Temple’s Department of Communication Sciences and Disorders offers undergraduate and graduate programs. At the undergraduate level, the Department offers a major in Speech-Language-Hearing as well as a minor in Communication Sciences and Disorders, a certificate in Linguistics, and a certificate in American Sign Language. (Each of these is described below.) At the graduate level, we offer an MA in Speech-Language Pathology and a Ph.D. in Communication Sciences and Disorders. Our cross-disciplinary faculty, with expertise in cognitive neuroscience, linguistics, speech-language pathology, audiology, and American Sign Language, share a commitment to education, research, and service in the areas of speech-language science, development, and disorders.

The Undergraduate Major in Speech-Language-Hearing provides comprehensive coursework in the biological, neurological, acoustic, psychological, developmental, and linguistic bases of speech, language, and hearing. Students receive a solid foundation in the structure and processes involved in typical speech and language production and perception, and in hearing. Students interact with instructors who are theorists, researchers, and clinicians. By itself, however, the undergraduate degree does not provide the training necessary to become a Speech-Language Pathologist or Audiologist. To become a professional in these areas requires a graduate degree with extensive clinical education and experience. Nonetheless, graduates with a major in Speech-Language-Hearing will have completed pre-requisites for graduate study in Speech-Language Pathology and Audiology and be in a position to apply their knowledge to graduate work in related fields. They will also have received an introduction to clinical issues and practice.

The Certificate in Linguistics provides students with a foundation in the science of language. From theoretical models of language to the study of language use and variation, this program engages students in a field that enhances analytical abilities and critical thinking while also providing practical skills in foreign language or American Sign Language. Students majoring in Speech, Language, & Hearing Science, foreign languages, Psychology, Anthropology, Computer Science, Education, and English are likely to find the Certificate especially valuable.

We see great value in the combination of the SLH major with the Linguistics Certificate. All of our SLH students are required to take some Linguistics courses, but the additional requirements of the Certificate enhance the expertise of SLH students as they go on to pursue graduate and professional work in Speech-Language Pathology, Audiology, Education, and related fields. For students whose main focus is Linguistics, the major in SLH combined with the Linguistics Certificate will provide an understanding of how language and speech breakdown inform theories of linguistics. These students will enhance their credentials for entry into graduate programs in Linguistics, with this combination.

This handbook was updated on May 14, 2018 by R. Krakow (rkrakow@temple.edu)
The Certificate in American Sign Language (ASL) provides students with two years of study of American Sign Language as well as the culture of the American Deaf Community. ASL, the language of the Deaf in the US and Canada, is as rich and complex as any spoken language, but differs in modality of production and perception. Knowledge of ASL gained in the two years will also teach students about the human capacity for language, even when access to the more common channel of language reception (hearing) is compromised. In addition to the value of learning ASL as described, competence in ASL will benefit those who may encounter Deaf individuals in the future, including those in health professions, education, and legal fields. The certificate will also function as a foundation for those who wish to go on to programs in ASL-English interpreting, education of the Deaf and hearing-impaired, and other related fields.

The Undergraduate Minor in Communication Sciences and Disorders provides students from majors outside of our Department with a taste of the discipline of Speech-Language-Hearing and of the field of Speech-Language Pathology. Students from foreign language departments, education, and psychology may find the minor especially useful as they consider their future opportunities in those fields or even in Speech-Language Pathology or Audiology.
Important Contact Information for Undergraduates

Administration and Academic Advising

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone and Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Lisa Bedore</td>
<td>Department Chair</td>
<td><a href="mailto:lisa.bedore@temple.edu">lisa.bedore@temple.edu</a></td>
<td>215-204-4482</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>160 Weiss</td>
</tr>
<tr>
<td>Dr. Rena Krakow</td>
<td>Undergraduate Program Director</td>
<td><a href="mailto:rkrakow@temple.edu">rkrakow@temple.edu</a></td>
<td>215-204-8407</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>267 Weiss</td>
</tr>
<tr>
<td>Mr. Marc Johnson</td>
<td>Academic Adviser</td>
<td><a href="mailto:Marc.johnson@temple.edu">Marc.johnson@temple.edu</a></td>
<td>215-204-1655</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>272 Weiss</td>
</tr>
<tr>
<td>Ms. Maria Sarmiento</td>
<td>Academic Adviser</td>
<td><a href="mailto:tuh41194@temple.edu">tuh41194@temple.edu</a></td>
<td>215-204-2063</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>251 Weiss</td>
</tr>
<tr>
<td>Prof. Jonathan Hartmann</td>
<td>Director, ASL Certificate Program</td>
<td><a href="mailto:tug25923@temple.edu">tug25923@temple.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>271 Weiss</td>
</tr>
<tr>
<td>Dr. Jodi Reich</td>
<td>Director, Ling. Certificate Program</td>
<td><a href="mailto:Jodi.reich@temple.edu">Jodi.reich@temple.edu</a></td>
<td>215-204-1821</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>219 Weiss</td>
</tr>
<tr>
<td>Ms. Lisa Melvin</td>
<td>Department Coordinator</td>
<td><a href="mailto:Lisa.melvin@temple.edu">Lisa.melvin@temple.edu</a></td>
<td>215-204-4482</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>110 Weiss</td>
</tr>
</tbody>
</table>

Faculty Mentors (Assist Students with Grad School/Career Advice)
In addition to regular appointments with your academic adviser, please take advantage of opportunities for mentorship by our faculty, who can help you as you consider your post-graduation plans. Each of the following has expertise in one or more of the professions you may be interested and can help you as you plan for graduate school and/or joining the workforce.

