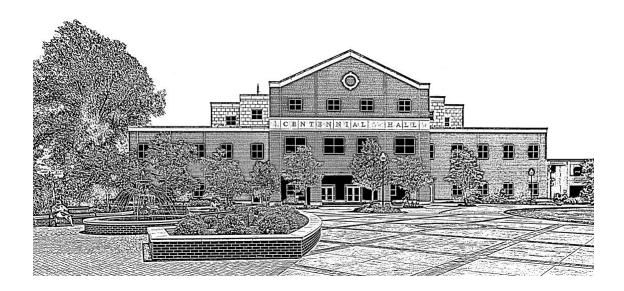# Audiology & Speech-Language Pathology
Bachelor of Science Program

Advisement Handbook

2025- 2026 Edition

Includes Program Notes,
Advisement Information, Policies
and Curriculum

Table of Contents

Department Chair

- Andrea Fradkin, Ph.D., Professor of Exercise Science

Audiology & Speech-Language Pathology Faculty

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

Clinic & Professional Staff

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

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- Deborah John, Au.D., CCC-A, Clinical Supervisor of Audiology
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- Kerry Ridall, M.S., CCC-SLP, Clinical Supervisor of Speech-Language Pathology
- Kailyn Stewart, M.S., CCC-SLP, Clinical Supervisor of Speech-Language Pathology

Administrative Assistant
- Jeanne Dayhoff, Department Secretary (Department Office, 2nd Floor Centennial Hall)

Advisement

Advisement assignments are as follows:

Graduate Advisors:
- Audiology: Thomas Zalewski, Ph.D.
- Speech Pathology: Shelley Scarpino, Ph.D.

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

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

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

Mission Statement

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

Vision

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

Values

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

Programs Offered

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

Introduction

Congratulations! You have chosen to pursue an exciting career either in speech-language pathology

or audiology at Commonwealth University – Bloomsburg. These fields in the health service area have excellent growth potential which means there will be jobs available in the foreseeable future. But more importantly, you have chosen a profession that provides valuable services to those with communication deficits.

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

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

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

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

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

Audiology & Speech-Language Pathology

Bachelor of Science Program

History

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

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

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

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

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

In the fall of 1998, the Department of Audiology/Speech Pathology was formed offering a pre-professional degree in audiology/speech pathology and Masters' degrees in Audiology and Speech- Language Pathology. The department moved into Centennial Hall along with the Hearing and Speech Clinic, during the spring of 2001. In fall of 2002 the Department opened the Doctorate of Audiology program with the first class graduating in the spring of 2006.

On July 1, 2022, Bloomsburg, Lock Haven, and Mansfield universities, along with Clearfield and Sayre campuses merged into a single institution, while maintaining the individual campus experiences and renamed Commonwealth University of Pennsylvania. Commonwealth University reorganized it academic structure starting Fall 2024 and the Departments of Communications Sciences and Disorders and Health and Exercise Sciences were combined into the Department of Rehabilitation Sciences.

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

The Future

The prospects for the professions of Audiology and Speech-Language Pathology are excellent for the coming years. US News ranked Speech-Language Pathology the 9th best jobs and the 3rd best healthcare job, while Audiology was ranked the 34th best healthcare job for 2025. The Bureau of Labor Statistics indicated a much faster growth than the average profession is expected for Speech-Language Pathologists and Audiologists. The demand for Audiologists is expected to increase by 11% and 18% for Speech-Language Pathology by 2033. Both graduate programs, Speech-Language Pathology and Audiology, have 100% completion rates and employment rates in the professions upon graduation. As the profession changes, so will the program. As a leader in the state and nation, the programs at Commonwealth University – Bloomsburg will continue to provide superior education to their students.

PROGRAM COMPLAINTS

https://www.commonwealthu.edu/about/consumer-information/student-complaints-and-concerns

Procedures for Student Complaint at
Commonwealth University – Bloomsburg

In order to provide students with opportunities to express and share concerns, file complaints, or lodge grievances below is a listing of available student resources regarding methods for reporting purposes. If someone is unsure of which process applies to a particular issue, please contact The Office of The Dean of Students by phone at 570-389-4820 or email: jturnbou@commonwealthu.edu.

Policies:

- PRP 3592 Academic Grievance Procedure:

  https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-3592-academic-grievance-procedure

- PRP 4862 - Student Non-Academic Grievance Policy:

  https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-4862-student-non-academic-grievance-policy

- PRP 2060 - Americans with Disabilities:

  https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-2060-americans-disabilities

- PRP 4789 - Harassment and Discrimination Policy:

  https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-4789-harassment-and-discrimination-policy

Audiology & Speech-Language Pathology Program Complaint Procedure

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

DEGREE REQUIREMENTS

Meeting Course Requirements: An Overview

It is the student's responsibility to understand Commonwealth University's requirements for the chosen major and for graduation. Students who graduate from Commonwealth University with a baccalaureate degree must meet the following requirements:

1. Earn the minimum number of credit hours for the particular major, plus any required preparatory courses. Preparatory courses completed increase the total number of credit hours required for graduation.
2. Earn a minimum 2.0 cumulative grade point average (GPA) in all work attempted and in the major unless otherwise specified.
3. Complete requirements for general education and for the major.
4. Complete 42 credits of the total credits required for a degree at the 300 course level or higher.

