Pre Graduate Program (PGP) Handbook

Department of Communication Sciences and Disorders
(Revised September 2024)

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A Note to Readers of the PGP Handbook

The purpose of this handbook is to provide information to **prospective students and to students who have been accepted into the Pre Graduate Program (PGP**). As such, it contains introductory information about the field of Communicative Disorders, information about the academic and clinical training required to become Communicative Disorders professionals, and specific information about WCU's PGP.

Department of Communication Sciences and Disorders Mission Statement

West Chester University's Department of Communication Sciences and Disorders offers programs leading to a Bachelor of Arts (BA), Pre Graduate (PGP) courses, and a Master of Arts (MA). The mission of these programs is to provide students with the academic coursework and clinical practicum experiences required by the American Speech-Language-Hearing Association (ASHA) in fulfillment of the requirements for the Certificate of Clinical Competence. More specifically, the BA and PGP programs provide students with a firm theoretical and empirical basis for understanding the nature of normal communication processes and with an introduction to communicative disorders. For the MA program, the academic component provides students with research opportunities to prepare them for graduate work beyond the master's level and with theoretical and evidence-based frameworks for understanding clinical management, including the prevention, assessment, and treatment of communicative disorders. The clinical component of the MA program provides students with opportunities to apply knowledge and problem-solving skills in closely supervised on- and off-campus clinical practice settings. Specific program outcomes are documented in the Knowledge and Skills Acquisition (KASA) form which is consistent with recommendations by ASHA. In cooperation with other programs within the West Chester University Community, these programs support students in becoming individuals who are broadly educated, who possess the ability to think analytically, critically, and in a manner which allows them to excel at problem solving. In pursuing its mission, the Department of Communication Sciences and Disorders advances values consistent with ASHA's Code of Ethics and with West Chester University's Plan for Excellence.

Departmental Information

Department Mailing Address:	Department of Communication Sciences and Disorders West Chester University West Chester, PA 19383
Department Location:	201 Carter Drive West Chester, PA 19383
Department Phone:	610-436-3401
FAX:	610-436-3388
Website:	https://www.wcupa.edu/healthSciences/commDisorder/default.aspx

Administrative Staff

Name	Administrative Position	e-mail
Mary Kay Gormley	Department Secretary	mgormley@wcupa.edu
Jacki Johnson	Speech & Hearing Clinic Secretary	jjohnson@wcupa.edu

Faculty

Name	e-mail
Elizabeth Grillo, Ph.D. CCC-SLP, CHSE, EMT	egrillo@wcupa.edu
Timothy Huang, Ph.D., CCC-SLP	chuang@wcupa.edu
Sojung Kim, Ph.D., CCC-SLP	skim@wcupa.edu
Heather Forbes, Ph.D. CCC-SLP, BCBA-D	hforbes@wcupa.edu
Patricia Swasey Washington, Ph.D., CCC-SLP	pswaseywashington@wcupa.edu
Sarah Moreau, M.A., CCC-SLP	smoreau@wcupa.edu
Reva Zimmerman, Ph.D., CCC-SLP	rzimmerman@wcupa.edu

Physical Facility

The Department of Communication Sciences and Disorders and the West Chester University Speech and Hearing Clinic are located at 201 Carter Drive, at the eastern end of the University campus. The building, which opened in the July of 1993, houses the academic and clinical offices on a single floor which is accessible to individuals with mobility-impairments.

Reserved parking for clients is located adjacent to the clinic. Students with West Chester University parking permits may park across Matlack Street, in the Bull Center parking lot or in the parking garage. Students are welcome to use the Department's facilities as soon as they are admitted to the program.

The following areas are included within the Department complex at 201 Carter Drive:

Classroom

The **classroom** is used for all graduate classes and seminars. The room is equipped with a videoconferencing system, including video cameras, monitors, and peripheral devices such as a computer, document camera, and DVD player.

Speech and Hearing Clinic

WCU's Speech and Hearing Clinic includes six individual sound-treated therapy rooms, a group/adult therapy room, a child language therapy room, therapy observation areas, a clinic materials room, a clinic preparation room, a large waiting room for clients and their families, a clinic office, and a video control room for observing activity within the therapy rooms. The clinic also contains a double-walled audiometric test suite. Additional information about the Clinic is detailed in the Department's *Clinic Handbook* and on the Department's website.

Speech Science/Computer Laboratory

The Speech Science /Computer Laboratory houses a sound-treated booth along with a variety of instruments that are used in conjunction with teaching, research and clinical management. Anatomical models and specimens are also available for examination in this lab. Further, this room contains desktop personal computers (PCs) for student use. Each is tied wirelessly into the University Local Area Network, providing access to a large number of software packages, to the University's electronic library catalog, to e-mail and to the Internet.

Multipurpose Seminar Room

The multipurpose seminar room contains a conference table and chairs, a white board, a VCR and monitor, and a collection of books and journals. When the room is not in use for seminars or teacher/student conferences it can be used for study groups or for individual study.

Research Lab

The research lab is located in room 430 and contains a cabinet, bookshelves, tables, and research equipment. The room is also used for adult therapy when clinic is in session and no other rooms are available. Students, who are conducting research, are permitted to use the research lab only with faculty approval. The room must remain locked when it is not in use due to the contents of the room.

Wireless Internet Connectivity

The Department has wireless network connectivity available, so students can also use their own wireless laptops to access the internet in any room within the Department.

Use of Department Facilities

Hours of Operation

The use of all Department facilities is limited to times during which either the Department secretary and/or a faculty member are present. If a responsible administrative or faculty person is not present in the Department, the Department will be locked and unavailable for use. Typical hours of operation are as follows (except on holidays):

Mondays through Thursdays - 8:30 a.m. to 7:00 pm
Fridays – 8:30 am to 5:00 pm

Study Areas

The Department does not have office space for individual students (other than the Graduate Assistants). However, several rooms are available in the Department for use as study areas. These include (as indicated above) the **multipurpose/seminar room**, the **clinic preparation room**, the **speech science/computer lab**, and (when not in use), **individual therapy rooms**. When students use these spaces, they are required to keep them clean and to conduct their activities in a manner which does not compromise other activities in adjacent areas.