<table>
<thead>
<tr>
<th>Name</th>
<th>Areas</th>
<th>Email</th>
<th>Phone and Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rena Krakow</td>
<td>Education, Speech-Language Pathology</td>
<td><a href="mailto:rkrakow@temple.edu">rkrakow@temple.edu</a></td>
<td>215-204-8407</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>267 Weiss</td>
</tr>
<tr>
<td>Prof. Beth Levine</td>
<td>Speech-Language Pathology, Audiology</td>
<td><a href="mailto:blevine@temple.edu">blevine@temple.edu</a></td>
<td>215-204-1876</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>162 Weiss</td>
</tr>
<tr>
<td>Prof. Robin Aronow</td>
<td>Linguistics</td>
<td><a href="mailto:aronowr@temple.edu">aronowr@temple.edu</a></td>
<td>215-204-0368</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>269 Weiss</td>
</tr>
<tr>
<td>Prof. Jonathan Hartmann</td>
<td>American Sign Language, Deafness</td>
<td><a href="mailto:tug25923@temple.edu">tug25923@temple.edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>271 Weiss</td>
</tr>
</tbody>
</table>
Important Information:
Credits and Grades

The average full-time program is 15-17 credits per semester although a minimum of 12 credits qualifies one for “full-time” status. No student may register for more than 19 semester hours without written approval. Tuition for full-time students covers 12 to 17 credits. Additional credits will result in additional per-credit costs. (In the summer, undergraduates must get overload approval for 9 credits or more.) See “Tuition and Fees” in the Financial Information section of the Undergraduate Bulletin.

To graduate from the Department of Communication Sciences and Disorders in the College of Health Professions and Social Work, 122 credits are required. In the Department of Communication Sciences and Disorders, a grade of C is the lowest acceptable final grade for courses in the major. A grade of C- (C Minus) is the lowest acceptable grade in Gen Ed Courses. Full-time matriculated students earning a minimum GPA of 3.5 are entered onto the Dean’s List. Students may be placed on academic warning for only one semester as a result of a cumulative GPA falling below 2.0. If the GPA falls below 2.0 the subsequent semester, the student is subject to dismissal from the university. A student who obtains less than a 1.00 GPA for a single semester shall be subject to dismissal without warning. Information on applications for readmission can be obtained from the department office.
COURSEWORK

University Course Requirements

All undergraduates at Temple University are required to complete a set of General Education (Gen Ed) requirements in addition to the requirements of the Major. Even with the Gen Ed and Major requirements, students still have ample room to select from among a large number of interesting electives both within and outside of the department.

Students are advised to take the three-semester sequence formed by Analytical Reading & Writing and Mosaic I & II as soon as possible after entering Temple in order and in successive semesters. Students are also advised to take the Gen Ed Quantitative Literacy course as soon as possible after entering Temple and before enrolling in Science & Technology courses. Breadth courses are to be taken after Foundation courses.

Foundation courses

Analytical Reading & Writing (GW) 1 course, 4 credits
Mosaic Humanities Seminar I (GY) & II (GZ) 2 courses, 3 credits each
Quantitative Literacy (GQ) 1 course, 4 credits

Breadth courses

Arts (GA) 1 course, 3 or 4 credits
Human Behavior (GB) 1 course, 3 credits
Race & Diversity (GD) 1 course, 3 credits
Science & Technology (GS) 2 courses, 3 credits each
U.S. Society (GU) 1 course, 3 credits
World Society (GG) 1 course, 3 credits

Students transferring to Temple with 45 or more “approved” transfer credits are required to complete a set of courses within a modified Gen Ed curriculum. For more information, go to: http://www.temple.edu/vpus/transfer/TransferGenEd.htm

All Temple students must take a minimum of two writing-intensive (WI) courses as part of the major. The specific writing-intensive courses that are required for the Speech-Language-Hearing major are CSCD 2197 and CSCD 4396.
College of Public Health Requirements

Students must complete the College Core Course, HRPR 1001 Public Health: The Way We Live, Work and Play. 122 is the minimum number of credits required of students graduating from the College of Public Health.

Requirements: Major in Speech-Language-Hearing

All of the following major requirements must be passed with a grade of C or better in order to successfully complete the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSCD 1108</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2197</td>
<td>Communication Deviations and Disorders (WI)</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2201</td>
<td>Research Methods in Communication Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2209</td>
<td>Phonetics and Phonology</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 2219</td>
<td>Psycholinguistics</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 2233</td>
<td>Basic Speech Science</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 2234</td>
<td>Basic Hearing Science</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 2235</td>
<td>Human Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 3301</td>
<td>Speech and Language Development</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 4301</td>
<td>Principles of Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 4396</td>
<td>Orientation to Clinical Management (WI)</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 1001</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2301</td>
<td>Foundations of Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1001 or BIOL 1012</td>
<td>Human Biology or General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Variable</td>
<td>Two semesters foreign language / ASL at the introductory level Or one at the intermediate level</td>
<td>variable</td>
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</tbody>
</table>

Related Discipline Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 1003</td>
<td>Statistics for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPBI 2219</td>
<td>Biostatistics and Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Electives

- PHYS 0872 is not required for the major, but is recommended to fulfill an ASHA physical science requirement for post-graduate work, and will also fulfill one of the two GenEd Science & Technology requirements.
- Statistics is part of the content of CSCD 2201. An additional statistics course is not required for the major, but is recommended to fulfill an ASHA statistics requirement for post-graduate work. Recommended statistics courses are the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 1003</td>
<td>Statistics for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPBI 2219</td>
<td>Biostatistics and Public Health</td>
<td>3</td>
</tr>
</tbody>
</table>
Requirements: Certificate in American Sign Language (ASL)

The Certificate in ASL requires a 4-course sequence. The first two courses in this sequence are offered in honors and non-honors sections.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 1001</td>
<td>American Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>or CSCD 1901</td>
<td>Honors American Sign Language 1</td>
<td></td>
</tr>
<tr>
<td>CSCD 1002</td>
<td>American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>or CSCD 1902</td>
<td>Honors American Sign Language 2</td>
<td></td>
</tr>
<tr>
<td>CSCD 1003</td>
<td>American Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 1004</td>
<td>American Sign Language IV</td>
<td>3</td>
</tr>
</tbody>
</table>

Requirements: Certificate in Linguistics

The Certificate in Linguistics requires 8 courses, but some majors (including Speech-Language-Hearing) independently require 1 or more of these courses, meaning that some students will be able to complete the certificate without adding all 8 to their program of study. SLH majors need only add 5 courses to their programs in order to complete the certificate.