GENERAL EDUCATION

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

Commonwealth University – Bloomsburg
General Education Curriculum Map

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

* Students are required to earn credits in the Citizenship & Responsibility curriculum by completing 2 of the 3 goals.

e Indicates an elective or option. Students may have some flexibility to choose so long as the applicable policies are followed.

The listing of courses that meet general education requirements is always changing because new courses are expected to be added every semester. You can track the courses that meet general education requirement at any time by using the link below.
You will also find more information about the general education program and search for courses that meet the area you need.
https://www.commonwealthu.edu/academics/undergraduate-and-first-year-students/general-education-requirements

REQUIRED COURSES FOR MAJOR

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

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

Biology

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

Physical Sciences

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

Statistics

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

Social Sciences and Behavioral Sciences

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

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

UNDERGRADUATE PROGRAM

Undergraduate Program

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

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

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

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

Curriculum Sequence
Traditional Track Audiology and Speech-Language Pathology
Effective Class of 2023
FRESHMEN

Fall	Spring
CMSD 152 Intro to Communication Disorders	*** BIOL 101 Human Biology*
FYS 100 First Year Seminar	*COMM 101 Public Speaking/102 Int. Comm.*
*MATH Requirement – **Math118 or higher***	SPEC 110 Introduction to Individuals with Exceptionalities
WRIT 103 Foundations in Composition	*General Education/Free Elective*
General Education/Free Elective	*General Education/Free Elective*

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

SOPHOMORE

Fall	Spring
CMSD 260 Clinical Observation	CMSD 200 Intro Audiology
***PHYS 204 Acoustics (Needed for CSD 410)*	CMSD 220 Phonetics
*** PSYC 100 Introduction to Psychology*	CMSD 366 Anatomy & Physiology for Speech, Language, and Hearing
General Education/Free Elective	*General Education/Free Elective*
General Education/Free Elective	*General Education/Free Elective*

JUNIOR

Fall	Spring
CMSD 240 Normal Language Acquisition	CMSD 325 Lang Disorders Children, **Prerequisite CSD 240**
CMSD 355 Assessment and Remediation of Speech Disorders, **Prerequisite: CSD 220**	CMSD 410 Applied Speech Science, **Prerequisite CMSD 366, PHYS 204, CMSD 22**
CMSD 400 Auditory Training & Speechreading, **Prerequisite CSD 200**	*** Statistics: PSYC 150 or STAT 141*
General Education/Free Elective	*General Education/Free Elective*
General Education/Free Elective	*General Education/Free Elective*

SENIOR

Fall	Spring
CMSD 460 Psycholinguistics	CMSD 335 Acquired Disorders of Communication and Swallowing **Prerequisite CMSD 152, CMSD 366**
General Education/Free Elective	CMSD 340 Cognitive & Behavioral Principles in Speech-Language Pathology
General Education/Free Elective	CMSD 430 Fundamentals of Audiology **Prerequisite CSD 200**
General Education/Free Elective	*General Education/Free Elective*
General Education/Free Elective	*General Education/Free Elective*

Italicized items can be taken at any time during the program

** ASHA prerequisite for MS-SLP

Curriculum Sequence
2+2 Track Audiology and Speech-Language Pathology
Effective Class of 2023
FRESHMEN

Fall	Spring
CMSD 152 Intro to Communication Disorders	^^^ Special Education course
FYS 100 First Year Seminar	*,**** Human Biology Course
^ Math course	General Education/Free Elective Course
WRIT 103 Foundations in Literature	General Education/Free Elective Course
General Education/Free Elective Course	General Education/Free Elective Course

SOPHOMORE

Fall	Spring
*,**** Psychology Introductory course	CMSD 200 Intro Audiology
*,^^, **** Statistics Course	General Education/Free Elective Course
General Education/Free Elective Course	General Education/Free Elective Course
General Education/Free Elective Course	General Education/Free Elective Course
General Education/Free Elective Course	General Education/Free Elective Course

JUNIOR

Fall	Spring
CMSD 240 Normal Language Acquisition	CMSD 220 Phonetics
CMSD 260 Clinical Observation	CMSD 325 Language Disorders in Children, **Prerequisite CSD 240**
**** PHYS 204 Acoustics	CMSD 366 Anatomy & Physiology for Speech, Language, and Hearing
General Education/Free Elective Course	General Education/Free Elective Course
General Education/Free Elective Course	General Education/Free Elective Course

SENIOR

Fall	Spring
CMSD 355 Assessment and Remediation of Speech Disorders, **Prerequisite: CSD 220**	CMSD 335 Acquired Disorders of Communication and Swallowing **Prerequisite CMSD 152, CMSD 366**
CMSD 400 Auditory Training and Speechreading, **Prerequisite CSD 200**	CMSD 340 Cognitive & Behavioral Principles in Speech-Language Pathology
CMSD 460 Psycholinguistics	CMSD 430 Fundamentals of Audiology **Prerequisite CSD 200**
General Education/Free Elective Course	*General Education/Free Elective*
General Education/Free Elective Course	*General Education/Free Elective*

Note: This plan requires CMSD 152 and 200 to be offered remotely for Lock Haven and Mansfield Campuses