The **speech-science/computer lab**, like other Departmental facilities, is available for use by students as a study area when it is not being used for another function (e.g., faculty meetings). If the door to the lab is locked, a key can be obtained from the Department secretary, a faculty member or a graduate assistant. When using this space (like all other spaces in the Department), students are responsible for making sure that the instruments are turned off and that the lab is locked when they leave. The key must also be returned before exiting the building.

Instrument manuals are available in the speech-science lab and computer room along with supplies for the instruments. These materials may not be removed from the lab. Doing so can seriously hinder the activities of other students who may need them. Students who experience difficulty with an instrument should consult with a faculty member, preferably the instructor who gave the assignment requiring the use of the equipment.

Since the **speech-science/ computer lab** is frequently used by students and faculty alike, it is sometimes necessary to schedule activities in this room. When this occurs, a sign-up sheet will be placed on the lab door.

Telephones

The use of Department telephones is restricted. Students may use Departmental phones for purposes of contacting clinic clients. These activities require permission of the Clinic Director, the Department's secretary, the Clinic Secretary, or a faculty member. Long distance calls are closely monitored, and the procedure for placing the call using the PANET system must be strictly followed.

Bulletin boards

The Department maintains bulletin boards that contain undergraduate and graduate notices. These boards are located in the reading room, the clinical preparation room and in the hallway to the Department Chairperson's office. Please check these boards from time-to-time for important information, such as dates for scheduling courses, NSSLHA meetings, employment opportunities, instructional certification policies, etc. In addition, a bulletin board is also located in Sturzebecker.

Frequently Asked Questions about the Profession of Speech-Language Pathology

This handbook is intended to provide information to individuals who may be interested in pursuing a career in speech-language pathology (SLP) but who have an undergraduate degree in another field. Its creation was initiated by a graduate of WCU's Pre Graduate Program (PGP) with input from her peers. It begins with the following frequently asked questions about the profession of SLP:

What is Speech-Language Pathology (SLP)?

Speech-Language Pathology is the study of human communication and its disorders, including disorders of speech, language and swallowing. Communication disorders can be congenital or acquired, and they can affect individuals of any age.

What does a Speech-Language Pathologist (SLP) do?

An SLP, also known as a Speech Therapist, is a specialist in the assessment, treatment and prevention of communication disorders. SLPs may be employed in hospitals, schools, rehabilitation centers, government agencies, private practice, and elsewhere. Many SLPs specialize in supporting specific populations (e.g., persons with autism, aphasia, hearing loss, traumatic brain injury, etc.) or specific disorders, (e.g., language learning disabilities, articulation disorders, fluency disorders, voice disorders, swallowing disorders, neuromuscular disorders, dementia, etc.)

What is ASHA?

The American Speech-Language-Hearing Association (ASHA) is the professional, scientific, and credentialing association for audiologists, speech-language pathologists, and speech, language, and hearing scientists. To become a full member of ASHA, one must complete a master's program in Communicative Disorders (also sometimes known as "Speech and Hearing Science," "Speech Pathology and Audiology," etc.)

How does one become an SLP?

To become a professional SLP, one must earn a master's degree (M.A. or M.S.) from a university program that has been accredited by ASHA's Council on Academic Accreditation (CAA), which sets the minimum national standards and requirements for certification in SLP. One must also pass a national board exam known as the "Praxis in Speech-Language Pathology" and one must complete a Clinical Fellowship (CF). The CF consists of 9- to 12-month of professional employment with periodic supervision provided by an SLP who holds the Certificate of Clinical Competence (CCC/SLP) awarded by ASHA. After completing the CF, one is eligible to apply to ASHA for CCC/SLP.

What is NSSLHA?

Founded in 1972, the National Student Speech-Language and Hearing Association (NSSLHA) is a pre-professional organization for graduate, undergraduate, and PGP students interested in the study of normal communication and communicative disorders. NSSLHA is the only official national student association recognized by ASHA and has approximately 13,000 members with chapters in more than 285 colleges & universities. National membership entitles students online access to the following journals: American Journal of Audiology, American Journal of Speech Language Pathology, Journal of Speech, Language, Hearing Research, and Language, Speech, and Hearing Services in the Schools. Two years of membership entitles students to a discount on dues to ASHA membership once they graduate.

Does WCU have a local chapter of NSSLHA?

WCU has a chapter of NSSLHA. The faculty encourages all students to participate in this organization. It is a way to connect with other students and to learn about the profession. It is also a means of demonstrating (when you apply for graduate school and employment) your active participation in the profession. Membership in the local chapter is free, but students are strongly urged to join NSSLHA at the national level. The yearly dues are modest with respect to the benefits to students. The website for NSSLHA is http://www.nsslha.org/nsslha/

What are the preparatory steps leading to a professional career in SLP?

1. **Completion of the Pre Graduate Program (PGP)**

   This step is required for individuals who hold a university degree in an area other than communicative disorders. It provides these individuals with the core courses that are prerequisite for application to a graduate program in communicative disorders. Most graduate schools have programs similar to WCU's PGP program. Some of these programs have different names, such as "Leveling" year or "Without Background" year.

2. **Completion of a Master's Degree (M.A.) in Speech-Language Pathology**

   The M.A. degree program at WCU requires 2 years to complete on a full-time basis. Students must be available for day classes.

3. **Completion of the Praxis Exam in Speech-Language Pathology (#20330)**

   At the end of the master's degree program, students must complete the national Praxis exam in Speech-Language Pathology. Passing this examination is a requirement for the ASHA Certificate of Clinical Competence (CCC) in Speech-Language Pathology (SLP).

4. **Clinical Fellowship Year (CF)**

   The CF occurs after the master's degree has been completed. During the CF, an SLP works for a salary for a period of from 9 months during which time s/he is supervised by an SLP who holds the CCC-SLP. A plan for supervision is developed by the clinical fellow and the supervisor and submitted for approved by ASHA

5. **Apply for the Certificate of Clinical Competence (CCC/SLP)**

After completing the CF, an individual must apply to ASHA for the certificate of clinical competence in speech-language pathology.

What are the Credentials and Licenses required of professional SLPS?

