

**MANUAL OF
POLICIES AND PROCEDURES
GRADUATE STUDIES**

Communication Sciences & Disorders



**Idaho State
University**

With graduate programs in:
Audiology
Speech-Language Pathology

Revised August 2024

NOTE: Students are responsible for the information contained in this manual, including policies, procedures, procedural and academic graduation requirements, deadlines, and information on ethical behavior. This manual supersedes all prior graduate manuals.

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Department of Communication Sciences and Disorders

Mission Statement

The missions of the Department, which encompasses programs in Audiology, Sign Language Studies, Sign Language Interpreting, and Speech-Language Pathology, are to:

1. Educate clinicians and interpreters to serve children and adults with communicative disorders. Individuals are educated in an environment in which excellence is expected and provided by both faculty and students.
2. Contribute to the knowledge in our profession through cutting edge research and creative scholarly endeavors. Existing and new knowledge is continually integrated into the clinical, academic, and research education of our students.
3. Provide quality services to our local, regional, national, and international communities. The clinical education of our students includes a commitment to provide the best possible clinical services to our clients.

All activities of the department, academic teaching, clinical teaching, research, and public service, are provided in a manner consistent with the highest principles of ethical standards.

ISU Audiology Strategic Plan (2024-2029)

VISION: We will enrich lives through innovative approaches in clinical practice, education, and research opportunities.

MISSION: We mentor and guide students to become successful professionals, improve communities' quality of life through patient-centered care, and explore and advance research in the field of audiology.

VALUES:

- Collaboration- with our university, community, and our profession, in the areas service, education, clinical services, and research
- Commitment- to excellence in academic, clinical, professional education
- Dedication- drives our responsibilities whether assigned, implied, or toward fulfillment of our vision
- Discovery & Innovation- helps guide our thinking in the areas of education, service delivery, and research
- Professional Integrity- serves as the key behavior for every task that we undertake as a professional
- Growth and Stability- will ensure our continued presence in the university, community, and profession

Goal 1: Expand Clinical Services to the Meridian Health Sciences Center

Objective: ISU's Audiology Program will provide clinical services and create contract opportunities at the Meridian Health Science Center by focusing resources on obtaining new space and positions for operations while identifying potential markets for the services by 2026.

Aligns with Idaho State University's Goal 4, expand research, clinical, and creative activities and the College of Health's goal area 5, cultivate and sustain a supportive and high-performing culture empowered to succeed and excel.

Measures:

1. By Fall 2024, obtain required equipment and resources necessary to maintain a functional audiology clinic including support for scheduling, billing and hearing aid tracking.
2. By Spring 2026, establish services and/or contracts to provide revenue to support half the salary/benefits of an FTE.
3. By Fall 2029, establish a revenue-generating Audiology Clinic in Meridian to support full salary/benefits of an FTE.

Goal 2: Engage in activities designed to improve program quality

Objective: ISU's Audiology Program will investigate, allocate resources, and implement strategies to support instruction using novel technological approaches, evidenced based practices, and creative teaching strategies for continuous quality improvement.

Aligns with Idaho State University's Goal 2, Strengthen Programmatic Excellence and College of Health's Goal Area 2, engage in the discovery of new intellectual property, pedagogy, research, and clinical approaches to drive the future of healthcare and health education.

Measures:

1. By August 2024, update curriculum and courses taught while transitioning to a new learning management system.
2. Create a comprehensive plan by Fall 2025 to create and deliver outcome measures including midterm student, exit survey, preceptor, employer, and alumni survey along with peer evaluation of teaching and course evaluations.
3. After survey information is available, discuss and implement modifications to the program during weekly faculty meetings using the ADDIE model, Analyze, Design, Develop, Implement, and Evaluate

Goal 3: Expand Educational Offerings that Support Employment Opportunities

Objective: ISU's Audiology Program will create an audiology assistant certificate and a more skill-based bachelor's degree by 2026, to increase the appeal and utility of the CSD undergraduate education while enhancing employment opportunities.