* Must be a general education course
^ MATH 120 recommended; 109 or higher required (not statistics)
^^ STAT141 or PSYC150
^^^ SPEC 110 recommended
**** ASHA requirement

To Do List by Year

FRESHMAN

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

SOPHOMORE

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

JUNIOR

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

SENIOR

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

ADVISING TIPS

Advising Tips

ATTENDANCE POLICY (IAP 11)
Regular and punctual class attendance is expected and is the foundation for academic success. When class work is missed due to extenuating circumstances beyond the student's control, the student communicates the need for special arrangements as soon as the need is known. Official documentation is provided to verify the reason for the absence if requested by the instructor. Legitimate excuses may include illness, serious mitigating circumstances, official military service, or official university representation. In these cases, faculty members will permit students to make up all graded course components without penalty in a reasonable manner at a time agreeable to the instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi. Policies stated in syllabi must be consistent with the university's attendance policy. Faculty will accept notification from the Dean of Students or Health Services offices as verification of excused absence for students who are unable to notify faculty through no fault of their own.

ACADEMIC MAJOR (IAP 3)
An academic major is the main field of study in an academic program. For baccalaureate degrees, the academic major (comprised of core and cognate courses) and general education are the two principal components of the degree. For master's degrees, the academic major (common core), concentration or specialization, and the capstone experience(s) are the principal components of the degree. An academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate. Students should select a major as early as they are comfortable making the choice. All students will be expected to have declared an academic major prior to the completion of the third semester (45.0 semester hours). Delay in declaring a major may result in spending additional time in completion of a degree. All students should be aware that there is no assurance they will be able to declare any program they choose. Programs with limited capacity may be restricted or closed. The request to change a major will be reviewed by the relevant department chairperson.

ACADEMIC MINOR (IAP 4)
A minor is an organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework from the academic major. Exceptions to the advanced standing requirements may be granted on a case-by-case basis. Minors are available to undergraduate students enrolled in associate and bachelor degree programs. Minors may not be added to previously completed undergraduate degree programs.

GRADUATION REQUIREMENTS (IAP 330)
It is the student's responsibility to understand the university requirements for the chosen major and for graduation.

Students who graduate from Commonwealth University with a baccalaureate degree must meet the following requirements:

1. Earn the minimum number of credit hours for the particular major, plus any required preparatory (0090) courses. Preparatory (0090) courses completed increase the total number of credit hours required for graduation.
2. Earn a minimum 2.0 cumulative grade point average (GPA) in all work attempted and in the major unless otherwise specified.
3. Complete requirements for general education and for the major.
4. Complete 42 credits of the total credits required for a degree at the 300-course level or higher.
5. Complete a second-year language proficiency or minor for a B.A. degree. Second-year language proficiency is defined as successful completion of the 200 level of a foreign language.

PREPARATORY COURSES (IAP 41)
Courses with course numbers beginning with zero do not count toward degree completion.

EARLY ADMISSIONS
Admission to the graduate programs in Audiology and Speech-Language Pathology is competitive. The Doctor of Audiology and Masters in Speech-Language Pathology Graduate programs at Commonwealth University – Bloomsburg offers early admission starting November 1 and will continue until all the program seats are filled in each program. To be eligible for early admission students must have a cumulative GPA of 3.5 or higher and a verified application on the Communication Sciences and Disorders Centralized Application Service (CSDCAS) portal.

COURSE LOAD (IAP18)

A full-time undergraduate student has 12-18 credits. To schedule more than 18 credits in a semester, the student will need permission. Students who have less than a 3.0 GPA will need the permission of the academic advisor, department chair and dean through the petition process. Students who have higher than a 3.0 GPA will need the permission of their academic advisor and department chair.

PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION
Applicants and students enrolled in the major must possess the necessary intellectual, physical, emotional, social, and communication skills needed to provide treatment that is safe for the client/patient, themselves, and other health care providers. The core performance standards for this program are provided in University Policies section of the handbook. Students not meeting these standards may be asked to withdraw from the major and program of study.

SCHEDULING
Students schedule classes using the **Student Information System** (Banner/Onesis). Banner contains your university records and is password protected for security. There are tutorials online (https://www.commonwealthu.edu/my-commonwealthu) to assist you in the use and scheduling of courses. Help in choosing courses is available from the student's academic

advisor. Some suggested elective courses are described in the Appendix. It is strongly recommended that students meet with their advisor every semester for major/general education monitoring, to identify required major courses, to identify general education, and University requirements for graduation. ***Ultimately the student is responsible for scheduling courses and adhering to graduation requirements.***

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

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

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

WITHDRAWAL FROM THE UNIVERSITY (IAP 50)
Recommendation to add an Undergraduate Leave of Absence from the University Policy specifying that students may "declare a leave of absence" by communicating they will not be enrolling at the University in the current or upcoming semester but plan to continue in the near future. By doing so they ensure they will not have to apply for re-admission, that their student records will be maintained, and their student status will be re-activated upon submission of a Resume Studies Request and that they will have access to ongoing academic advising services. The policy specifies 7 categories of leave including academic, financial, health-related, military service, personal or family, professional opportunity, and service or mission as well as the steps for a student to declare a leave of absence.