National Certification

The Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by the American Speech-Language-Hearing Association (ASHA) is required for clinical practice in all settings, e.g., hospitals, nursing homes, rehabilitation centers, private practice, schools.

State Licensure

Each state has a licensure requirement that must be met in order to practice in the state. The licensure requirements are generally based on the ASHA CCC requirements. State licensure Boards determine the standards for licensure.

Certification for School-Based Service Delivery

Each state has a department of education that sets educational standards for certifying SLPs who wish to work in the schools. These requirements differ from the ASHA CCC and state licensure requirements.

Applying to WCU's Pre Graduate Program (PP)

Admission to the PGP is competitive and is open to all students who have successfully completed a bachelor's or higher degree, regardless of major. Approximately 30 students per year are accepted to the program. Admission requires an applicant to have earned an overall grade point average (GPA) of at least a 3.0 (on a 4.0 point scale) as an undergraduate. The applicant must also present a favorable letter of recommendation from an individual who is familiar with the applicant's academic skills.

To apply, individuals should send the following information to the address listed below by February 15th:

1) the Pre Graduate Program Application form
2) official transcripts from all academic institutions attended
3) one letter of recommendation addressing academic skills.

Address:
PGP Program
Department of Communication Sciences and Disorders
West Chester University of Pennsylvania
West Chester, PA 19383

Academic Coursework Requirements of the Pre Graduate Program
The PGP Curriculum Tracking Sheet

Departmental Course Requirements (and prerequisites*) - availability varies →	Semester offered	Sem Hrs	Sem Year	Sem Grade
CSD 101 – Introduction to Communicative Disorders	**Summer** (online)	3		
CSD 106 – Anatomy of the Speech and Hearing Mechanism (*CSD101)	**Fall,** (online)	3		
CSD 203 – Speech and Hearing Science (*CSD 101)	**Fall** (online)	3		
CSD 204 – Speech and Language Development (*LIN230/ENG230)	**Summer** (online)	3		
CSD 207 – Introduction to Phonetics (*CSD 101)	**Summer** (online)	3		
CSD 208 – Neurology of Speech and Hearing (*CSD 101, 106)	**Spring** (in-person or online)	3		
CSD 329 – Speech and Voice Disorders (*CSD101, 106, 203, 204, 207)	**Spring** (in-person or online)	3		
CSD 337 – Professional Issues in Communication Sciences and Disorders	**Spring** (online)	3		
CSD 333 – Language Disorders (*CSD204)	**Fall** (online)	3		
CSD 346 – Hearing Disorders (*CSD106, 203)	**Spring** (online)	3		
CSD 350 – Clinical Principles (*CSD207, 329, 333)	**Summer** (in-person or online)	3		

*ASHA Requirements: Additional courses needed to meet requirements for clinical certification by ASHA (These are taught every semester)	Sem Hrs	Sem-Year	Sem Grade
Biology (e.g., BIO 100/110)	3		
Physical Science, must be either Chemistry or Physics (e.g., CHE 100/103/107/160 or PHY 100/105/123/130/140/170/180).	3		
Human Development Course across the Lifespan (e.g., HEA 206 or PSY 210)	3		
Statistics Course (e.g., MAT 121, PSY 245, MAT 125, SOC 321)	3		
*Courses that are required for admission to the graduate program in Communication Sciences and Disorders at WCU	**Sem Hrs**	**Sem-Year**	**Sem Grade**
Human Development Course across the Lifespan (e.g., HEA 206 or PSY 210)	3		
Statistics Course (e.g., MAT 121, PSY 245, MAT 125, SOC 321)	3		
*NOTE: Courses needed to meet ASHA requirements may be met by equivalent credits earned at other universities. Please see your academic advisor to determine if any of your previous coursework can be credited for this purpose.			

Overview of the PGP Curriculum

The *PGP Curriculum Tracking Sheet*, on the previous page, summarizes the requirements of the PGP in three areas:
- CSD requirements - courses required by WCU's Department of Comm. Disorders
- ASHA course requirements

CSD Requirements

PGP students must complete all of the CSD courses listed on the *PGP Curriculum Tracking Sheet* to receive the certificate. We are now offering some courses online. Please see the *PGP Curriculum Tracking Sheet* for the specific courses. The seminar courses are being offered as hybrid online courses. Each seminar will meet once during the semester in a traditional classroom setting with the remainder of the course requirements offered at a distance through online asynchronous methods.

ASHA Coursework Requirements

To comply with ASHA clinical certification standards, students must have completed coursework in the areas listed below. If this coursework was not completed as part of a student's undergraduate degree, it must be completed as part of the PGP.

- Biology (3 semester credits)
- A second physical science course (3 semester credits) - e.g., must be either Chemistry or Physics
- Human development across the lifespan (3 semester credits)
- Statistics (3 credits)

Meeting the ASHA Coursework Requirements

As indicated above, PGP students may be able to meet some or all of the ASHA coursework requirements through courses taken as part of their undergraduate degree in another field. During the application process, advisors will determine which courses may meet ASHA requirements. This information will be shared with students during the PGP orientation typically scheduled in early May.

"**Deficiency courses**" (i.e., courses required by ASHA which were **not** completed as part of a student's undergraduate work in another field) must be completed during the PGP program. Note that this will add to the number of course requirements needed for PGP completion, and it may lengthen the time needed to complete the program.

Note also that that all of the courses required by ASHA are taught at WCU throughout the year, and we encourage you to take advantage of this. When this is not possible, students may opt to complete one or more of their "deficiency" courses through on site or distance education classes at other institutions. If you choose to do this, you must observe the following guidelines:

- Prior to enrolling in a course at another institution, please verify that the course will be accepted by WCU's Department of Communication Sciences and Disorders. A request for verification should be provided to the academic advisor. It should include the following information:

- Name of the institution where the course will be taken
- Name and number of the proposed course to be taken at the institution
- Name and number of the WCU course which the proposed course is intended to replace
- Official catalogue description of the proposed course

- After receiving the above information, the academic advisor will process your request and inform you of whether the proposed course will be recognized as functionally equivalent to the WCU course which it is intended to replace.

- In some cases, it is possible for a student to apply for credit by examination for a course. The circumstances under which this can be done and the procedure for this is explained in WCU's Undergraduate Course Catalogue.