Aligns with Idaho State University's Goal 1, increase student access, opportunity, retention and success and the College of Health's goal area 4, lead in the design of adaptive programs and instructional delivery to attract students, and invest in strategies to increase student access, retention and opportunities.

Measures:

1. Enroll 6 undergraduate students in the audiology assistant program by 2026
2. Audiology assistant graduates not enrolled in an Audiology graduate program will be employed in the audiology field within 6 months of graduation

ISU Speech-Language Pathology Strategic Plan (2023-2027)

MISSION STATEMENT: Our diverse specializations and unique partnerships provide knowledge and experiences to advance the profession and serve communities

Goal 1: Communication, Connection, Transparency: The SLP Program will increase and streamline communication between faculty, students, and administration.

- A. Develop intentional methods for improving and increasing student/faculty engagement.**
- B. Develop processes to present, share, and gain faculty input on program and department matters.**
- C. Explore methods to better understand faculty values, communication, and culture.**
- D. Expand communication and transparency of expectations related to workload, communication, and departmental commitments.**

Goal 2: Academic and Clinical Curriculum: The SLP Program will update the curriculum at the program level in form and content to reflect current and future educational practices in speech-language pathology to attract students and retain faculty.

- A. Revise the Masters SLP Program curricula for on-campus and online Program of Study delivery to optimize the number of students successfully completing the program.**
- B. Assess on-campus clinical opportunities and off-campus placement coordination to facilitate increased access to varied placement opportunities.**
- C. Align undergraduate and graduate curricula to expand continuity and growth opportunities.**
- D. Intentionally incorporate diversity, equity, and inclusion within course content and clinical experiences.**

Goal 3: Funding and Sustainability: The SLP Program will increase support for faculty and students to pursue research and clinical project funding to enhance the program's sustainability.

- A. Identify and eliminate barriers to faculty seeking research grant funding within and outside of the institution.**
- B. Increase the number of grants/contracts to facilitate research and clinical programs within the university clinic and provide services to rural communities.**
- C. Connect with ongoing college, state, and community initiatives to support students.**
- D. Leverage state/national shortages for funding opportunities.**
- E. Investigate interest/ability for department/program level fundraising and events.**
- F. Increase visibility and advocacy for the profession.**

Goal 4: Student Excellence and Diversity: The SLP program will recruit and retain more diverse and highly qualified students.

- A. Examine facilitators and barriers in our admissions process (overall and cohort specific) to increase our applications and acceptance of admission offers of higher caliber students and increase diversity.**
- B. Increase the number of first-round acceptances to all cohorts.**
- C. Increase opportunities to recruit and retain students possessing tenacity, grit, and critical thinking.**
- D. Determine new ways to expand diversity within student enrollment.**

Goal 5: Program Growth and Development: The SLP Program will leverage its resources and expertise to support our students and communities.

- A. Grow interprofessional and interagency partnerships to increase funding, clinical placements, and research.**
- B. Increase the integration of innovative technology in teaching, research, and community outreach.**
- C. Develop (certificate, micro-credentials, and pre-professional) programs and opportunities to support community needs for varying levels of providers.**

MANUAL OF POLICIES AND PROCEDURES

GRADUATE STUDIES

Idaho State University

Communication Sciences & Disorders

This Manual of Policies and Procedures Graduate Studies is a living document and any changes that may occur following approval of the faculty must be adhered to by students at the time of approval.

SECTION A - GENERAL OFFICE PROCEDURES

Special notice for ISU-Meridian students: consult the *ISU Meridian Building I Student Handbook* for information specific to the Meridian campus. This handbook may be found at: <https://www.isu.edu/media/libraries/meridian/meridian-forms/Student-Handbook-2023-2024.pdf>

1. Graduate Study Space, Keys, Mailboxes

Students in Meridian may use the adult treatment room or other clinic rooms when they are not scheduled for clinic use. Students in Pocatello can use the student space available in room 313 and the SLP Materials Room of the Speech-Language and Hearing Clinic. Since there are insufficient study spaces for all students, space is available daily on a first-come, first-served basis. Graduate student study areas should be treated as professional office space. Keys, access codes, and permission to use secure spaces are not to be given to those outside the department. Students' friends and relatives may not use secure space.

