for serious reasons, may disqualify a student from receiving academic credit. In the event of foreseeable absence, the student should make suitable arrangements with instructors regarding work. Reported absences do not relieve the student of academic responsibilities. The student should take responsibility for obtaining class notes and assignments. For prolonged absences, students are encouraged to contact their academic advisor or the Office of the Dean of Students in addition to instructors.

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, plans 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.

INCOMPLETE GRADES

A student may request an incomplete grade from an instructor if there is a legitimate reason acceptable to the instructor and the student is making satisfactory progress at the time. The student and instructor agree on the requirements and time limit for completion of the course. The Office of Records and Registration then enters the agreed-upon date. Requirements must be completed no later than the tenth week of the following semester (fall or spring). Failure to meet the stated requirements will result in an automatic grade of F. If a student carries more than one incomplete grade into the following semester, their course load should be reduced. Evaluation of academic standing is made from the grade reports at the end of each grading period and will not be deferred until work is completed on courses in which there was an incomplete.

GRIEVANCE PROCEDURES

An eligible final course grade grievance results from an allegation of improper academic evaluation.

Improper academic evaluation includes evidence of instructor error in calculating or reporting a final grade, evidence that the evaluation criteria noted in the syllabus were not followed, and/or evidence that the evaluation criteria noted in the syllabus were not followed consistently when grading students in the same class.

Please consult the [undergraduate Catalog](#) for additional information.

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 CSDIG 205, CSIG 206)
CSDIL 207: Speech Science Lab
CSDI 301: Speech Sound Development and Disorders (prerequisites CSDI 204, CSDI 205)

Fall Semester (2)

CSDI 305: Development of Language in the Young Child (prerequisite PSYCH 199/200)
CSDI 317: Multicultural Aspects of Communication (prerequisite CSDI 204)

Spring Semester (2)

CSDI 306: Language Disorders in Children (prerequisites CSDI 305)
CSDI 315: Fluency, Voice, and Resonance (prerequisites CSDIG 206)

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. Graduate programs typically require three letters of recommendation. In requesting letters from faculty members, please complete the following forms: Student Written Authorization for Faculty and Preparation of Letters of Recommendation. See Appendix B.

DIRECT ADMISSION POLICY TO THE GRADUATE PROGRAM AT SXU

Direct admission to the Communication Sciences and Disorders graduate program is available for students who meet specific criteria. Criteria for direct admission include the following:

- Senior status (90+ credit hours accumulated by the start of the fall semester of senior year) in CSD undergraduate program.
- Achieve a minimum cumulative GPA of 3.0 across all coursework completed at the college/university level.
- Achieve a minimum B grade in CSDI courses.
- Admission is conditional based on completion of the bachelor's degree in communication sciences and disorders at Saint Xavier University.

Process for direct admission:

- Students who wish to be admitted into the graduate program under this process need not complete an application through the Common Application System (CSDCAS) for SXU.
- By (a specific date to be provided by the program director) of the final undergraduate year, interested students will submit:
 - Faculty Support Form with signatures of three full-time faculty members endorsing direct admission (in lieu of letters of recommendation).
 - Unofficial transcripts from all institutions of higher education attended to the CSD undergraduate program director (this includes transcripts from SXU and any other university or community college attended, even if those transcripts have already been sent to the University as part of an initial application).
- Students who meet all the eligibility requirements will be sent a confirmation letter by the undergraduate program director.
- Students who meet the eligibility criteria and wish to reserve their place in the graduate class must submit a \$500 non-refundable deposit by April 15 of the final undergraduate year.

(Approved by Faculty on 11/17/2023)

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	Music
Certified Therapeutic Recreation	Nursing
Counseling	Occupational Therapy/Physical Therapy
Disability Studies	Physician's Assistant
General Education	Psychology
Legal Advocacy	Special Education

TRANSFER CREDIT POLICY FOR CURRENTLY ENROLLED STUDENTS

Off-Campus Course Policy

Once enrolled at SXU, students generally complete their coursework at the University. However, students may petition to take a course at another accredited institution. **Generally, no more than six credit hours or two courses can be taken off campus after enrollment at Saint Xavier.** MATH 112 and MATH 135 must be taken at Saint Xavier University. Other specific programmatic restrictions may also apply (for example, nursing students in the School of Nursing and Health Sciences are encouraged to complete all science courses at SXU). Students should consult the catalog and their academic advisor to determine the specific restrictions for their major or minor.

