

## SPECIAL MESSAGE TO STUDENTS

Congratulations on your offer of admission to the Master of Science in Speech-Language Pathology at Oglethorpe University. This program is designed to validate your ability to meet the **Professional Dispositions, Behaviors and Essential Functions** of the curriculum. Your acceptance into the program is based, in part, upon receipt of this signed form.

The Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the Certificate of Clinical Competence and possess the professional dispositions,



# Moravian University Speech-Language Pathology Professional Dispositions, Behaviors and Essential Functions Policy

## A. Statement of Policy

The School of Rehabilitation Sciences offers a graduate program to prepare individuals for clinical practice as speech-language pathologists. Speech-language pathologists provide diagnostic and therapy services to infants, children, and adults with speech, language, hearing, swallowing and cognitive communication disorders. Students in Speech-Language Pathology must have the intellectual and academic capabilities sufficient to meet the curricular demands of the program, be proficient in oral and written English, and possess certain dispositions, behaviors and essential functions that are expected of professionals engaged in clinical practice.

## B. Required Professional Dispositions, Behaviors, and Essential Functions

The Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the Certificate of Clinical Competence and possess the professional dispositions, behaviors and essential functions for clinical practice.

Students are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following Professional Dispositions, Behaviors and Essential Functions. These are required for successful progression through the graduate program in Speech-Language Pathology.

1. **Professionalism:** The ability to maintain appropriate hygiene, dress, and demeanor and to follow program policies and procedures.
2. **Collaboration:** The willingness and ability to work together with students, faculty and clients.
3. **Honesty/Integrity:** The ability to demonstrate moral excellence and trustworthiness.
4. **Respect:** The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation, political affiliation, age, disability, veteran status, genetic information or sexual orientation.
5. **Reverence for Learning:** Be able to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
6. **Emotional Maturity:** The ability to control emotions by exhibiting appropriate social behavior in the classroom and clinic and during other program activities and interactions.
7. **Flexibility:** The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
8. **Sensory/observational/modeling skills:** The ability to recognize typical and disordered fluency, articulation, voice, resonance, respiration, oral and written language, hearing and balance, swallowing, cognition and social interactions related to communication. Also, the ability to model target behaviors related to voice, articulation, fluency, and resonance.

9. **Communication skills:** The ability to demonstrate social awareness and the communication skills (including written, verbal and nonverbal) necessary for establishing rapport with clients, conducting clinical sessions, counseling clients and interacting with colleagues, faculty, and other professionals.
10. **Motor-coordination skills:** The ability to perform the physical activities and examinations necessary to making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical activities. Be responsible for transportation to clinical and academic placements.

### **C. Accessibility of Programs to Qualified Individuals with Disabilities**

Consistent with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Moravian University that no qualified individual with a disability shall be excluded from, denied the benefits of, or be subjected to discrimination in any university program, service or activity. In accordance with Section 504 and the ADA, all applicants for the Speech-Language Pathology program must be qualified individuals who are able to meet the essential competency requirements of the program, with or without reasonable accommodations.

Moravian University is committed to providing access to its programs to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the program is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter



- c. The student may be accompanied by a support person. The support person may not be an attorney or parent or be called upon to provide factual information at the hearing. The support person shall not be permitted to speak or to take any active role in the meeting. The student must provide the name of the support person to the Chair at least 24 hours in advance of the meeting.
- d. The faculty member who prepared the Report will present the concerns and the student will have an opportunity to speak on his or her behalf. Faculty members (including the Chair) may ask questions of the Report author and the student.
- e. If the Chair believes it would be helpful to a fair consideration of the concerns, the Chair may request or permit other individuals to speak and/or present information at this meeting. The Report author and the student also will have an opportunity to ask questions of such individuals. An individual who presents information pursuant to this section may not also serve as a support person.
- f. After the presentation of testimony and documents is complete, the student (and, if applicable, the student's support person) will have an opportunity to ask questions of the Report author and the student.
- g. If the student has been notified of the meeting but refuses to or does not attend, the meeting will proceed without the student's presence.