- Once a course has been approved and completed, the student must request an official transcript of the course to be sent to the Department of Communication Sciences and Disorders from the institution where the course was completed. Without this transcript, the course will not be recognized.

Course Sequences

The sequence of courses that you take will depend on two things:

- Whether you choose to follow the 1-year or 2-year plan
- The number of course "deficiencies" that must be addressed in addition to the required CSD courses.

On the following pages, we provide you with the following information:

- Schedule of CSD Courses for the one-year plan
- Schedule of CSD Course Sequence for the two-year plan
- Individual student plan (with room to insert deficiencies) for the one-year plan
- Individual student plan (with room to insert deficiencies) for the two-year plan

Note:

- The two *Schedules of CSD Courses* list only the Communication Sciences and Disorders (CSD) courses but not the courses required for ASHA. However, it is necessary for all students to complete the course requirements set forth by ASHA. Students preparing to work as SLPs in other states must meet the requirements set forth by those states.

- Since different students enter the PGP program with different academic backgrounds, it will be necessary for each student to design his or her own program sequence by inserting the particular courses that will be necessary for them to meet the ASHA requirements. The two *Individual Student Plan* forms are provided for this purpose.

Schedule of CSD Courses for the 1-Year Plan

FIRST SUMMER AFTER ADMISSION

    First Five-Week Session
        CSD 101 - Introduction to Communicative Disorders (3cr)

    Second Five-Week Session
        CSD 204 - Speech and Language Development (3cr)
        CSD 207 - Introduction to Phonetics (3cr)

FALL SEMESTER

        CSD 203 - Speech and Hearing Science (3cr)
        CSD 106 - Anatomy of the Speech and Hearing Mechanism (3cr)
        CSD 333 - Language Disorders (3cr)

SPRING SEMESTER

        CSD 208 – Neurology of Speech and Hearing (3cr)
        CSD 329 – Speech and Voice Disorders (3cr)
        CSD 346 - Hearing Disorders (3cr)
        CSD 337 – Professional Issues in Communication Sciences and Disorders

SECOND SUMMER AFTER ADMISSION

    First Five-Week Session
        CSD 350 - Clinical Principles (3cr) *

* WCU offers Clinical Principles only at the undergraduate level

Schedule of CSD Courses for **the 2-year Plan**

FIRST SUMMER AFTER ADMISSION
>   First Five-Week Session
>> CSD 101 - Introduction to Communicative Disorders (3cr, online

>   Second Five-Week Session
>> CSD 207 – Introduction to Phonetics (3cr)

FALL 1
>> CSD 106 – Anatomy of Speech and Hearing Mechanism (3cr, online)
>> CSD 203 - Speech and Hearing Science (3cr, online)

SPRING 1
>> CSD 204 - Speech and Language Development (3cr)
>> CSD 208 – Neurology of Speech and Hearing (3 cr)

SUMMER 2 – No classes

FALL 2
>> CSD 333 - Language Disorders (3 cr)
>> CSD 329 – Speech and Voice Disorders (3 cr)

SPRING 2
>> CSD 337 – Professional Issues in Communication Sciences and Disorders (3 cr)
>> CSD 346 – Hearing Disorders (3 cr)
>> CSD 350 – Clinical Principles (3 cr)

Individual Student Plan for the 1-year Program

Student's Name: _____

WCU ID # _____

NOTE:
Please use this form to design your own curriculum by adding courses to meet the ASHA requirements as appropriate to your particular case.

Summer #1	
Pre-Session	**Hrs**
CSD101	3
Regular Session	**Hrs**
CSD204	3
CSD207	3
Post Session	**Hrs**
Total Hrs	

Fall Semester	hrs	Spring Semester	Hrs	Summer #2	
CSD 203 (S & H Science)	3	CSD 208 (Neurology)	3	**Pre-Session**	**Hrs**
CSD 106 (Anatomy)	3	CSD 329 (Speech & Voice)	3	*CSD 350 (Clinical Principles)	**3**
CSD 333 (Lang Disorders)	3	CSD 346 (Hearing Disorders)	3		
		CSD 337 (Professional Issues)	3		
				Regular Session	**Hrs**
				Post Session	**Hrs**
Total hrs		**Total hrs**		**Total hrs**	

Fall	hrs	Spring	Hrs	Summer	
				Pre-Session	**Hrs**
				Regular Session	**Hrs**
				Post Session	**Hrs**
Total hrs		**Total hrs**		**Total hrs**	

NOTE:
    * WCU offers Clinical Principles only at the undergraduate level

Individual Student Plan for the 2-Year Program

Student's Name: _____

WCU ID # _____

NOTE:
Please use this form to design your own curriculum by adding courses to meet the ASHA requirements as appropriate to your particular case.

Summer #1	
Pre-Session	**Hrs**
CSD101	3
	3
Regular Session	**Hrs**
CSD207	3
Post Session	**Hrs**
Total Hrs	

Fall Semester 1	hrs	Spring Semester 1	Hrs	Summer #2	
CSD 106 (Anatomy)	3	CSD 208 (Neurology)	3		**Hrs**
CSD 203 (S & H Science)	3	CSD 204 (S/L Development)	3		
					Hrs
				Post Session	**Hrs**
Total hrs		**Total hrs**		**Total hrs**	

Fall Semester 2	hrs	Spring Semester 2	hrs	Summer 3	
CSD 333 (Lang Disorders)	3	CSD 337 (Professional Issues)	3	**Pre-Session**	**Hrs**
CSD 329 (Speech & Voice)	3	CSD 346 (Hearing Disorders)	3		
		CSD 350 (Clinical Principles)	3		
				Regular Session	**Hrs**
				Post Session	**Hrs**
Total hrs		**Total hrs**		**Total hrs**	

NOTE:
* WCU offers Clinical Principles only at the undergraduate level

Course Scheduling

The Department's Secretary (Mary Kay Gormley) will automatically schedule all required CSD courses for PGP students each semester according to whether you are on a 1-year or 2-year plan.