REPEATING A COURSE (IAP 45)
Students are limited to a total of six repeated courses, with a limit of three repeats for any specific course. The most recent grade, regardless of whether it is higher or lower, will be the grade used for the GPA calculation. Students may not repeat a course using the pass/fail or credit-by-exam option. For Graduate Students: Graduate students can repeat a single course for grade improvement only once. Graduate students will be limited to a maximum total of two repeats across the program. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

For Post Baccalaureate students, the Course Repeat Policy will be the same as the one for Graduate Students. That is, Post Baccalaureate students can repeat a single course for grade improvement only once with a limit of a maximum total of two repeats during the Post Baccalaureate career.

GRADES

    A = 4.00
    A- = 3.67
    B+ = 3.33
    B = 3.00
    B- = 2.67
    C+ = 2.33
    C = 2.00
    C- = 1.67
    D+ = 1.33
    D = 1.00
    F = 0.00

The grades earned by each student for academic credit at Bloomsburg are assigned by those faculty who are responsible for the courses in which the student is enrolled. Grades are given based on the criteria specified during the first week of the academic term. Other grades assigned to students not included in the computation of quality point averages are:

    I = Incomplete
    P = Passed
    F = Failed
    V= Audit
    W = Withdrawal
    R = Research In Progress
    X = No Grade Reported

The Quality Point Average is computed from the record of courses taken at Bloomsburg using the assigned grades of A through F listed above. Multiply the number of semester hours for each course by the number of quality points for the grade in the course and add the products. Divide the sum obtained in the first step by the total number of semester hours represented by the courses. If a course has been successfully repeated, credits are only counted once in the computation. The most recent grade (regardless of whether it is higher or lower) will be the grade used for the QPA calculation. If a course is successfully repeated another institution, the credits for the course initially taken at Bloomsburg are deleted from the computation.

INCOMPLETE GRADES (I) (IAP 32)
An "I" (Incomplete) grade is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student.
The I is submitted by professors at their discretion on the grade report form at the end of the semester. The professor and the student will identify the specific requirements to be satisfied in order to convert the I to a letter grade. The student is responsible for the removal of an I grade by the last day of classes, not including finals, of the subsequent semester, except in cases where serious

circumstances prevail and a request for an extension is made by the faculty member to the Registrar's Office. If the I grade is not cleared within the allotted time period, a final grade of F is recorded. Satisfactory record of partial progress is necessary for an incomplete grade to be considered.

PASS/FAIL (P or F) (IAP 38)
Students may take a maximum of nine credits on a pass/fail basis; however, no more than one course each semester may be taken under the pass/fail option. Pass credits are not reflected in the student's GPA; however, a passing (P) grade is counted as credit hours earned. Students may neither change the pass/fail option to a letter grade nor select the pass/fail option after the first ten calendar days of the semester. A passing grade is considered D or better. A grade of F will impact the GPA. Two failures will constitute a loss of the option. Pass/Fail application forms are available online at Academic Forms. The following restrictions apply:

1. One course in General Education may be taken as Pass/Fail.
2. One course in the major or academic minor may be taken as Pass/Fail at the discretion of the program department and requires the chairperson's signature. this may not apply to all programs. Please consult with your academic advisor and department chairperson.
3. One course as a free elective may be taken as Pass/Fail.
4. Students may not repeat a course using the Pass/Fail option.
5. If a Pass/Fail grade cannot be used towards an individual course or there is a minimum grade standard for a course, then this requirement will be clearly stated in the catalog and will supersede the general policy restrictions.

The Communication Sciences and Disorders program does not have offer any Pass/Fail courses.

WITHDRAWAL FROM A COURSE (W) (IAP 49)
After the add/drop period is completed, and continuing until the final instructional day of the semester prior to finals, a student may withdraw from a course and a grade of W will be recorded on the transcript and remain as part of the student's permanent academic record. There is no limit to the number of courses from which a student may withdraw; however, this decision may impact your financial aid eligibility. Although not required, students are encouraged to consult with the instructor to verify their grades and status in the course and to meet with their advisor to discuss potential benefits and concerns of withdrawing from a particular course.

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

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

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

The purposes of this policy are:

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

Please refer to PRP 3343 - Undergraduate Student Transfer Policy (https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-3343-undergraduate-student-transfer-policy)

UNIVERSITY POLICIES

UNIVERSITY POLICIES
Policy 1-02: Academic Integrity Policies and Procedures

https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/policy-1-02-academic-integrity-policy

1. Purpose

The University's academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Academic integrity is vital to the pursuit of educating and becoming educated and requires adherence to agreed-upon moral and ethical principles when engaging in academic and scholarly pursuits. Faculty will encourage high standards of academic integrity and provide guidance for students to avoid academic dishonesty. Students are expected to be familiar with what constitutes academic dishonesty and to abide by the University's policies and procedures.

2. Scope

Commonwealth University of Pennsylvania students, faculty and staff.