For Speech, Language & Hearing Science Majors:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 2049</td>
<td>Language and the Brain</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2202</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 3297</td>
<td>Syntax</td>
<td>3</td>
</tr>
<tr>
<td>or CSCD 3231</td>
<td>Principles of Syntax</td>
<td></td>
</tr>
<tr>
<td>CSCD 4730</td>
<td>Topics in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language or American Sign Language Third-Semester Course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
For students with majors other than Speech, Language & Hearing Science who have already completed a Foreign language or American Sign Language third-semester course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 1108</td>
<td>Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2049</td>
<td>Language and the Brain</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2202</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 3297 or CSCD 3231</td>
<td>Syntax Principles of Syntax</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 4730</td>
<td>¹Topics in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

¹ Other relevant coursework can fulfill this requirement with permission from the undergraduate program director.

For students with majors other than Speech, Language & Hearing Science who have not completed any foreign language or American Sign Language courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSCD 1108</td>
<td>Introduction to Linguistics</td>
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</tr>
<tr>
<td>CSCD 2049</td>
<td>Language and the Brain</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2202</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 3297 or CSCD 3231</td>
<td>Syntax Principles of Syntax</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 4730</td>
<td>¹Topics in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language or American Sign Language First-Semester Course ¹</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Foreign Language or American Sign Language Second-Semester Course ¹</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Foreign Language or American Sign Language Third-Semester Course ¹</td>
<td>3-4</td>
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</table>

¹ Other relevant coursework can fulfill this requirement with permission from the undergraduate program director.
### Requirements: Minor in Communication Sciences and Disorders

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CSCD 2202</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2197</td>
<td>Communication Deviations and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 2209</td>
<td>Phonetics and Phonology(^1)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>AND ANY TWO OF THE FOLLOWING</strong></td>
<td></td>
</tr>
<tr>
<td>CSCD 2219</td>
<td>Psycholinguistics(^1)</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 3297</td>
<td>Syntax OR</td>
<td></td>
</tr>
<tr>
<td>OR CSCD 3231</td>
<td>Principles of Syntax</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 3301</td>
<td>Speech and Language Development</td>
<td>3</td>
</tr>
</tbody>
</table>

\(^1\)CSCD 1108 Introduction to Linguistics is a pre-requisite for CSCD 2209 Phonetics and Phonology and CSCD 2219 Psycholinguistics
Special Opportunities for Majors in Speech-Language-Hearing

There are a number of wonderful opportunities for Speech-Language-Hearing majors outside of the classroom. (See below for further information and also note that some of these may have special requirements, including a minimum GPA.) These include opportunities to:

- Join clubs
- Get involved in community and clinically-relevant opportunities
- Get involved in research
- Pursue distinction in the major

Clubs

Talking Hands (American Sign Language & Deaf Culture) Club
Contact Maria Zonies (tuf95051@temple.edu)

This club promotes learning & fluency in American Sign Language (ASL) and awareness of Deaf Culture, and provides an environment in which communication in ASL can be practiced and improved. The Club also serves as a discussion forum and jumping-off point for advocacy of full access to education for Deaf and Hard-of-Hearing students and students who require or prefer communication in a visual language. Activities include:

- Meetings for casual conversation in ASL and social gatherings or outings
- Inviting members of the Deaf community, such as Deaf professionals, authors, or educators, to speak to the assembled club and interested nonmember students on various topics.
  Speakers may also be those who work with the Deaf or have Deaf children, parents, or siblings
  Providing opportunities for travel to events and locations of interest to ASL students, such as but not limited to Deaf educational institutions or Deaf conventions
- Screening of Deaf community-oriented films
- Discussion of issues of concern to the Deaf Community

Language and Linguistics Club
Contact Thomas Gertz (tug46344@temple.edu) or Hannah Braid (tug41056@temple.edu)

This club meets twice monthly to discuss a variety of topics related to linguistics and future opportunities for students of linguistics. Guest speakers from Temple and the greater Philadelphia area are regularly invited to present their research or to discuss their experiences. Activities include:

- movie screenings
- talks by invited speakers
- trips to area conferences
- panels on topics related to career opportunities and graduate school
National Student Speech-Language-Hearing (NSSLHA) Club – Temple Chapter
Contact Donna Montgomery (donna_montgomery@temple.edu)

The student branch of the American Speech-Language-Hearing Association (ASHA), NSSLHA has both a national chapter and local chapters. Members of Temple’s chapter are graduate and undergraduate students who are looking to pursue a career in speech-language pathology, linguistics, or audiology. Activities include:
- Information sessions on applying to graduate school, job opportunities, ASHA, etc.
- Social activities including sporting events, restaurant week events, potluck Dinners
- Community Service such as Relay for Life, Special Olympics, volunteering in the Philadelphia Aphasia Community at Temple

Community and Clinically-Relevant Opportunities

The Philadelphia Aphasia Community at Temple (PACT) is an interdisciplinary program, combining the expertise of Speech-Language Pathology, Therapeutic Recreation, and Public Health, that has a primary goal of enhancing communication skills as well as the overall quality of life for people with aphasia. In addition to individual and group speech-language therapy and Active Living for Persons with Aphasia, we also offer special programs each semester for individuals with aphasia including art groups, choir, health literacy programs, book writing programs, or speech-language therapy.

Undergraduates can apply for opportunities to participate in PACT activities with adults with aphasia (language impairment due to brain trauma, such as stroke). Those accepted into the program also receive instruction about aphasia and group approaches to intervention through a 3-credit course called Aphasia and Evidence-Based Communicative Interventions (CSCD 3232), taught by Dr. Gayle DeDe. Contact Dr. Gayle DeDe for additional information (gayle.dede@temple.edu). Applications for this class are generally sent out mid-way through the previous semester.