If you have "deficiencies" associated with the ASHA requirement (as described above), you must inform Ms. Gormley, so that she will add them to your schedule. Specifically, you will need to inform her of two things for each non-CSD course that you wish to take:

> (1) the specific catalog number of the course you would like to take (e.g., EDA 230). and
> (2) the specific section number (e.g., 01) of that course. Note: The section numbers identify the specific time and day when the section of the course that you selected is scheduled to meet, You can find the details regarding section numbers via MyWCU.

Please be sure to inform Ms. Gormley of the above information as soon as possible. A delay in providing this information risks the possibility that your preferred section may be filled.

Infrequently, a particular section of a course that you want to take (in an area other than CSD) may be filled, and there may not be another section that will work for your schedule. If this occurs, you have several options:

> (1) Go to the class on the first day that it meets and ask the instructor if you can add the course. (This option will work if one or more students who were originally enrolled in the course are choosing to drop it, as is often the case.) However, this option is risky, because there is no way of knowing whether any students have actually dropped the course prior to the first day of classes; and if no one has dropped the course then there will be no possibility for adding it.

> (2) Call the instructor of the course as soon as you learn that the section is filled. Explain that you are required to take this course and that restrictions in your schedule (imposed by required CSD courses) prevent you from enrolling in the course at other times when it is offered. Given this information, some instructors may be willing to allow you to add the course, but others may not. Note that instructor flexibility is limited due to university-imposed guidelines regarding the maximum seating capacity per classroom.

> (3) If after speaking to the instructor it is determined that you can not add a particular course during the semester that you need it, you can consider taking the course at another institution. For example, you could consider taking a distance education course, or you could consider taking the course at another local institution. In either case, you must determine, in advance, whether the official catalogue description of the course that you intend to take at another institution is equivalent to the catalogue description of the analogous course at WCU.

Important Additional Information about the PGP

Information about Scholarships, Assistantships, and Financial Aid

Scholarship: Elizabeth Tyson Memorial Endowment
Purpose:
This scholarship will be awarded to an outstanding student in the Department's Pre Graduate Program (PGP). An award of $500.00 will be made once per year in the Spring semester to a student who meets the following criteria:
1. The recipient must be a PGP student.
2. The recipient must have a GPA of at least 3.80.
3. The recipient must submit a written essay as an example of his or her scholarly work. The topic of the essay will be determined when the scholarship is announced.

Procedure:
1. At the beginning of the spring semester, the faculty will post an announcement of the availability of the scholarship and of the criteria for the award on the Department's PGP advising site.
2. The applicant will submit the completed application to the PGP Coordinator.
3. The PGP Coordinator will screen the applications to ensure that the criteria have been met.
4. Qualified applicants will be presented to the entire faculty at a regularly scheduled Department faculty meeting
5. Each faculty member will rate each applicant's submission.
6. The award will be presented to the applicant with the highest combined rating.
7. The scholarship recipient's name will be announced in the Department, on the Department's website, and in the Pulse (the newsletter of the College of Health Sciences).

The $500.00 award will be credited towards the recipient's tuition in the following semester.

Financial Aid: WCU has a Department of Financial Aid. You can learn more about it by visiting the following website: http://www.wcupa.edu/_SERVICES/FIN_AID/ or by calling information (610-436-1000) and asking to be connected with the Financial Aid Office. Recent experience suggests that PGP students are eligible for a Stafford Student Loans (SSL). Accessing a SSL requires significant paper work in advance of the semesters for which the loan is needed. The first step is to complete a form called Free Application for Federal Student Aid (FAFSA). To access this form and to learn more about the SSL, We highly recommend that you call the Financial Aid Office and make an appointment to speak with someone face-to-face well in advance of the semester for which you will need the loan. This person can provide you with information, forms, and time lines.

Grade Appeals

If you receive a grade from an instructor which you feel is unfair, your first course of action should be to speak directly with the instructor in order to try to resolve the problem. If your discussion does not result in a satisfactory resolution, you are free to pursue the issue further by following the grade appeals policy of the University.

Grade appeals in the Department of Communication Sciences and Disorders follow the guidelines published in the ***Ram's Eye View*** (the student manual) which is available through the department secretary or at the Sykes Student Union. Please note that the grade appeals policy employs very strict time limits on various stages of the appeals process, and the procedures in the manual must be followed strictly.

Complaints

A complaint about any Accredited Program or Program in Candidacy status may be submitted by any student, instructional staff member, audiologist, speech-language pathologist and/or member of the public to ASHA's Council on Academic Accreditation. Complaints from students or faculty/instructional staff members must exhaust all institutional grievance and review mechanisms before being submitted to the CAA. All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, and must clearly describe the specific nature of the complaint to the accreditation standards and provide supporting data for the change. Additional

Details can be found on the following ASHA Website:
http://www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm

Academic Advising Website on Desire 2 Learn

WCU provides all students with access to a web-based system known as Desire 2 Learn. This system is used to present course material as well as advisement information. When PGP students in Communicative Disorders log on to Desire 2 Learn, they should find the **PGP Advisement** site as an active link. Students who do not find this link should contact the computing helpdesk for assistance. This site is a link to important information and important forms needed by students to navigate through the program.

Student Conduct Policy

A goal of the Department of Communication Sciences and Disorders is to prepare students for a successful career as speech-language pathologists. Part of this effort includes attention to patterns of conduct that are appropriate in academic and clinical settings. Examples of appropriate behavior can be found in the Student Code of Conduct of the Ram's Head University Catalog. Additional expectations are listed below:

- Interaction with the instructor (The student promotes a professional and effective relationship with the instructor; is willing to accept constructive written and/or verbal feedback from the instructor)

- Interaction with other departmental, college, and/or support staff (The student maintains a professional relationship; shows respect; values the positions of faculty and support staff)

- Personal appearance, mannerisms, and values (The student dresses appropriately to the situation and learning environment; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth of others and dignity in others; works effectively with peers in collaborative ways)

- Adherence to class policies (The student is punctual; observes schedules, regulations, and expectations of the university-student relationship)

- Attendance and responsibility (The student is reliable, regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; focuses attending behaviors during class discussion and lecture presentations)

- Level of preparedness (The student shows evidence of being well-prepared for class academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates appropriate professional content in assignments).