3. Definitions, Roles and Responsibilities

3.1. Definitions

3.1.1. Academic Dishonesty: Any act of fraud, deception or misrepresentation as part of an attempt to obtain academic credit or influence the grading process that gives or receives assistance not authorized in course work or inconsistent with university policy, intentionally fails to adhere to or assists others in failing to adhere to university policy on academic honesty. The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be, exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

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

3.1.1.2. Plagiarism: (a) Inclusion of a particular idea or term which one has obtained from another source, and which is presented as one's own opinion or idea; (b) Submitting material that in part or whole is not one's own work without attributing those same portions to their correct source; (c) weaving into the text random writings of others without proper identification of the sources; (d) paraphrased and abbreviated restatement of the analysis and conclusions of another, without the due acknowledgment of the author's text as the basis for recapitulation; or (e) reusing your own work without citation.

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

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

3.1.1.5. Impersonation: (a) Representing oneself as another student in an examination; (b) Signing another's name on an attendance roster; (c) In general doing the work required of another student and/or allowing another to do your work; or (d) Unless expressly permitted by a faculty member, use of artificial intelligence (AI) or other online services for the creation of content for any exam or assignment.

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

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

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

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

3.1.2. Proctors: Disabilities Services or other staff that monitor students taking exams when faculty are not present.

3.1.3. Academic Grievance Board: A hearing board convened to hear Level III Academic Integrity cases and make a recommendation as to responsibility for the charges and may suggest sanctions to the Provost (or designee).

4. Policy

4.1. Commonwealth University prohibits academic dishonesty in all forms.

4.2. Proctors who suspect academic dishonesty must inform the instructor of record of as soon as possible.

4.3. Faculty who suspect academic dishonesty will inform the student(s) that academic dishonesty is suspected as soon as possible and conduct an investigation of the suspected academic dishonesty that occurred within their class(es) in accordance with applicable due process requirements and if appropriate, charge students with violations of the Academic Integrity Policy at either Level I, II, III, or IV.

4.3.1. If academic dishonesty is suspected at or after the end of the semester, the faculty will not enter a grade for that student and an "X" grade will be entered on the transcript. The faculty member will either contact the student directly to set up the initial meeting or contact the Office of Academic Affairs who will notify the student of the need for such a meeting.

4.4. The Provost (or their designee) will issue a final written determination on whether a Level III policy violation has occurred and if the student(s) is found to be responsible, the Provost will issue sanctions for violations.

4.5. Resolution of charges of academic dishonesty may occur at one of four levels:

4.5.1. Level I: Informal confidential resolution between the faculty member and student with no report made that may include a written agreement the student has failed the course.

4.5.2. Level II: Informal resolution with a filed report between the faculty member and student that may include a written agreement the student has failed the course. The faculty member will file this information on a designated form with the Office of the Provost.

4.5.3. Level III: The matter will be heard by an Academic Grievance Board and will make a recommendation as to responsibility for the charges and may suggest sanctions to the Provost.

4.5.4. Level III resolution is required when:

4.5.4.1 The student does not accept the charges presented by the faculty member as part of Level I or II; or

4.5.4.2 The faculty member believes that a penalty greater than failing the course is appropriate.

4.5.5. Level IV: The Provost (or their designee) will make the final determination on all charges or penalties not resolved informally as follow:

4.5.5.1 If the student has a previous violation of the Academic Integrity Policy on file, the case moves directly to the Provost for resolution of the charges and penalty.

4.5.5.2 If the student accepts the charges but does not accept the penalty proposed as part of a Level I or II resolution, the penalty will be determined by the Provost (or their designee) in consultation with the Office of Student Conduct.

4.5.5.3 The Provost will review any determination by an Academic Grievance Board as to responsibility and recommended sanctions

5. Compliance and Enforcement

5.1. This policy will be reviewed every five years by the Division of Academic Affairs.

6. Additional Information

6.1 History

6.1.1 Endorsed by the University Senate on 4/11/24; Issued as Commonwealth University Policy 1-02 on 5/31/24 by the Office of the President, which replaced Interim Academic Policy 02, which replaced Bloomsburg University PRP 3512 – Academic Integrity Policy dated 5/28/98; Revised by BUCC 2/22/06; Reported to Forum 3/1/06; Effective Fall 2006

6.1.2 Effective Date – 5/31/24

6.2 Contacts for Additional Information and Reporting
Office of the Provost
Commonwealth University
viceprovost@commonwealthu.edu
570-389-3803

Academic Examination Policy PRP 3516

https://www.commonwealthu.edu/about/administration-and-governance/policies-and-procedures/prp3516-academic-examonation-policy