Linguistic and Cultural Diversity is a “Topics Course” that focuses on autism. Autism occurs across all cultural and linguistic groups, but services to diverse populations are notably limited. This course provides the opportunity to learn about autism, including treatment approaches for this population, and about service to the underserved Asian immigrant community in Philadelphia. We begin the semester by covering information about cultural and linguistic competence and the services provided by a range of professionals. We also discuss the types of strategies that can be used to facilitate communication. Students have the opportunity to complete a field project in which they work with families who have a child diagnosed with autism. Students are assigned to field projects based on availability, schedules, and preferences.
Undergraduates can apply for opportunities to participate in this course. Contact Professor Ann Addis for additional information (ann.addis@temple.edu). Applications for this class are generally sent out mid-way through the previous semester.

“Speak Now” is a summer program that provides therapeutic activities to help teens learn more about stuttering; develop their own plan for practice; develop strategies to manage the social and emotional challenges; and learn how to communicate to their parents about stuttering. The goal is to provide young people who stutter a supportive environment where they can develop their own goals about speaking and stuttering. We want to build confidence and empower them to transition from speech therapy where they are told what to do and how to communicate to becoming responsible for their own treatment.

Undergraduates can volunteer to assist with the “Speak Now” camp, which is held every day for one week of the summer at Temple’s Ambler campus. Contact Prof. Kim Sabourin for additional information (ksabourin@temple.edu).

The Temple University Speech-Language-Hearing Center (TUSLHC) provides services to people of all ages with disorders of communication including language delay and disorder, voice disorders, aphasia, stuttering, and articulation impairments. Student clinicians in the Speech-Language Pathology Graduate program provide therapy under the direct supervision of Temple faculty who hold the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association and Pennsylvania licensure in Speech-Language Pathology and/or Audiology. See below for important information about clinical observations in TUSLHC and elsewhere. Our Director of Clinical Education is Prof. Beth Levine (blevine@temple.edu).

Undergraduates can arrange to observe therapeutic and/or diagnostic sessions in TUSLHC. See the next section for additional information.
Important Information Regarding Clinical Observations

Undergraduate majors planning to pursue clinical careers in speech-language pathology are **strongly encouraged** to complete and document a minimum of 25 observation hours in the delivery of speech-language pathology services prior to graduation. 25 observation hours is not a degree requirement for the major but a recommendation as most speech-language pathology graduate programs require students to complete the majority of these observations prior to engaging in clinical practicum in graduate program.

**What counts as an observation?**
Observations must be of services (evaluation or treatment) that fall within the scope of practice of speech-language pathology.
Observations must be under the direction of a clinician who holds current ASHA certification in speech-language pathology. The Certified SLP must approve and “sign-off” on all observations.

**What counts as observation hours?**
Students can observe “live” clinical sessions or they can observe the delivery of client services through video recordings, as long as the recordings are done as part of a class or given to the student by a clinical supervisor. All of these hours are acceptable as long as the live or videotaped services are directed by a certified SLP and documentation of time spent in supervised observation is verified by that professional in writing.

**How do I track and document my observation hours?**
Students may record and track their observations on the “Record of Observations” in the BA Handbook. Be sure that the clinicians record his or her name, ASHA number, credential, and signature for each observation.

**Where can I observe?**
Students are strongly encouraged to distribute their 25 hours over a variety of clinical settings and days.

*Field Observations:* Students may contact acute care hospitals, skilled nursing facilities, public schools, special needs schools, pre-schools, early intervention programs, rehabilitation hospitals, and long-term care facilities. Students are encouraged to also conduct observations in their home communities outside of Center City as those facilities may not get as many requests. Be mindful that facilities in the Center City area may get frequent requests and therefore cannot accommodate all requests. When contacting facilities, students should communicate with the program coordinator or SLP by telephone by email addressing clinicians as Mr./Ms./Dr). Although it may vary, a suggested sample script might be: “Hello, Ms. Smith. My name is Carla Jones. I am an
undergraduate SLP major at Temple University in my Junior year interested in observing . . . ” On the day of the observation, students should arrive on time and in professional attire. Please remember to send a thank-you note to the supervising clinician after the observation.

Some programs may require observers to complete a number of pre-requisites before they can observe (background checks, privacy training, and medical clearances). It is the student’s responsible to determine if these pre-requisites are required prior to arrival at the site.

**Digital Observations:** Students may register for Master Clinician ([www.masterclinician.org](http://www.masterclinician.org)) for a $25/year fee to observe sessions. Following completion of the observation, fill out the observation sheet on the website and submit an approval request to one of the Temple faculty members listed on the website. You must fill out the form completely and respond to all questions to obtain approval for the observation. Students can print out a summary form of all approved observations and attach it to the Temple Record of Observations.

**Temple University Speech-Language-Hearing Center (TULSHC):** Students may sign up for up to two observations a semester at the TUSLHC. A sign-up sheet is posted by the fourth week of the semester on the door of Room 140 Weiss Hall. Note that students in Temple University’s graduate program may not have only observations completed at TUSLHC. Students must be current UG or Graduate students in Communication Sciences and Disorders (UG) or the Speech-Language Sciences (Graduate) programs to observe at TUSLHC. Other request may be granted with permission of the Director of Clinical Education.

**More on clinical observations**

In the context of the capstone of the Speech-Language-Hearing major (Orientation to Clinical Management), students will participate in clinical observations. In addition, students can contact ASHA-certified Speech-Language Pathologists in a variety of sites with a request to observe clinical practice.

Don’t wait until your senior year to try to do observations when you are likely to be stressed and pressed for time. When you make contact, be polite and be patient. Introduce yourself and explain why you would like to observe in that site in particular. Be flexible about the appointment. Be respectful of the clinician(s), site, client(s) and any family members or others who are present. You are representing our department, college, and university. Bring the observations form with you.