In Pocatello, building access will be granted through the student's Bengal Card to be used at the security card swipe located by either door into the building. When students use laboratory space for thesis research or research assistance, a key may be provided if the advisor authorizes it. Students agree not to loan their Bengal Card to anyone else for building access. Audiology students will be issued a key to the Audiology treatment rooms. Contact the Department Admin in room 204 for issuance. The key must be returned at the end of their time on the Pocatello campus. The Department reserves the right to hold final stipend checks and/or diplomas of students who fail to return keys or abuse the access policy.

In Meridian, the Bengal Card can be used as a security card swipe to access the building in the evenings and/or on Saturdays. The department located in Meridian is not available to students on the weekends or when faculty is not present unless the ISU-Meridian Health Science Center administration has given explicit permission.

On the Pocatello Campus, each graduate speech-language pathology student is provided access to a locker in room 313 where they can put their name and store items. For Audiology students in Pocatello, mailboxes are in room 117B. For Meridian graduate students, mailboxes can be found as follows: for speech-language pathology students, mailboxes are in the Materials Room; for audiology students, mailboxes are in the Audiology Lab. Since these mailboxes may be the primary means of communication between faculty/staff and students, IT IS IMPERATIVE TO CHECK YOUR MAILBOX DAILY for messages. Because U.S. mail is sometimes delivered to student boxes, the boxes and contents are protected by Federal Law. Other students, faculty, and staff may not remove or read materials placed in a student's mailbox.

2. Use of Clinical and Laboratory Equipment

The Department owns a significant amount of clinical and research equipment, most of which can be available to students for educational purposes. However, under no circumstances should a student attempt to operate any of this equipment without proper procedural checkout by a faculty member. If a student inadvertently damages a piece of equipment, she/he should immediately report the damage to the advisor.

The Department does not supply digital recorders, CDs/DVDs, or stopwatches to students for clinical practicum use. Students must purchase their own digital recorders, audio/video tapes, and stopwatches for use in their clinical practicum education experiences. The CSD Department recommends the students purchase a digital audio recording device. When video recording clinical sessions, students must use digital video recording devices provided by the department to comply with HIPAA guidelines. Personal video recording devices are not to be used for clinical recording purposes.

SECTION B - GENERAL OFFICE POLICY

1. Main Office Policies

Because the Office area houses confidential student records, ASHA requires that this area be off-limits to all students. In all cases, the student is expected to ask one of the office staff to obtain a client file or to use the telephone. (See Departmental Manual of Clinic Policies and Procedures for further clarification.)

Students can obtain files from the department office staff. The office staff will not type any student papers, letters, reports, graduation forms, etc., nor photocopy any student materials unless related to Clinical/Departmental business and authorized by a faculty member. (A list of available photocopy machines on campus may be obtained from the student secretary in the main office.)

2. Departmental Library Policy

The Department library in Pocatello is located in the CSD building within the Materials Room. Most of our library holdings represent a memorial collection of books and periodicals donated by the family of the late Dr. Larry Sant, who served as a former chair of the Department of Speech-Language Pathology before his passing. Other professionals have also donated considerable materials. These holdings are of considerable monetary and sentimental value and ARE NOT TO BE REMOVED from the Department building. PLEASE use these materials within the Materials Room ONLY.

In Meridian, the department's collection of books and journals may be checked out through the clinic GTA. See the ISU Meridian Student Handbook for procedures regarding the use and check out of materials in the library jointly shared with Renaissance High School in the ISU-Meridian building.