1. Faculty shall give examinations during regularly scheduled classes as outlined by the approved University Calendar. The faculty are responsible for determining the length, frequency, form and content of all examinations within the guidelines listed below. Final examinations shall be given, where applicable, only during the designated Final Examination Week after the end of regularly scheduled classes and only at the designated time and place according to the Final Examination Schedule issued by the Registrar.
2. Faculty shall distribute in writing the requirements for each course within the first week of each academic term. (See PRP 3264-Student Course Requirements and Progress Information). In these requirements final examinations shall be worth no less than twenty percent nor more than forty percent of the course grade. No single exam, paper, project, or assignment shall have greater emphasis than the final examination. As a result of this condition, every course must use at least three evaluations for grading purposes.
3. Faculty shall give final examinations which are comprehensive in design, emphasizing subject matter presented over the entire term.
4. Faculty shall return and/or permit students to review all unit tests, quizzes, and other types of evaluations by the last regularly scheduled class in the term. In order to prevent an excessive build-up in the number of unit tests for each student during the last week of classes, faculty are advised to refrain from testing during that week.
5. The Final Examination Schedule shall be prepared by the Office of the Registrar with consultation of the faculty, if necessary, and approved by the Provost and Senior Vice President for Academic Affairs. Regularly scheduled final examination periods shall be 120 minutes in length.
6. The following restrictions are imposed on the scheduling of activities during the Final Examination Week.
a. Faculty are not required to be available to students for conference during the final examination week.
b. No extra-curricular activities or faculty-administrative activities shall be scheduled except with the consent of the individual involved.
7. The Andruss Library will remain open and other designated study areas will be made available during the Final Examination Period with expanded hours when possible.
8. Unless returned to the student all graded final examinations must be available for student review for at least the next full semester following the final examination.
9. No student shall be required to take more than two final examinations in one day. (See procedure outlined below for rescheduling of final examinations.)
10. Any exceptions to any of the above matters must be made on the basis of the procedures outlined below.
11. In case of non-compliance with the provisions of this policy, a student has the recourse of proper grievance procedures as established by the University and outlined in PRP 3592-Academic Grievance Procedure.
https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-3592-academic-grievance-procedure

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

Procedures

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

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

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

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

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

Two of the scheduled examinations will be taken during the designated time according to the following priority:

1. Courses offered by the major department
2. Additional required courses in the major program
3. Other courses

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

Minimum Academic Standards (IAP 37)

All degree-seeking students must meet the minimum academic standards of the institution. The minimum academic requirement for continuation in an undergraduate program is a 2.0 cumulative Grade Point Average (GPA). The minimum academic requirement for continuation in a graduate or doctoral program is a 3.0 cumulative Grade Point Average (GPA).

Academic Dismissal (IAP 1)

Creation of a single policy for Undergraduate Academic Standing, Renewal, and Intervention. With levels for Academic Good Standing (above 2.0), Academic Warning (below 2.0 1 semester, Req Academic Recovery Plan), Academic Probation (continue below 2.0 2nd semester; Req Academic Recovery Plan), Academic Suspension (continue below 2.0 3rd semester; out 1 semester; return on Probation), Academic Dismissal (continue below 2.0 upon return, out 2-year min.), and Academic Renewal (min 2-year sep, grades C- or less removed). Specific procedures specified for Academic Difficulty and Recovery pertaining to intervention in policy. The goal is to prevent students from accumulating significant deficiency in GPA through early identification and meaningful recovery planning, and clear documentation of outreach and expectations through the University's official advising system.

Academic Standing (IAP 6)

Good academic standing for undergraduate students is a minimum 2.00 cumulative grade point average (GPA). Some programs require a higher overall GPA to complete the program. Refer to specific program requirements.

Class Standing (IAP 14)

Class standing is determined by the total number of credit hours earned including credits accepted in transfer from other accredited colleges.

First Year: 0-29 credit hours earned
Sophomore: 30-59 credit hours earned
Junior: 60-89 credit hours earned
Senior: 90+ credit hours earned

Student Responsibility PRP 3407

https://www.commonwealthu.edu/about/university-senate-governance/policies-and-procedures/prp-3407-student-responsibility

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

GRADUATE SCHOOL

Graduate School

The primary goal of the undergraduate program in Audiology & Speech-Language Pathology at Commonwealth University – Bloomsburg is to prepare students for graduate education. As such, the course offerings provide a foundation for further study. Again, students are reminded that both audiology and speech-language pathology require a post baccalaureate degree as the entry level into the professions.

The Doctorate of Audiology and Masters of Speech-Language Pathology programs at Commonwealth University – Bloomsburg applications are managed by the Communication Sciences and Disorders Centralized Application System (CSDCAS). The applicant portal opens in early August and can be accessed using this link: https://csdcas.liaisoncas.org/. The deadline for receipt and verification of all application materials is February 1st of the year that you plan to begin the program. Completed and verified applications are reviewed as they are received with high-quality students who meet specific criteria can be admitted into the programs prior to February 1.

This section of the handbook contains information to assist students in the application process for graduate programs in audiology and speech-language pathology. Tips on preparing the graduate application, letters of recommendation, and guidelines for a successful interview are included. A letter of recommendation request form can be found in the Appendix of this handbook. Discuss the graduate school application process with your academic advisor. Review prospective university websites for information concerning the application process.

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

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

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

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

Graduate Record Examinations (GRE) General Information

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

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

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

Test Content

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

Verbal Reasoning

The Verbal Reasoning section measures your ability to:

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

Quantitative Reasoning

The Quantitative Reasoning section measures your ability to:

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

Analytical Writing

The Analytical Writing section measures your ability to:

- articulate complex ideas clearly and effectively
- support ideas with relevant reasons and examples
- examine claims and accompanying evidence
- sustain a well-focused, coherent discussion
- control the elements of standard written English

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

Tips on Preparing Graduate Applications
Communication Sciences and Disorders

Discuss the graduate school application process with your academic advisor.