Students who wish to take a course from another accredited institution must contact the [Transfer Student Services Center](#)(A-208) to obtain an off-campus course approval form before taking the course. At this time, a staff member from the Transfer Student Services Center will review student eligibility and determine approval requirements. To ensure that the course being proposed for transfer credit is needed and will fulfill a program requirement as requested, the student must indicate on the off-campus approval form which requirement is being met. For example, does the course satisfy the major, minor, elective or a specific general education requirement? Once the student obtains advisor approval, a Transfer Center staff member will get final approval from the school in which the major resides. **Courses taken without this prior approval will not be accepted for transfer credit.**

In addition to the general [University transfer credit policy](#), the following rules apply:

1. Courses that have been failed or in which the student did not earn a minimum acceptable grade at SXU cannot be retaken for credit outside of Saint Xavier University.
2. Course grades earned away from SXU must meet the requirements of the University program into which they are being credited.
3. Students cannot take a class off campus at a higher level than the one at which they were placed by the SXU placement tests.
4. Students are asked to validate the reason for requesting to take an off-campus course, especially when SXU is offering the same course.
5. Students on academic probation cannot take courses at another college without special permission from the provost.
6. Only courses that have received prior approval will be accepted for transfer credit.
7. An official transcript must be submitted to admission@sxu.edu to receive transfer credit.

8. Off-campus courses will not factor into the SXU GPA.

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 L-108. Please refer to the University Catalog for additional information.

ELIGIBILITY FOR ACCESSIBILITY RESOURCES

Any SXU student with a documented disability is eligible for services. According to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, persons are provided reasonable accommodations when that person:

- Has a physical or mental impairment that substantially limits one or more of such person's
- major life activities.
- Has a record of such impairment.
- Is regarded as having such impairment.

PROCEDURES FOR REQUESTING ACCOMMODATIONS

Saint Xavier University is committed to ensuring that all qualified students have equal access to the academic and non-academic programs and can participate fully in all aspects of student life. The goal of the Center for Accessibility Resources is to create an environment of equal access for students with documented disabilities, including:

- Learning and attention disorders
- Psychiatric disabilities
- Mobility impairments
- Sensory impairments
- Chronic health impairments

To receive services for your disability, you must present documentation (at your expense) from a licensed and/or certified professional to the director of the Center for Accessibility Resources. This documentation is used to develop appropriate and reasonable accommodations and should be from within the last three years.

Pursuant to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured services and accommodations that provide equal access to the activities and programs of this University. To establish that an individual is qualified to receive disability services, documentation must indicate that the disability substantially limits a major life activity.

Students with disabilities who wish to request accommodations should contact the Center for Accessibility Resources in WAC Room L-108 or at 778-298-3308. A grievance procedure has been established for members of the University community who believe an individual has been subjected to discrimination solely because of a disability. Information about these procedures is available from the Center for Accessibility Resources, WAC L-108, or the Office of the Dean of Students, WAC Room L-103.

ACADEMIC SUPPORT

Center for Learning and Student Support

The SXU Center for Learning and Student Support, located in WAC Room L-110, provides a variety of resources for undergraduate and graduate students:

- Subject tutors are available to help improve studying skills, go over study guides, and practice exams.
- Writing consultants excel at helping students think about the development of ideas, the arguments of an essay, grammar, punctuation, and documentation.
- After-hours support or supplemented face-to-face services can be accessed through Brainfuse Online Tutoring via Canvas.
- Academic Support Coaches who specialize in acclimating first-year students to college life are available.

The center evaluates academic performance and aims to support and empower students in their academic development.

For questions or to make an appointment, stop by WAC Room L-110 or call 773-298-5148. Appointments can also be made on Navigate or by visiting www.sxu.edu, keyword: Learning Center.

ACADEMIC POLICIES AND PROCEDURES

Students will be informed about the general organization of their program of study at the initial program organizational meeting and will meet individually with their advisors thereafter. The advisor/advisee relationship at Saint Xavier is a valued partnership that employs a mentoring approach. Advisors assist students in formulating educational plans that address personal development goals while also monitoring the satisfactory completion of requirements for the University degree and various professional credentials. Every undergraduate student will be assigned an academic advisor.

ACADEMIC INTEGRITY

A commitment to academic integrity is at the heart of Saint Xavier's mission as an intellectual community, dedicated, in the words of the University philosophy statement, to "the examination of fundamental questions of human concern, respectful dialogue in the context of diverse points of view and experience, as well as the search for truth and justice." For faculty and students alike, the scholarly enterprise requires clear and rigorous argument, acknowledging the sources of our ideas, the quality of the evidence that supports them, and taking responsibility for the errors we have made.