- Professional dress is expected at all observations - no jeans or loose/poor fitting clothes (this appears sloppy and may expose parts of the body that should remain covered.)

- Take notes on the observation/sessions - This shows an interest in the observation/session rather than just an obligation to collect hours. Questions that arise should be written down and answered after the session.
• Limit cell phone usage - Cell phones should not be out during sessions. Observers are there to observe and learn from the experience, not text/email.

• Be a quiet observer unless invited to participate in an activity - do not provide responses for clients or clarify client messages for the SLP. (One of my therapy techniques is to feign understanding so that the client self-corrects errors.)

• Be prepared - if you generally need coffee to stay awake, bring it with you. Don't expect to be able to get coffee at a site. Get enough sleep the night before if you are observing during early hours. Bring a notebook and pen to take notes.
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<tr>
<th>#</th>
<th>Client Signature</th>
<th>Name of Client</th>
<th>Time</th>
<th>Diagnosis/Impression</th>
<th>Assessment of Goals/Needs</th>
<th>Treatment Plan</th>
<th>Date</th>
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**Record of Observation Experience**

Department of Communication Sciences and Disorders

TEMPLE UNIVERSITY
Research Opportunities

There are six active research labs in the Dept. of Communication Sciences and Disorders. Sometimes, these labs have volunteer positions for undergraduates interested in a research experience. Sometimes, the labs are looking for college students as subjects. If you are interested in either or both types of opportunities, please reach out to the lab director(s) listed below.

**The Human Abilities in Bilingual Language Acquisition (HABLA) Laboratory:**
Dr. Lisa Bedore, Lab Director ([lisa.bedore@temple.edu](mailto:lisa.bedore@temple.edu))

Research in the HABLA Lab focuses on understanding how bilingual individuals organize and access their two language systems. Ultimately, the goal of this inquiry is to better understand the nature of language breakdowns associated to language impairment.

**Eleanor M. Saffran Center for Cognitive Neuroscience:**
Dr. Nadine Martin, Lab Director ([Nadine.martin@temple.edu](mailto:Nadine.martin@temple.edu))

The Saffran Center provides a venue for interdisciplinary research in the neural and psychological basis of language and cognition. Our aim is to understand and explore the relationship between language and other cognitive processes, such as attention and memory. These findings are used to develop effective treatment programs for the rehabilitation of language disorders, fulfilling the mission inspired by Dr. Saffran, after whom the Lab is named.

**Memory, Concepts, Cognition Laboratory:**
Dr. Jamie Reilly, Lab Director ([reillyj@temple.edu](mailto:reillyj@temple.edu))

In addition to basic science research, this group is currently developing novel treatments that promote language maintenance in Alzheimer's Disease (AD) and Frontotemporal Degeneration (FTD).

**Speech, Language, and Brain Lab (SLAB Lab):**
Dr. Edwin Maas ([tug29251@temple.edu](mailto:tug29251@temple.edu)) and Dr. Gayle DeDe ([tug25293@temple.edu](mailto:tug25293@temple.edu)), Lab Directors

Research in the SLAB Lab focuses on speech and language comprehension and production across the lifespan, both in unimpaired individuals and in various populations with developmental or acquired speech and/or language disorders, such as aphasia, apraxia of speech, and phonological disorders. Our research is primarily behavioral and combines different methodologies, including eye-tracking, perceptual speech error analysis, psycholinguistic reaction time studies, acoustic analysis, neuropsychology, and treatment research.
Multilingual Research Group (MRG):
Prof. Felicidad Garcia (felicidad.garcia@temple.edu) and Dr. Jodi Reich (jodi.reich@temple.edu),
Lab Directors

An interdisciplinary research endeavor that brings together the areas of speech language pathology
and linguistics to investigate and explore the development and use of language in multilingual
contexts. Current research projects include studies of Spanish-Influenced English, African American
English, and Chitonga, a Bantu language spoken in Zambia.

Language, Literacy, and Learning Lab:
Dr. Rebecca Alper, Lab Director (rebecca.alper@temple.edu)

Research in the Language, Literacy, and Learning Lab focuses on understanding and improving
language and academic outcomes for children who are at-risk as a result of learning environment
and/or communication disorder status. This work includes clinical behavioral assessment research,
as well as research on the development, implementation, and evaluation of clinician and caregiver-
mediated early language and literacy interventions.

Additional Research Opportunities:
Theoretical Linguistics: Professor Robin Aronow, Dr. Brian McHugh (aronow@temple.edu,
bmchugh@temple.edu)
Voice: Professor Ann Addis (ann.addis@temple.edu)
Stuttering: Professor Kim Sabourin (ksabourin@temple.edu)
Creative Literacy Activities and Adults with Aphasia: Dr. Rena Krakow and Professor Frannie
Kohen (rkrakow@temple.edu, pfkohen@temple.edu)

Distinction in the Major
Students with a strong academic record and strong interest in research should consider the
possibility of pursuing Distinction in the Major. Our undergraduate program director, Dr. Krakow,
will provide guidance concerning the opportunities within the department. Following conversations
with Dr. Krakow and a proposed research mentor, students who are cleared to pursue distinction in
the major will be registered for a 3-credit mentored research course, CSCD 4979. Honors in
Communication Sciences. You do not have to be a university honors student to take this
course, but university honors students can count this course as one of their elective honors
courses.