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

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

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

Personal Statement/Letter of Intent: This part of the application can vary by program. Some programs provide guidance, some have prompts/questions to answer, some provide no guidance. This personal statement/letter of intent is your opportunity to communicate to the graduate program why it should want to accept you into their program. This is your opportunity to tell the program why you are the best person to accept into their program and why you will successfully complete the program. **Prepare it carefully and proofread it!**

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

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

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

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

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

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

TIPS ON GRADUATE APPLICATIONS LETTERS OF RECOMMENDATION

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

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

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

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

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

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

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

- Students must give faculty permission to write letter of recommendation and inform them what they can and cannot include in the letter. It is recommended you have this letter ready when providing the faculty your materials. The permission should include the following information.

I give permission to **Faculty Name** to write a Letter of Recommendation to:
XXXX University(ies)/College(s)
Street Address
City, State, Zip Code

Faculty Name has my permission (do does not have my permission) to include my GPA and grades and I waive (or do not waive) my right to review a copy of this letter at any time in the future.

Student Signature and Date

INTERVIEWS

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

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

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

Be an informed consumer of the graduate program
Make a positive impression!

Performance Standards for Admission and Progression

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

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

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

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

APPENDICES

NSSLHA

National Student Speech Language Hearing Association

Commonwealth University – Bloomsburg Chapter

2025 - 2026
<u>NSSLHA ADVISORS</u>

Patricia Lawton, Ph.D.
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Mohsin Ahmed Shaikh, Ph.D.
mshaikh@commonwealthu.edu

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

National NSSLHA
www.nsslha.org

American Speech-Language-Hearing Association
www.asha.org

Committee Descriptions

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

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

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

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

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

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

Symposium

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

Recruitment

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

Research

This committee establishes student driven research projects that may be submitted to state and national conventions. There are subcommittees for students interested in speech pathology and in audiology. Individuals on this committee should be interested in studying some aspects of the field in terms of a research project and enjoy working with numbers. Members of this committee are responsible for a small piece of a larger group project.

Key Membership Requirements

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

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

ANTH101 Intro Anthropology:
Introduces students to the discipline of General Anthropology. Focuses on the evolution of the human species, the human past as revealed through archaeology, the nature of human language and its relation to culture, and the diversity of cultures that exist in the world today.

ANTH120 Introduction to Cultural Anthropology:
Provides a cross-cultural study of the diversity of human behaviors in contemporary cultures. Topics surveyed include socialization; language; sex, age and kinship roles; religion and magic; marriage and the family; political and economic behavior; cultural change; and the arts. Coverage of anthropological methodology, theory, and fieldwork.

ANTH390 Socialization of the Child:
Examines life experience and adjustment of the individual through infancy, middle childhood and youth. Reviews contrasting methods of introducing children to adult economic, social and religious activities. Ethnopediatrics and other biocultural perspectives inform this discipline.

ANTHRO440 Religion and Magic:
Analyzes and compares the origins, forms, elements, and symbolism of religious beliefs and behavior. Considers the role of religion in society with particular reference to nonliterate societies. Anthropological theories and methods of religion, historical and contemporary.

ELL315: Basics of Language and Communication**:**
Introduces students to the components and sound system of the English language including phonology, syntax, morphology, semantics, and pragmatics. Presents the methods, theories, and processes of first and second language acquisition as well as common language disorders.

ELL320: Cultural Awareness and Sensitivity:
Prepares students with the skills and knowledge necessary to work with culturally and linguistically diverse students and families. Strategies and methods for promoting cultural awareness and sensitivity within educational and community settings are highlighted and discussed.

ENGL211 Grammars of English:
Familiarizes students with grammatical terminology, offers a descriptive overview of American English grammars and syntax, and provides a structural framework for analyzing written English. Course is designed (i) to enable students to gain explicit (conscious) knowledge of English grammar and syntax, (ii) to provide students with tools for analyzing syntactic structures in varieties of American English, and (iii) to understand value judgments placed on grammar (particularly on non-standard dialects) in education and in American society.

COMM102 Interpersonal Communication**:**
Introduces students to the process of interpersonal communication. Students will explore the role of oral conversations and relationships to enhance their participation in daily interactions and their critical awareness of the process. Topics will include the interconnections between identity, culture, and communication, language, nonverbal communication, listening, and communication dynamics within relationships. This skills-based course typically includes lecture, discussion, and in-class or online activities.

COMM103 Small Group Communication**:**
Addresses the theory and practice of small group communication. Examines communication principles and practices for successfully leading and participating in small groups. Particular emphasis is placed on communication skills involved in navigating group relationships and group decision making processes.

CMSD480 Internship in Audiology and Speech-language Pathology:
Students gain practical experience in audiology by observing and helping certified audiologists engaged in providing clinical services. Students select sites with the collaboration of the course instructor and contract to complete a variety of learning activities at the site.

LING111 Language in the USA**:**
Examines linguistic diversity in the United States. Describes the history and current status of geographical and social varieties of American English. Familiarizes students with the wide range of other languages spoken in the United States, including American Indigenous languages, Spanish, American Sign Language, creoles, and a wide variety of immigrant languages. Identifies the links between language and identity and illustrates how to respond to linguistic prejudice. Involves students in sociolinguistic research.

LING311 Introduction to Linguistics**:**
Examines language as a system of human communication. Introduces students to the descriptive study of language. Examines linguistic phenomena at phonetic, phonological, morphological, syntactic, semantic, and pragmatic levels of structure. Gives attention to a wide range of languages and dialects spoken around the world.