3. Inspection of Student Files

In keeping with the Family Educational Rights and Privacy Act (FERPA) of 1974 (PL93-380), the Department has an open file policy concerning student records. Procedures for gaining access:

- A. Students wishing to review their Departmental folder must request their folder from the Departmental office on either campus. Before review of information contained within their student file, the student must submit a written request to the Department Chairperson. Forms for this purpose may be secured from the Departmental office. At the time of the request, the student should indicate on the form those items which she/he wishes to see.
- B. Letters of recommendation or other similar materials in a student's folder may not be available for inspection without the written permission of the individual(s) who wrote the item of interest. Forms for requesting permission are available in the Departmental office. Letters of recommendation or other similar material written by faculty and/or staff members of the Department of Communication Sciences & Disorders must be accompanied by a completed Waiver and Consent form. This form, which is also available in the Departmental office, establishes the student's intent to either waive her/his right of access to confidential statements and recommendations or to retain the right of access to such material. No such material will be in a student's file without a completed Waiver and Consent form.
- C. Requests to inspect materials in a student's folder will require a minimum of 24 hours following the time of the approved request. Students may inspect the approved materials in the Departmental office and, for a small fee, may request the Departmental staff to copy the material.

Please do not construe the establishment of the above procedures as an attempt to discourage students from inspecting their Departmental records. Rather, these procedures are simply necessary to ensure compliance with the University's policy regarding the inspection of student files and PL93-380.

4. Computer Policies

The word processing and printer facilities in the CSD office are reserved for faculty and staff. Computers and printers are available in the Meridian computer labs and the Materials Room for Meridian students, and in several computer labs on campus for Pocatello students in several computer labs on campus. Computers dedicated to clinic use, i.e. computers dedicated to Electronic Medical Records, may be used for billing purposes and submission of finalized documentation related to client services outside of disruption of clinic functions. In Meridian, computers dedicated to printing Protected Health Information (**PHI**) are in the Clinic Documentation Room. In Pocatello, computers are located in the Grad Room and the Materials Room. PHI may not be printed on either campus outside of these locations. Assigned BOX folders must be used for storing documentation and recordings that include PHI. Departmental computers and printers are for ISU business and are not available for personal use.

For Audiology, there are laptops dedicated to clinic documentation and billing purposes within the EMR, Point and Click. The laptops are located in the student room behind locked doors and are only used for Point and Click. All clinic documentation is completed within Point and Click and on the designated laptops. A printer is available for students to use in the student room, or the students can access printers throughout the campus-wide computer labs. The EMR laptops are not set up to print; therefore, students cannot print documents containing **PHI**.

SECTION C - DEPARTMENTAL ACADEMIC POLICIES

1. General Information

The graduate curricula in Speech-Language Pathology (SLP) and Audiology (AUD) are designed to prepare students for employment as speech-language pathologists or audiologists in various clinical or educational settings. The graduate programs have not been designed with one employment emphasis (e.g., public schools, hospitals, private practice, etc.). The curricula have been developed in accordance with the academic requirements for certification by the American Speech-Language-Hearing Association (ASHA) and the ASHA Council on Academic Accreditation (CAA). If the student's undergraduate preparation is adequate, completing this graduate program should fulfill ASHA requirements. The curricula have not been designed to allow many elective courses. This constraint has been necessary to ensure a balanced education and to meet ASHA and CAA requirements. Students may sign up for elective and independent studies within and outside the Department, but this may result in an extended program depending on the number and timing of selected courses. Current outlines of graduate curricula are available from student advisors or departmental administrative assistants.

A. Program Modifications and the Petition Process

Students are accepted into a specific SLP Master's program cohort in Meridian, Pocatello, or Online or to the AuD program. In general, students will complete all requirements with their original cohort, follow the prescribed program of study (POS), and remain in the program cohort for which they were accepted. Department resources are allocated to provide high-quality teaching to meet all curriculum objectives in all three cohorts. For the SLP program, the graduate curricula have been carefully designed to facilitate optimal learning and completion of the program within the designated timeframe for completion of the on-campus (24 months) or online (36 months) programs. Courses are only taught during designated semesters. Therefore, most modifications from the prescribed graduate curriculum will result in a student's program being extended beyond the initial 24- or 36-month timeframe. However, when extenuating circumstances arise, students may submit a petition to their program's petitions committee with the assistance of their Tier 3 Advisor. Students may request a modification to the *Program of Study* (POS) from the program petitions committee, which will review the request, and determine whether such modifications are appropriate. Modifications and deviations from the graduate curricula must be approved by the faculty and program petitions committee in advance. The petition committee reviews and determines whether or not modifications will be approved. Submission of a petition does not guarantee approval. Although a petition may be requested for a large variety of reasons, the policies and procedures for the most common reasons are outlined below.