Students are expected to write and support a major paper under the supervision of the designated
honors advisor. The work must be of honors quality and accepted by the honors adviser and a
second reader. Students who complete this course satisfactorily, perform 20 hours of volunteer work
in consultation with the departmental honors advisor, and meet the other requirements described in
the Bulletin will graduate with distinction in Communication Sciences and Disorders. NOTE:
Registration in CSCD 4979 requires a GPA of 3.50 or better both within the major and overall, with
no grade below B in the major. Please contact Dr. Krakow (rkrakow@temple.edu) if you think you
may be interested in this option.
Peer Teaching Opportunities

**CSCD 3305 Teaching and Learning: The Preceptor Experience** is a course that offers students the opportunity to learn about both teaching and learning in a hands-on environment. Students are assigned to work as a preceptor for a class in which they previously earned a final grade of A. They provide review sessions and tutoring support (during preceptor office hours) to students enrolled in the class. In addition, preceptors attend weekly lectures that focus on learning styles, pedagogical methods (such as collaborative learning), and ways of modify information to be presented to different individuals. These skills are critical to working with people with communication disorders.

This is an elective course that is only available to majors in Speech-Language-Hearing or Linguistics who receive special permission from the preceptor course instructor and the department chair. Preceptor applications are available toward the end of each semester. Contact the Undergraduate Program Director, Dr. Krakow (rkrakow@temple.edu) if you have any questions.

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**Keep Track of Your Academic Progress – Be proactive!**

Make regular appointments with your academic adviser each semester and check your DARS each semester. DARS stands for “Degree Audit Reporting System.” Undergraduate students and advisers use DARS to plan and track student progress through the undergraduate program all the way to graduation. Student information includes coursework to date, including transferred coursework, requirements of the degree (those completed and those still to be completed), and grades.

DARS is available to you at [http://tuportal.temple.edu](http://tuportal.temple.edu). Click on Student Tools, then Record, then Degree Audit. If you have any questions about DARS, see your academic adviser.

It is also recommended that you retain copies of all course syllabi, especially those in your major courses, if you plan to apply to graduate school.

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**Applying to Graduate School**

As students approach their last year in our programs, many begin to look at opportunities for graduate education. Information about graduate programs in Speech-Language Pathology and Audiology and about Linguistics can be found at the websites listed below. Information about other graduate school/career paths should be explored with the faculty mentors listed earlier in this document.
• Go to http://www.asha.org/students/academic/EdFind/ to learn about the different graduate programs in Speech/Language Pathology and Audiology, including their US News and World Report rankings. Student membership in NSSLHA provides many useful opportunities for learning about graduate study in the field.

• Go to http://lsadc.org/programs/browse-programs.cfm to learn about the different graduate programs in Linguistics

Application requirements for Graduate School:

What you will likely need for your application to graduate school (may need less for some schools – please check each school to which you plan to apply)

• GRE scores http://www.ets.org/gre
• Official transcripts from Temple and any other college(s) you attended
• Reference letters from 2-3 individuals (preferably faculty)
• Personal statement and/or writing sample
• Resume

Applying to our Graduate Program in Speech-Language Pathology

• An MA or MS in Speech-Language Pathology is the entry-level degree for professional work in the field. Many Temple undergraduates, as well as many students from other institutions and even other majors, apply to Temple’s MA program. Having an undergraduate degree from Temple in the Speech-Language-Hearing major means that you will have completed all of the pre-requisites to graduate study in Speech-Language Pathology at Temple. Applications to the graduate program are due February 1st prior to the academic year you wish to enter. Students are encouraged to apply to other universities as well as Temple since admission to graduate programs in Speech-Language Pathology is highly competitive.
Department of Communication Sciences and Disorders

Policy on Faculty Letters of Recommendation to Grad Programs in Speech-Language Pathology or Audiology

Student Achievement Requirements for Letters of Recommendation reflect our observation that the level of academic achievement required to be successful in a grad program in SLP/AUD and the ratio of applicants-to-accepted students mean that students who do not meet the requirements below are unlikely to be successful in gaining admission or successfully completing the program, if admitted.

- Students must have a minimum overall GPA of 3.00
- Students must have a grade of B or better in the course(s) taught by the faculty members who are being asked to write the letters
- Students must have no more than one grade of C in any course in the undergraduate major

Recommendation Packet Requirements reflect the increasing number of recommendations faculty are being asked to write in a given semester (sometimes more than 100 per faculty member), the numbers of packets that have been submitted with information missing which can jeopardize a students’ chances of admission and/or require the faculty members to take considerable time checking application requirements and tracking down students to bring in additional forms, etc.

- Students must provide faculty with their materials at least 30 days ahead of the due dates (not counting the time between Christmas and New Year’s)
- Students must provide each faculty member with a packet that includes:
  - student resume
  - personal statement
  - complete DARS with all course grades and GPA
  - stamped and addressed envelopes (with return address of faculty member) for printed recommendations
  - list of all schools to get recommendations from the faculty member(s) and their due dates

☐ All of these items should be placed in a folder or manila envelope with the student’s name on the outside.
☐ All forms should be signed by the student and have all student parts filled out as well as the information about who is being asked to write the recommendation.
☐ Students must double check to make sure that they have everything the faculty members need to submit the recommendations to the correct addresses.
☐ Students can ask for up to 10 letters of rec. from a given faculty member in a single year.
☐ Please be advised that individual faculty members may have additional requirements.
STUDENT CONCERNS, POLICIES, & PROCEDURES

College study is a demanding experience. Few students find the entire experience to be free of stress. It is important to be aware of support that is available for students through Tuttleman Counseling Services [https://counseling.temple.edu/](https://counseling.temple.edu/). Sometimes, however, the matter is specific to our department. If the concern is about a particular class or faculty member, it is best if you can speak to the faculty member directly, at least to start. Your academic adviser (whether Marc Johnson or Maria Sarmiento) is another excellent resource and the undergraduate program director, Dr. Krakow, is also available to provide advice and assistance. We will make every attempt to find a constructive solution to your difficulty. Criticisms of the program are welcome. We are constantly studying and revising our program and your input is highly valued. Issues that remain unresolved by your advisor or another faculty member can be brought to the attention of the CSCD Student-Faculty Committee, which has 2 student members and 2 faculty members. Each academic year, an email will be sent to students letting you know who the members are. Students with concerns are urged to contact one of the student representatives who will bring the matter to the committee. If unresolved by the committee, such matters should next be brought to the Chair of the Department, Dr. Lisa Bedore (lisa.bedore@temple.edu). Grade appeals are handled separately as described below in the College of Public Health Policy on Grade Appeals.