PSYC100 Introduction to Psychology:
Introduces students to the field of psychology, the scientific study of human behavior, mental and social processes. Students will be introduced to many areas of academic and applied psychology as well as persistent themes that characterize the field (e.g., nature vs. nurture). Students will gain an understanding and appreciation of the psychological phenomena that occur in their daily lives and how to solve problems using scientific research and data.

PSYC131 Psychology of Adjustment & Well-Being:
Examines the personal and social meaning of psychological adjustment. There is an emphasis on growth and wellness, mindfulness, stress and coping concepts, and psychosocial competence in adulthood. Active participation in class and willingness to challenge one's preconceptions in order to consider alternative psychological points of view are required. It concerns the application of psychological concepts and research to stress and coping in everyday adult life, emphasizing coping skills and techniques.

PSYC211 Adolescent Development:
Studies developmental, personal, and social issues confronting adolescents as they emerge from childhood and strive for adulthood. Examines development across this period from biological, psychological, and social perspectives. The diversity of influences on normative development, including, but not limited to race, ethnicity, culture, socioeconomic status and social institutions (including the school, family, and community settings) will be presented. The research methods utilized to develop the findings discussed in the course will be examined.

PSYC250 Research Methods in Psychology**:**
Involves opportunities for students to interpret and design basic psychological research, improve their information literacy, and apply APA ethical standards. Topics covered include the scientific method, research approaches and designs, and ethical issues in psychological research. This course counts towards the Psychology major.

PSYC321 Psychological Assessment**:**
Introduces the theory and application of assessment of human behaviors in psychological settings, including clinical-counseling, rehabilitative, forensic, educational, and organizational. The course teaches students to be informed, ethical consumers and critical thinkers regarding the development and use of psychological tests and assessments. It will prepare students to critically evaluate assessment reports in a variety of areas and be a foundation for later graduate training.

PSYC360 Cognitive Psychology:
Covers research and theory related to human use of perception, attention, memory, language, and decision making as well as their uses in everyday life. Other topics may include mental imagery, creativity, and problem solving. Traditional research approaches to understanding human thinking are presented.

PSYCH380 Behavioral Neuroscience:
Examines the biological bases of behavior, emphasizing contemporary approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, learning and memory, sleep, emotions, and other behaviors. An overview of brain function will be presented, drawing on basic concepts in biological, physical, and behavioral sciences.

Letter of Recommendation Request Information

Name_____ Student ID _____

Cell_____ Email _____

Applying program: Speech Path _____ AuD _____ Other _____

Classes with instructor:

Class	Semester	Grade

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

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

_____
_____
_____
_____

Letter should be sent no later than _____

Have I written a letter for you before? _____Yes _____No

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

Audiology & Speech-Language Pathology Undergraduate Program Tracking

Curricular Theme	Credits Required	Program Goal, Rubric ID	Credits Distribued	CMSD Courses that Fulfill GE Requirement	Other Courses for GE Requirement	Number of Credits Completed	Program Goal Completed Semester/Year
Foundations	15	First Year Seminar	3		FYS 100	3	
		Writing	3		WRIT 103	3	
		Oral Communications	3	COMM 101/102		3	
		Historical Themes	3				
		Quantitative Reasoning	3	MATH 120/STAT 141**		3	
Interconnections	9	Diversity	at least 3				
		Global Perspectives	at least 3				
		Foreign Language	e				
Citizen & Responsibility	6**	Citizenship and Society	e	SPEC 110		3	
		Ethical Reasoning	e				
		Critical Analysis and Reasoning	e				
Natural World & Technology	9	Natural World	at least 6	PSYC 100/PHYS 204/BIOL 101		6	
		Technology	e		ITAN 175		
Creativity & Expression	6**	Creative	3				
		Arts					
		Literature	3				
TOTALS			45			21	ALL COMPLETED?

e Indicates an elective option. Students may have some flexibility to choose so long as the applicable policies are followed.

** Students are required to earn credits in the Citizenship & Responsibility curriculum by completing 2 of the 3 goals.

YEAR/SEMESTER COMPLETED:	CMSD Requirements:	CREDITS DISTRIBUTED
	CMSD 152: Introduction to Communication Disorders	3
	CMSD 200: Introductio to Audiology	3
	CMSD 220: Phonetics	3
	CMSD 240: Normal Language Acquisition	3
	CMSD 260: Clinical Observation	3
	CMSD 325: Language Disorders in Children	3
	CMSD 335: Aquired Disorders of Communication and Swallowing	3
	CMSD 340: Cognitive & Behavorial Principles	3
	CMSD 355: Assessment and Remediation of Speech Disorders	3
	CMSD 366: Anatomy & Physiology for Speech, Language, and Hearing	3
	CMSD 400: Auditory Training and Speechreading	3
	CMSD 410: Applied Speech Science	3
	CMSD 430: Fundamentals of Audiology	3
	CMSD 460: Psycholinguistics	3
	TOTAL CMSD REQUIRED CREDITS:	42

YEAR/SEMESTER	OTHER GE COURSES TAKEN	CREDITS DISTRIBUTED
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
		0
	TOTAL GE CREDITS:	0

TOTAL NUMBER OF CREDITS COMPLETED: 63 (NEED AT LEAST 120 TO GRADUATE)