Consequences of Conduct Violations

In order to protect the rights of students and faculty (academic and clinical), due process procedures will be followed when a complaint regarding behavior is alleged. These procedures are consistent with those described under "Academic Policies and Procedures" in the **Undergraduate Student Handbook** and in the *Student Code of Conduct* in the **Ram's Eye View**. Student and faculty are obligated to adhere strictly and consistently to the following procedural hierarchy:

Step 1: When a faculty member observes a conduct violation, he or she will inform the student that a conduct violation has been observed and discuss the violation with the student. The discussion should include the following elements:

 an objective behavioral description of the violation

 an opportunity for the student to provide his or her perspective on the violation

 a plan to avoid a similar violation (or perception thereof) in the future

Preferably, this discussion should be a supportive one between the student and the faculty member.

In unusual circumstances when the faculty member has objective reasons, the faculty member may invite a third person to join the conversation. The third person must be selected from the following hierarchy: Academic Advisor, PGP Coordinator, Chairperson. If a third person is invited to the meeting, the student must be informed in advance and must be provided with the opportunity to invite an advocate. During the meeting, the second faculty member and the advocate will serve as <u>passive observers</u> and refrain from participating in the discussion. The overarching goal of this meeting is to turn the apparent conduct disorder into a learning opportunity for both the student and the faculty member. If the tone of the meeting escalates in a negative manner, the student or the instructor may terminate the meeting and request a follow up at step 2.

At the end of Step 1 whether the conduct violation was discussed between the student and the faculty member or whether it was discussed between the student, faculty member, and third party, the faculty member will send a summary of the contents of the meeting to the student with a copy to the student's academic advisor. This summary will <u>not</u> be placed in the student's academic file. However, if an academic advisor receives more than one summary of a meeting at step 1 for the same student, the potential for a pattern of inappropriate conduct will be discussed at the following faculty meeting.

Step 2: If the faculty member and the student are unable to resolve the problem at step 1, the student should be referred to his or her academic advisor for further discussion of the conduct issue. With the advice of the academic advisor, the student or faculty member may then request a meeting with the PGP Coordinator. This meeting will be attended by the student, the faculty member who initiated the complaint, and the academic advisor. The purpose of this meeting is to provide the PGP Coordinator with an opportunity to mediate and recommend further action. The possible outcomes of this meeting may include:

- Dismissal of the complaint

- A plan for remediation with the student and faculty member

- A written recommendation for remediation to be placed in the student's department file

♦ Follow-up to ensure completion of the remediation plan with the student and the faculty member.

♦ Document completion of the remediation plan in the student's academic file

If the advisor recommends that the problem be brought to the attention of the PGP Coordinator, then the PGP Coordinator will oversee all events at step 2. If the PGP Coordinator is the faculty member who initiated the complaint, the Department Chairperson will oversee the Step 2 process.

Step 3: If the problem is not resolved with step 2, then the instructor or the student may bring the issue to the Department Chair. The possible outcomes of this meeting may include:

♦ Dismissal of the complaint

♦ In cases of extreme ethical violations, such as cheating or plagiarism, a recommendation that the student be dismissed from the program.

♦ Completion of remediation activity as outlined above in Step 2

Step 4: If the student disagrees with the decision of the Department Chairperson, he or she may then appeal the decision to the Associate Dean of the College of Health Sciences. The Associate Dean's decision should be considered final, unless other provisions are available as per University policy.

Planning for Graduate School

Below are some milestones in the one-year PGP plan. Several of these milestones involve the completion of tasks in preparation for graduate school. Please be aware of these milestones and plan ahead. If you are in the 2-year PGP program, you should complete the tasks that are listed for the "fall semester" during the fall semester of your second year.

First summer semesters following admission to the program

- Complete the two summer semesters of coursework (one year or two year track).
- Begin to study for the GRE.

Fall semester

- Take GRE (Graduate Record Exam).

- Consult the ASHA Website (www.asha.org) for list of accredited graduate programs across the country.

- Request application packets from the programs in which you are interested. Note that most application deadlines are February 1st or 15th, *though some schools have a January 1st deadline. Therefore, it is extremely important for you to **plan ahead!***

- Request letters of recommendation from current and/or past professors and/or employers

- Compile a list of all colleges and universities that you attended previously and order official transcripts to be sent to the programs to which you are applying. It is highly advisable that

you order additional sealed transcripts for your personal records while ordering the transcripts for your applications.

- Consider visiting graduate programs of interest

- Complete and submit the applications for graduate schools

Spring semester

- Continue academic coursework in the Pre-graduate program

- Receive letters of acceptance from graduate programs (March-May)

Second summer (options)

First semester
- Complete the clinical principles course, completing the PGP program

Frequently asked Questions about Graduate School

Is admission to WCU's graduate program guaranteed following completion of PGP?

No. Admission to the PGP does not imply a guarantee of admission to graduate study in the WCU Department of Communication Sciences and Disorders. While we welcome your application to WCU's graduate program, seats are limited. Therefore, it is a good idea to apply to a number of graduate schools.

Are all graduate programs alike?

Though ASHA determines the standards for accreditation, each graduate school has its own unique system of providing the necessary coursework for the preparation of its students. Most universities have websites describing course order, optional courses, and clinical practicum. These sites can be accessed through the list of accredited programs at http://www.asha.org

How do I decide which graduate program is right for me?

This is obviously a very individual decision but at the very least you should consider and prioritize the following:

- Location
- Size of university/program
- Cost of program
- Cost of living
- Faculty expertise and research
- Financial Aid
- COMPS? Thesis? Both?
- Opportunities for work study/assistantships

When will I know if I have been accepted to a graduate program?

Most graduate programs will send out notification letters within 4 to 8 weeks of their application deadline. Some programs notify you first by email or phone, with a follow-up letter by post. You may be notified of admission, of non-admission, or that you have been wait-listed.

When do I have to decide which school I want to attend?

Since most application deadlines fall between February 1ˢᵗ and March 1ˢᵗ, and notification of acceptance is a month or two later, graduate programs generally want your decision 3 or 4 weeks after you have been notified. You may be required to submit a deposit when responding affirmatively to your program of choice. This will insure your place in the class. Failure to submit the deposit may result in your place in the program being given to another applicant.

What can I expect in graduate school?

- You will take from 12 to 18 hours of coursework, seminars and clinical practicum each semester.