**College of Public Health Policy on Grade Appeals**

Grade appeals are a student-initiated process. The responsibility to keep the appeal process moving forward is primarily the student’s responsibility. Only a final course grade may be appealed and the appeal of a final grade must be of a substantive nature. Concerns regarding individual assignments such as examinations, term projects/papers, lab grades, etc., are to be handled between the course instructor (or course coordinator) and the student.

**Introduction.** To initiate the grade appeal process, the student must create a written statement which must contain material to support the student's contention of inappropriate grade assignment. This statement must identify the specific outcome the appellant wishes to effect, with evidence to support the desired outcome.

Following review of an appeal, any of the following actions may be recommended: - the grade may be supported; - the faculty member review and/or re-calculate the grade in question; and/or - the student's standing in the department may be reconsidered by the department.
Procedures. Grade appeals are a student-initiated process. The responsibility to keep the appeal process moving forward is primarily the student's responsibility. It is understood that the time frame stated within these procedures must be adhered to and that in case of pending graduation this procedure would be made more expedient through mutual cooperation of all parties involved.

The following interpretations are used:

- "Working days" refers to the regular work week; it does not include weekends or any holidays recognized by Temple University.
- "Interested parties" refers to the faculty member assigning the grade and the student appealing the grade.

In the event that the interested faculty member in an appeal is administratively involved (a department chair or Dean) in any of the following steps, the next highest University authority shall designate an appropriate faculty member to carry out the responsibilities of that step.

Step 1
To appeal a final grade, the student must make an appointment and meet with the faculty member(s) assigning the grade within the first five class days of the next regular semester (fall or spring) unless arrangements can be made to initiate the meeting prior to that time. During this meeting, the student should state the evidence and reasons for student's perception of an unfair grade assignment. The instructor will review the matter, explain the grading procedure used and show how the grade in question was determined.

The faculty member is to tell the student of his/her decision, either in oral or written form, in three working days. If a student fails to meet at the arranged time, without good cause, the appeal will be determined against the student. Failure of the faculty member to meet at the appointed time will automatically take the procedure to Step 2.

Step 2
If the grading dispute is not resolved, or the faculty member fails to comply with the responsibilities of Step 1, the student may appeal to the departmental chair. This appeal must be in writing and contain the information described in the Introduction. The appeal must be made within three working days of receipt of faculty member's decision or faculty member's failure to comply with Step 1.

A meeting with the Chair must then be set up. The Chair may request that the faculty member assigning the grade be present. Failure of the student to appear at this meeting without good cause will terminate the appeal in favor of the existing grade.

The Chair will attempt to mediate a resolution to the dispute at this level, through either separate or joint meetings with the student and faculty involved. The Chair may or may not make a recommendation; however, it is not within the purview of the Chair to change a grade assigned by a faculty member. The process is to be completed within five working days of receipt of the Step 2 written appeal.
Step 3
If the dispute is not resolved in Step 2, the student may appeal in writing to the appropriate departmental appeals committee within 3 working days. If the department does not have such a committee, the appeal goes directly to Step 4.

Step 4
If the matter is still unresolved, the student may appeal in writing within three working days of the conclusion of the previous step to the dean, who will review the case. In most instances, the appeal procedure will not go beyond this level. Failure of the student to appear without good cause at such meeting will terminate the appeal in favor of the existing grade.

The Dean will attempt to mediate a resolution to the grading dispute. It is not within the purview of the Dean to change a grade assigned by a faculty member. The Dean may or may not make a recommendation at this level. If a recommendation is made, it is to be conveyed to all interested parties within two working days of the meeting between Dean and student. It may be in either written or oral form.

The Dean may refer the case to the CPH Student Appeals and Grievance Committee for a formal review of the case. Such a referral is considered as Step 5.

Step 5
The CPH Student Appeals and Grievance Committee will meet within five working days of the referral from the Dean. If greater flexibility in time is required, interested parties must be notified in advance by the Chair of the CPH Student Appeals and Grievance Committee.

The CPH Student Appeals and Grievance Committee may conduct a hearing as deemed necessary. In this event, the A.R.B. will ordinarily meet separately with the student and with the instructor(s) in an attempt to resolve the differences. The CPH Student Appeals and Grievance Committee may tape the hearing with the consent of the parties involved. The student and the instructor should retain copies of any material which (s)he has submitted to the CPH Student Appeals and Grievance Committee. The student and faculty member may have assistance (excluding attorneys) present at the hearing. Each of the parties should be prepared to present clear, concise, complete information to the CPH Student Appeals and Grievance Committee and be prepared to answer questions from the CPH Student Appeals and Grievance Committee members.

Neither the student nor the faculty will be present during the deliberations of the Board. All deliberations of the CPH Student Appeals and Grievance Committee will be strictly confidential.
At the conclusion of the hearing, the CPH Student Appeals and Grievance Committee shall within five working days, send to the Dean a written report containing a summary of the issues, key deliberations, recommendations and vote count.

**Step 6**
The Dean shall review the recommendations and forward copies of the final decision to the student, instructor, Department Chair, the CPH Student Appeals and Grievance Committee. Final action in the case shall be taken by the Dean after full consideration of the CPH Student Appeals and Grievance Committee recommendation. The final determination shall be issued within five working days whenever possible. The Dean shall have the authority to take action as is deemed necessary in the case and shall inform the student, instructor and departmental chair of the action taken and the rationale.

**Step 7**
Any appeal beyond Step 6 must be to the Provost, must be in writing, and must be submitted to the Provost within five working days of notification of the Dean's action.