The petitions process: Students, in conjunction with their academic advisor, must complete a written petition (specific forms may be used by individual programs), including justification for their request. Once completed, the advisor will submit the petition to the specific program's petitions committee for consideration. In some instances, full program faculty may be consulted regarding the details of the petition to determine whether or not the petition will be approved. All petitions are carefully considered for the sake of the student's success, and decisions are made individually. Program faculty carefully evaluate the impact on that student, other students, program needs, clinic needs, and faculty workload. Program standards and considerations are thoroughly discussed before approval. Once a decision has been made, a letter will be sent to the student via their academic advisor outlining the faculty decision and the newly approved program of study, if applicable.

1. *Changing Cohorts.* Occasionally, students at Meridian, Pocatello, or Online campuses may be permitted to move between cohorts by following the petition process. Cohort changes are not always possible and depend on several factors. Changing cohorts is a modification to the program and would likely result in changes to the student's program of study, including costs related to the

program cohort that were not initially expected. An approved move between cohorts can only occur once during a student's program. Once a student changes cohorts, they cannot change again.

2. *Program Extensions.* In extenuating circumstances, a student may petition to extend their program of study (e.g., taking fewer classes or clinic credits per semester) or to complete oral examinations and externships beyond the intended semester of completion. Requests for program extensions require a strong rationale, as department resources are allocated to provide high-quality teaching to meet all curriculum objectives in all three cohorts. If a student does not successfully complete coursework/clinical placement with a grade of B- or higher or requires other remediation, they may need to retake the course and extend their program in order to meet the requirements.

Any modifications that extend the student's program of study may limit clinic and externship opportunities (e.g., ASHA requires that coursework in a given disorder area must be taken before or concurrently with actual clinical involvement in that disorder area). In addition, stipend support, if available, cannot be counted on for additional terms in school. Other forms of financial aid, including student loans, may have requirements that are compromised by extending the program. It is the student's responsibility to be aware of all ramifications of curriculum modification and to seek out their academic advisor for assistance in identifying an appropriate plan for program extension and submit the required petition to faculty for approval before changing their program of study. It is also the student's responsibility to contact the financial aid office to address any concerns regarding their financial aid with regard to a program modification.

3. *Master's Paper.* On rare occasions, a student who is engaged in a master's thesis may encounter unavoidable and unanticipated circumstances that may prohibit completion of the thesis within an adequate timeframe after having taken thesis credits. Such circumstances may include difficulties with recruiting research participants, unexpected limitations on the use of department resources or space for conducting research safely (e.g., pandemic), serious illness, etc. In such cases, a student may petition to change their thesis into a capstone or master's paper.
4. *Withdrawing from Courses.* To withdraw from a course or clinic placement, a student must request and be granted permission from the petitions committee. Poor performance alone is not an adequate reason for withdrawal from a course. Withdrawal may be warranted in the presence of significant extenuating circumstances such as a health emergency, extended illness, or unexpected change in family circumstances. In such cases, a student may request to withdraw from a course or courses through the petition process. A student **may not withdraw** from a course or clinic without approval from the program petitions committee. However, if a student needs to withdraw from all of their courses due to a significant medical situation and is formally applying for a medical withdrawal from the university, petitions committee approval is not required, as they will seek permission from the Dean of Students. (See below under Medical Withdrawal). If a student withdraws from a course without program approval, they may be dismissed from the program due to deviating from the intended program of study without approved modification.
5. *Leave of Absence.* A student may request a leave of absence from the program due to extenuating circumstances one time during their program by presenting a petition to the petition committee. If the petitions committee approves the leave, the student may return within one year without re-applying to the program. However, due to the limited flexibility of course sequences in the programs, it may or may not be possible for the student to resume their studies the following semester. The student will need to develop a new POS with their advisor and the petition committee. A student who has an approved leave of absence is responsible for maintaining contact with the program and for informing the program of their return. Students who do not enroll in courses within one year of their approved Leave of Absence will have voluntarily withdrawn from the program. Withdrawing from all classes during a semester without approval or not enrolling in courses and clinic for the semester constitutes a voluntary withdrawal from the program. Students who voluntarily withdraw from the program need to reapply to the program. (See Voluntary Withdrawal below).