- You will need to document your clinical observation hours and your clinical contact hours carefully. ASHA currently requires 25 supervised observation hours (generally achieved at the undergraduate level) and 375 supervised contact hours with clients (325 of which must be achieved at the graduate level).

- You may be asked to complete comprehensive exams (COMPS). Many (though not all) graduate programs require this. Some require it as early as one year into the program and others require it at the end of the program.

- You may be encouraged to write a thesis in addition to or in place of taking COMPS.

- You must register for and pass the PRAXIS exam in SLP. Students at WCU typically take this exam a few weeks after completing COMPS.

- As you approach completion of your graduate program, you'll begin applying for a job which will allow you to complete your Clinical Fellowship Year (CFY). As indicated above, the CFY is a year during which you are paid for working with clients under the periodic supervision of an SLP who holds the CCC/SLP.

- Upon successful completion of your master's degree coursework, COMPS and/or thesis, PRAXIS and CF, you will submit an application for the CCC-SLP to ASHA.

3.Institution			
Address			
From: Month/Year:	To: Month/Year:	Major:	Degree/Date:

Appendix 1 – PGP Application Form

201 Carter Drive
West Chester, PA 19383
610-436-3401
PLEASE PRINT OR TYPE

A. STUDENT INFORMATION

1.
　　　　First　　　　　　　M.I.　　　　　Maiden/Former　　　　　　　Last

2. DOB___/___/_____

3. LEGAL ADDRESS_____
　　　　　　　　　　　Number　　　　　Street

_____
City　　　　　　　　　　　　State　　　　Zip　　　　　　　County

4. Home Phone: (___)_____　Work/Emergency Contact (___)_____

5. e-mail address_____

6. Pennsylvania Resident: Yes/No: _____　Number of years_____

7. Citizenship_____/_____/_____/_____
　　　　　　　　USA　　　Non-USA (specify)　　Visa Type　　Alien Registration Number

8. _____　9. Have you ever attended West Chester University? Yes/ No: ___
　Year of High School Graduation

B. COLLEGES ATTENDED
List in chronological order, most recent first, all colleges or postsecondary institutions attended. Include any past attendance at West Chester University.

1.Institution			
Address			
From: Month/Year:	To: Month/Year:	Major:	Degree/Date:
2.Institution			
Address			
From: Month/Year:	To: Month/Year:	Major:	Degree/Date:

Please submit an official transcript from EACH college/university attended with this application along with one letter of recommendation addressing your academic skills.

I understand that my attending W.C.U. in a non-degree status does not guarantee or imply admission to a degree program.

SIGNATURE_____ DATE_____ NFORMATION

REGARDING NON-DEGREE STUDENTS

Any Person who is not currently an accepted candidate for a degree at West Chester University is considered a Non-degree student. You may be attending classes while awaiting admission into a degree program at W.C.U. or another institution, or you may be continuing your education beyond your high school or college degree.

The credits you earn as a Non-degree student are generally accepted into degree programs at W.C.U. and other institutions. However, many programs can accept only a limited number of "free electives". Therefore, it is possible that some courses may not be considered for graduation requirements. If you are interested in taking a course but are not sure of applicability to a program, check the Undergraduate Catalog that is available in the Admissions Office.

Non-degree students are permitted to attend in a part-time status (generally less than 12 credits per semester) and to attempt up to a maximum of 30 credit hours. Once you have reached this point, you must apply to become a degree candidate or seek permission from the Evening Studies Office to continue your education in a Non-degree status.

Appendix 2 - CSD Course Descriptions

CSD 101 Introduction to Communicative Disorders (3) An introductory survey of normal processes and disorders of speech, language, and hearing. Suitable for nonmajors.

CSD 106 Anatomy of Speech and Hearing Mechanisms (3) A study of embryology, normal development, neurology, and physiology of anatomical structures of the speech and hearing mechanisms. PREREQ: CSD 101.

CSD 203 Speech and Hearing Science (3) This course presents students with the fundamental knowledge of acoustics related to speech production and speech perception. It also provides an opportunity for students to engage in laboratory experiences related to acoustic and psychoacoustic measurement. PREREQ: CSD 101.

CSD 204 Speech and Language Development (3) Examination of normal communication development: biological, cognitive, social, and ecological bases of language. Developmental milestones from prelinguistic communication to oral language and literacy. Normal variations in development associated with cultural diversity and bilingualism. PREREQ: ENG/LIN 230, CSD 101.

CSD 207 Introduction to Phonetics (3) Introduction to the International Phonetic Alphabet and its use in transcribing normal and disordered speech. Emphasis is placed on broad and narrow transcription skills. PREREQ: CSD 101.

CSD 208 Neurology of Speech and Hearing (3) A study of neuroanatomy and neurophysiology of the speech and hearing mechanism. PREREQ: CSD 101, 106.

CSD 329 Speech and Voice Disorders (3) The symptomatology, etiology, diagnosis, and treatment of communicative disorders associated with speech and voice. PREREQ: CSD 101, 106, 203, 204, and 207.

CSD 333 Language Disorders (3) Clinical management issues associated with developmental and acquired language disorders in children and adults. Linguistic patterns observed in the performance of individuals with various etiological conditions (e.g., mental retardation, autism, hearing loss, neurological impairment, craniofacial anomalies, learning disability). Factors indicating risk for and maintenance of language disorders. Protocols for evaluation and treatment indicated by developmental theories, processing models, and sensitivity to normal variations among culturally diverse populations. PREREQ: CSD 204.

CSD 337 Professional Issues in Communication Sciences and Disorders (3) This course provides a basic orientation to the field of speech-language pathology; information on the educational requirements for practicing as a speech-language pathologist and audiologist; the integration of theoretical and practical information focused on licensure and certification, professional roles and responsibilities, principles and applications of counseling, implications of disabilities, impact of cultural and linguistic diversity, professional resources, and the legal, ethical, and political responsibilities of the professional; employment opportunities and graduate education; and the 25 required observation hours according to the American Speech-Language-Hearing Association.