The efforts of students to cultivate these academic skills and intellectual virtues in turn require formative evaluation, accurately and justly assessing student progress. To achieve this, instructors must be certain that students' work is their own and that all records of accomplishment are authentic and reliable. In this context, when students misrepresent their knowledge or abilities, they are more than simply breaking the rules of academic conduct. Such behavior undermines not only the student's own academic progress but also the integrity of academic evaluation itself. For that reason, it may result in failure of the assignment, failure of the course, suspension from the University, or permanent dismissal from the University. The principles of academic integrity should govern all forms of academic work, from the content of papers, projects and presentations to one's conduct before and during examinations. These principles, and thus the very possibility of honest evaluation, can be jeopardized by a number of actions, including but not limited to:

- **Cheating** on an examination, including but not limited to using cheat sheets, unauthorized materials, copying from peers, or obtaining copies of tests through unauthorized means.
- **Unauthorized collaboration** with one's peers on assignments, exams, projects, or presentations.
- **Plagiarizing**, which may include:
 - Copying phrases or sentences word-for-word from a source without enclosing the copied words in quotation marks and indicating the actual source.
 - Changing the wording of a source slightly but still incorporating all the ideas of the source without indicating the source.
 - Altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas are one's own.
 - **Unacknowledged and unauthorized resubmission** of work completed in other courses.
 - **Using unauthorized or falsified instruments of identification** with the intent of academic fraud, supplying false academic records (transcripts, grade reports, etc.) to any official of the University, and/or forging, altering or making unauthorized use of University records or documents.
 - **Hindering one's peers** by removing, misplacing or defacing library or other instructional materials.

Faculty and administrators who discover such violations should compile evidence sufficient to document the incident and may impose penalties appropriate to their purview. When the offense and proposed penalty entail suspension or dismissal from the University, the violation must be addressed in consultation with the appropriate dean and the provost. Students who believe they have been wrongly accused and penalized may initiate a Course Grade Grievance, as described in the Course Grade Grievance Procedure section of the Catalog.

SXU POLICY FOR RESPONSIBLE AND ACCEPTABLE USE OF GENERATIVE AI

The SXU mission is to educate, search for truth, communicate effectively, and think critically. Generative AI Tools (GenAI) should not replace students' critical thinking and problem-solving skills. Instead, students should write as much as possible on their own, attempting to push beyond their current capabilities.

Generative AI should be carefully considered when implemented in the process of learning, writing, research, and completing assignments. Students should use GenAI tools only as explicitly permitted by the instructor. Examples of GenAI tools: ChatGPT, Claude, Dall-E, DeepL, Gemini, Grammarly, Midjourney, and Perplexity. Faculty will have access to resources and support as they develop their AI policies for their classroom discipline.

Incorporating content created by Generative AI in student work, *without citation*, is not ethical and a breach of SXU's Academic Integrity Policy – it misleads the reader and constitutes plagiarism. It is also important to note that GenAI can generate incorrect content. When there is a commonly held misconception, Gen AI can propagate misconceptions and errors. Policies around the use of Generative AI will vary by discipline, instructor, and course. Each instructor or department will decide on the policy for their discipline and courses. All syllabi should include statements around the appropriate use of GenAI. Recommended language is at the end of this policy. When creating the individual or departmental syllabi, instructors should consider the wide variety of available Generative AI tools as they plan for what is acceptable in that course and what is not.

Student Responsible Use of Generative AI tools:

- As noted in the SXU Academic Honesty Policy, students should document and attribute all generative AI contributions to coursework. APA and MLA provide regularly updated guidelines for citing generative AI work.
- Students should take full responsibility for generative AI contributions, ensuring the accuracy of facts and sources as well as possible bias in the generated content.

Generative AI has rapidly emerged as a transformative technology with profound implications for education, research, and university operations and will continue to evolve. This policy shall be reviewed and updated as needed to reflect changes in related technology, ethical guidelines, and legal requirements.

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.

PUBLIC SAFETY

Public Safety is committed to the highest quality of protective services in order to maintain and improve our unique educational environment and quality of life. The campus is patrolled **24 hours a day** by state-certified armed police officers with county-wide jurisdiction and additional trained security staff. Public Safety also provides:

- Security staff in all residence halls.
- Shuttle transportation, protective escort service, vehicle registration and parking enforcement.
- A Campus Emergency and Information Telephone System.
- Emergency alerts.
- On-campus dispatch center.
- Emergency management.
- Vehicle lockout, car battery jumps, and a lost-and-found.

PUBLIC SAFETY DEPARTMENT

Police, Security and Emergency Management
CSC-100, Campus Service Center
773-298-3541 (non-Emergency)
773-298-3911 (Emergency)
773-298-3950 (Office/Administration)
publicsafety@sxu.edu
*Available 24 hours a day

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 (NSSHLA). 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 NSSHLA 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@mymail.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)

APPENDIX B— INFORMATION FOR LETTERS OF RECOMMENDATION

COMMUNICATION SCIENCES **AND DISORDERS DIVISION**

STUDENT-WRITTEN AUTHORIZATION FOR FACULTY **PREPARATION OF LETTERS OF RECOMMENDATION**

INFORMATION FOR LETTERS OF RECOMMENDATION

Student Name: _____

SXU Email: _____

Phone Number: _____

UNIVERSITIES TO WHICH YOU ARE APPLYING

MANNER OF SUBMISSION

DEADLINE

(List by due date)

(e.g., CSDCAS, link provided by university)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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**

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

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 health care 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