2. Enrollment and Course Completion

A. Student Verification

To ensure that students are actively engaged and that accreditation standards are met, a multi-faceted approach will be implemented to verify student identity and participation in online courses. These are some measures that could be taken during any given semester:

1. Introduction Using Video: At the beginning of the course or through Tier II advising, students may be required to introduce themselves using video. This will allow instructors to visually verify each student's identity and confirm that they match the registered student.
2. IP Address Checks in the Learning Management System: Verifying the IP addresses of online students within the Learning Management System, such as Moodle, is a way to monitor for irregularities and potential cases of multiple users sharing a single account. This helps confirm that students are accessing the course from their registered locations.
3. Student Pictures on MyISU: The use of student pictures on MyISU serves as an additional means of visual verification. Instructors can cross-reference these pictures with the introductions and other interactions to confirm the identity of the students.

B. Active Enrollment

Unless approved through the petition process, SLP and AuD students must maintain continuous active enrollment in their program by being enrolled in a minimum of at least one credit during the fall and spring semesters. If an SLP student receives an incomplete during their final externship placement, they must enroll for at least one credit of CSD 6604 in their final semester of program completion to maintain active enrollment and apply for graduation during that semester. If a student has completed all coursework but has not completed their Capstone/Thesis and/or oral exam, they must continue to enroll in one credit of CSD 6604 in the fall and spring semesters and complete an 8-10 hour per week off-campus placement for 12 weeks. If it is determined by the student's Capstone/Thesis committee that the student will likely complete their oral exam by midterm of the fall or spring semester and be able to complete their 8-week full-time externship within that semester, they will not need to also complete a part-time placement before externship. This program extension must be approved by the petitions committee. If a student has not successfully completed their oral exam, they must meet with their advisor, resubmit a petition, and submit a revised POS to the petition committee for review and approval.

C. Policy for ISU Students Enrolled in CSD Online Courses Attending On-Campus Classes

ISU students enrolled in online CSD courses may contact the instructor for permission to attend on-campus classes if the course is concurrently offered on campus and if locations, schedules, and spacing allow. Prior written permission from the instructor to attend is required. Live attendance on campus while enrolled in online coursework will be determined on a case-by-case basis by the instructor. The student will still be required to pay the online course fees and to complete all assignments via the online section in which they are enrolled. If permission is granted: 1) the student must adhere to online section deadlines and submission requirements, 2) when assignment dates between on-campus and online sections do not align, the student must be excused from the class when appropriate (e.g., discussing results of an assessment that has yet to be taken in the other section) and the student may not discuss assignment results with students from the other section when this assignment misalignment occurs.

D. Policy for ISU Students Enrolled in On-Campus Courses Requesting to Enroll in a CSD Online Course

ISU students enrolled in CSD on-campus courses may contact the instructor about attending online classes if the course is concurrently offered online and if schedules and space allow. However, the student must obtain prior written permission from the instructor to do so. Online attendance while enrolled in an on-campus course will be determined case-by-case by the instructor and may need faculty approval. A student's state of residency may also be a factor in enrolling in an online course. The enrolled on-campus student will still be required to pay the online course fees and to complete all assignments via the online section in which they would be enrolled. If permission is granted: 1) the student must adhere to online section deadlines and submission requirements, 2) discussing results of an assessment/assignment that has yet to be taken in the on-campus section is prohibited, and the student may not discuss assignment results with students from other sections.