CSD 346 Hearing Disorders (3) An introduction to audiology and its relationship to other medical and educational fields concerned with hearing impairments. Developmental, medical, social, physical, and psychological properties of hearing and sound are explored. Evaluative techniques are introduced with opportunity for limited practical experience. PREREQ: CSD 106 and 203.

CSD 350 Clinical Principles in Communicative Disorders (3) A study of evaluative and therapeutic materials and methods applicable to the professional setting. PREREQ: CSD 207, 329, and 333.

Appendix 3 - College Level Examination Program (CLEP)

http://www.wcupa.edu/_INFORMATION/OFFICIAL.DOCUMENTS/FACT.SHEETS/clep.htm

Revised August 2005

Please note that the information below was retrieved from the CLEP website on 6/30/06. At that time, the website itself had been revised in August 2005. Please check the web page to see if there have been further updates since August 2005. Also note that the courses listed below are only those that could be used to meet PGP requirements.

About the CLEP: Demonstrate the knowledge you've gained independently, or learn new material through CLEP, a national program of credit by examination, sponsored by the College Board. You can earn up to 32 credits towards your general education requirements by taking these standardized, multiple-choice exams, or through Portfolio Assessment (see the Portfolio Assessment sheet for details). Have you done intensive reading? Do you have job experience that covers course material? Have you taken adult school or correspondence courses, or even television or taped courses? Reap the rewards of your self-discipline. You may be on your way to earning college credit while saving yourself time and money.

Here's How It Works: Score in the 50th percentile or above on a CLEP exam, and West Chester University will award you transfer credit (no grade is awarded). Transfer credits are evaluated by comparing the course descriptions listed in the current University Undergraduate Catalog with the examination description listed in the current CLEP publication. Please note that some departments may require you to take the WCU course, even if you've passed a CLEP test. WCU only awards credit for CLEP subject examinations. Taking the CLEP General Examination does not make you eligible for transfer credit. For more about CLEP tests and their WCU course equivalents, see the table on the back of this page.

Ready to Register? Pick up the CLEP brochure information available in the Office of the Registrar. When you are ready to take your test, please contact the Office of the Registrar at 610-436-1026 for an appointment. The fee for CLEP is $50, credit card only, and $12 for West Chester University. (Checks for the $12 fee should be made payable to West Chester University.) We will do our best to accommodate you.

How Do I Get Started Studying? Read The Official Study Guide for the CLEP Examinations, available in the WCU bookstore and elsewhere for about $15. You'll find complete descriptions of all of the exams, including sample questions (and answers) and advice on preparing for the tests.

If you need more information, please contact the Registrar's Office (154 E O Bull Center, WCU. Phone: 610-436-1026.

CLEP Subject Examinations		**West Chester University Equivalents**
American Literature	LIT 200	American Literature I
Analysis and Interpretation of Literature	LIT 165	Introduction to Literature
Calculus with Elementary Functions	MAT 161	Calculus I
College Algebra-Trigonometry	MAT 105	College Algebra and Trigonometry
College Algebra	MAT 107	College Algebra
English Literature	LIT 230	English Literature I
Freshman College Composition	ENG 120	Effective Writing I
General Biology	BIO 100 BIO 110	Basic Biological Science General Biology
General Chemistry	CHE 100 CHE 102 CHE 103	Concepts of Chemistry Essentials of Chemistry General Chemistry I
Human Growth and Development	EDE 251 HEA 206	Child Development and Behavior Human Development
Introduction to Educational Psychology	EDP 250	Educational Psychology
Introductory Accounting	ACC 201	Financial Accounting I
Introductory Psychology	PSY 100	Introduction to Psychology

Appendix 4 - Glossary of Terms

Aphasia is a language disorder that results from damage to portions of the brain that are responsible for language, typically located in the left hemisphere of the brain. The disorder may affect both expressive and receptive aspects of language. It may also affect an individual's ability to read and write.

Apraxia of Speech refers to an impairment of the sequencing of movements needed to produce the normal articulation and prosody of speech.

Autism refers to a neurologically-based developmental disability which is characterized by qualitative impairments in social interaction, verbal and nonverbal communication, and attention to a range of environmental interests. It is often referred to as autism spectrum disorders, because individuals may present with a wide range of individual variations in the manifestation of this disability.

Audiology is the health-care profession that specializes in hearing. Its mission is to evaluate hearing ability and to ameliorate impairments that results from hearing disorders.

Communication is the exchange of information between a sender and a receiver. A message is encoded, transmitted and decoded. Communication breakdowns can occur if either the sender or the receiver has difficulty performing their role. If the sender does not speak clearly or intelligibly, his/her message may not be received. If the sender does not use language appropriately, in a meaningful way, the message may not be received. If the receiver has a hearing impairment, an oral/spoken message may not be received. If the receiver has difficulty understanding language, they may not be able to decode the message.

Dysarthria refers to a group of speech disorders resulting from weakness, slowness, or incoordination of the speech mechanism resulting from damage to any of a variety of points in the nervous system. Dysarthria may impair one or all of the basic speech processes, including respiration, phonation, resonance, articulation and prosody (the rhythm and timing of speech). Dysarthria is a disorder of speech production, not language.

Language is a shared code or system that represents concepts and ideas through the use of arbitrary symbols. It is rule-governed and shared by a given community. Typically, we use oral and written language to communicate. Other types of communication modalities include sign language, cued speech, and assistive/augmentative communication systems (AAC).

Linguistics is the study of human language. It typically addresses the form (phonology, morphology, syntax), content (semantics), and use (pragmatics) of language. It considers the normal variations associated with a single language. It also considers the similarities and differences between completely different languages.

Speech is a motor act. It is the production of sounds in meaningful combinations by the lips, tongue, teeth, palate, vocal cords, and lungs for communication.

Appendix 5 - Acronyms

ASHA – American Speech-Language and Hearing Association

CAA – Council on Academic Accreditation

CCC – certificate of clinical competence

CFY – Clinical Fellowship Year

KASA – Knowledge and Skills Acquisition

NSSLHA – National Student Speech-Language and Hearing Association

PGP – Pre Graduate Program

PDE – Pennsylvania Department of Education

SLP- Speech-Language Pathologist or Speech-Language Pathology

CSD –abbreviation used by WCU for scheduling & transcripts to designate courses in CommDis

WCU – West Chester University