**Academic Honesty**

The Department of Communication Sciences and Disorders abides by Temple’s policies on academic honesty, as described below, and failure to abide by those policies will result in the submission of a Charge of Academic Dishonesty form to the Office of Student Conduct and Community Standards (form attached at the end of this document). Possible penalties for academic dishonesty may range from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college.

Plagiarism and academic cheating are prohibited. Essential to intellectual growth and the university's core educational mission is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.
Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Refer to the Student Conduct Code (policy # 03.70.12) for more specific definitions of cheating and plagiarism.

APPENDIX

- Program Checksheets
  - Major in Speech-Language-Hearing
  - Certificate in American Sign Language
  - Certificate in Linguistics
  - Minor in Communication Sciences and Disorders

- Charge of Academic Dishonesty Form
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- **Semester/Grade**:
  - Fall
  - Spring

- **Terms**:
  - 3 credits
  - 3 credits
  - 3 credits

- **Writting Intensive**:
  - 3 credits
  - 3 credits

- **Sciences**:
  - 3 credits
  - 3 credits

- **Writing Intensive**:
  - 3 credits
  - 3 credits

- **Pre-Req. CSID 1108**:
  - 4 credits
  - 4 credits

- **Pre-Req. CSID 2209**:
  - 4 credits
  - 4 credits

- **Writing Intensive**:
  - 3 credits
  - 3 credits

- **Writing Intensive**:
  - 3 credits
  - 3 credits

- **Writing Intensive**:
  - 3 credits
  - 3 credits

- **Writing Intensive**:
  - 3 credits
  - 3 credits
SETTLEMENT OF A CHARGE OF ACADEMIC DISHONESTY

NOTICE TO THE INSTRUCTOR
Please complete this form fully. Attach a brief description of the facts and any accompanying documentation believed to constitute the violation. Have the student sign the brief description and any accompanying documents to confirm they have reviewed all documentation. Their signature on the description and accompanying documents does NOT necessarily indicate agreement with the facts. This settlement of academic dishonesty is not considered official until approved by the Assistant Dean of Students for the Office of Student Conduct and Community Standards or by his/her designee.

CHARGE OF ACADEMIC DISHONESTY

I charge _________________________, TUID #________________________, with (Last Name), (First Name)

violating the Academic Dishonesty Policy as described in the Student Conduct Code, which occurred in

my course, ____________________________, course number _____, section number _____, (Department & Title of the course)

during the_____________________________semester/session, 20 _________.

I recommend the following sanction(s): (check any that apply)

☐ GRADE REDUCTION
☐ FAILURE ON THE ASSIGNMENT/EXAM
☐ FAILURE IN THE COURSE

Instructor Signature ____________________________ Date ________________

________________________________________________________________________

Updated and Revised September 2017
NOTICE TO STUDENT

1. **You are not required to sign this form.** This form is intended to provide notice to the Office of Student Conduct regarding academic dishonesty. If you do not agree with the above charge or academic sanction, you may appeal this decision through the appropriate grade grievance or grade appeal process.

2. If you sign this form, you are accepting responsibility for the alleged violation, the described incident, and the sanction(s) listed on the above section.

3. Your instructor may assign one or several of the following sanctions: Grade reduction, failure on the assignment/exam and/or failure in the course, which should be specified in the previous section.

4. **This settlement of academic dishonesty is not considered official until approved by the Assistant Dean of Students for the Office of Student Conduct and Community Standards or by his/her designee.** If you have prior findings of responsibility for academic dishonesty matters, or other conduct issues, you understand that this agreement may not be binding and, at the University Code Administrator’s sole discretion, you may be required to have your case heard through the ordinary conduct process, which could result in sanctions up to and including expulsion from the university.

Student: I have read this entire settlement form and accompanying documentation carefully and understand its significance. I take responsibility for violating the Academic Dishonesty and Impropriety clause (Section III,C.1, p. 7-8) of the Student Conduct Code, accept the assigned sanctions, and understand that this agreement will be kept in my conduct file for seven years after the last date of attendance.

Student Signature _______________________________ Date ________________

Instructions:

When using the Settlement of a Charge of Academic Dishonesty form, a faculty member should meet with the student suspected of violating the Academic Dishonesty and Impropriety clause of the Student Conduct Code (Section III,C.1, p. 7-8), and discuss the matter. If the faculty member decides that sufficient evidence exists that a violation has occurred, the faculty member should complete and sign the Settlement of a Charge of Academic Dishonesty form. The faculty member must indicate the nature of the violation and the penalty to be applied before giving the form to the student for review. If requested, the student should be allowed a short time period to seek advice and determine if they wish to sign the form.

Updated and Revised September 2017
If the student agrees to sign the *Settlement of a Charge of Academic Dishonesty* form, admitting responsibility for the violation and accepting the academic penalty proposed, the faculty member then imposes a sanction unless there is a history of prior academic dishonesty violations. The faculty member must send the signed settlement form to the Office of Student Conduct and Community Standards where the form will be processed. The matter is concluded if the student has no other academic dishonesty violations. If the student decides not to sign this form, the faculty member may refer the case to the Office of Student Conduct and Community Standards or they may impose the academic sanction, which can be appealed through the appropriate grade appeal or grade grievance process.

Sanctions the Faculty member may impose:
1. Grade Reduction
2. Failure on the assignment/exam
3. Failure in the course

Where the referred incident is a possible repeat academic dishonesty, the faculty member and the Assistant Dean of Students for the Office of Student Conduct and Community Standards will discuss the possibility of a hearing through the Office of Student Conduct and Community Standards to consider sanctions other than a grade reduction.

When forwarding this document to the Office of Student Conduct and Community Standards the following items should be attached:

1. A copy of the student’s work (paper, exam, or other items)
2. The faculty member’s written description of the violation (including the date and time the assignment was submitted)
3. A copy of the course syllabus
4. A copy of any sources from which a student may have plagiarized.
5. A copy of documents from SafeAssign, web searches, or similar materials (if any)
6. Witness statements (if any)
7. Notify the appropriate academic office within your college