E. Course Incomplete

Under extenuating circumstances, an instructor may assign a grade of incomplete for a student. If a student receives an incomplete grade in any course, they must complete a contract for completion with the course instructor to ensure that course objectives are met and the course is completed within one year or an earlier date set by the instructor. Incomplete grades require that a substantial portion of the course has been successfully completed and the student is in good standing in the course. Incomplete grades are inappropriate if a student is not meeting the minimum requirements for a course. It is up to the instructor's discretion whether an incomplete will be given.

F. Medical/Exceptional Circumstance Withdrawal

At times, a student may experience health situations or other exceptional circumstances that require a Medical Withdrawal request from the university. A medical withdrawal requires that a student withdraw from all of their courses at the university. Although students may apply for a tuition reimbursement due to a medical withdrawal, there is no guarantee that their request for reimbursement will be approved. Thus, a student who is considering requesting a medical withdrawal is strongly encouraged to discuss the situation with their advisor and/or program director so that they can be advised on their options and make a decision that best suits them.

University procedures for medical withdrawal are on the Dean of Students webpage. Students in the SLP or AuD graduate programs may request one medical withdrawal during their program.

If a student needs to request a medical withdrawal **before the course withdrawal date for the semester**, they need to file a written and signed request for temporary medical leave/withdrawal from the program with the program director and/or department chair. If the program director or chair approves, the student can complete the university's *Medical Withdrawal Application* and submit it along with the required *Medical Withdrawal Treatment Provider Form* to the Dean of Students office. The *Medical Withdrawal Treatment Provider Form* must be completed by a qualified healthcare professional. The student needs to inform their program in writing that their Medical Withdrawal application was approved.

If a student needs to request a medical withdrawal **after the course withdrawal date for the semester**, they must file a Graduate School Petition to request a withdrawal from their courses due to an exceptional, documented circumstance beyond their control. Then, they should proceed with the same procedures indicated above to apply for a medical withdrawal from the Dean of Students office.

1. If a student's medical withdrawal is approved, they will also need to fill out the Tuition and Fee Refund Appeal form. Please note that the CSD department cannot guarantee or influence whether or not tuition and fee refunds are granted.
2. Students who are granted a medical withdrawal need to return to their program within one year of the beginning of the semester in which they withdrew to be assured of their position in the program. Before re-entering the department following medical withdrawal, the student must provide a letter from a healthcare provider stating that the medical issue has been resolved satisfactorily and that the student can return to their graduate studies.
3. Students should inform the program of their intent to return 8 weeks before their return to allow time for establishing a new program of study and arranging appropriate clinical placements.
4. They will need to work with their advisor and develop a petition and revised program of study and submit it to the petitions committee for approval.
5. Note: Due to course sequences, it may not be feasible for a student to return until the semester after their medical withdrawal. They may need to wait until the same semester of the following year to return. For example, if a student takes a medical withdrawal in the fall semester of their first year, they would not be able to re-enter the program in the spring semester or the summer semester of that academic year because of the necessary sequence of courses and clinic experiences.
6. Medical withdrawals are likely to result in extending a student's program by at least a year.

G. Student Voluntary Withdrawal

Students who decide to withdraw from the SLP or AuD program should write a letter to the director of their program indicating that they have decided to withdraw and they should indicate the date on which their withdrawal will be effective. Students who are considering withdrawing from the program are strongly encouraged to discuss their situation and decision with their advisor and/or their program Director to ensure that they have explored all of their options. A student who does not maintain continuous enrollment in the program (without an approved leave or program modification) will have voluntarily withdrawn from the program. A student who voluntarily withdraws from the program and will need to reapply to continue. Previous acceptance into the program does not guarantee subsequent acceptance into

the program. The following situations constitute a voluntary withdrawal from their program:

1. A student who does not enroll in courses for one semester (i.e., does not enroll in courses and does not have an approved program modification before the semester add/drop date)
2. A student who has an approved leave of absence or medical withdrawal but does not enroll in courses within one year of the beginning of the semester during which they took leave or medical withdrawal
3. A student who withdraws from classes or clinic placements without the approval of the petitions committee.

3. Advising

Each student entering the graduate degree program in Speech-Language Pathology or Audiology will be assigned an academic advisor who will be responsible for reviewing the academic background of the student and recommending an appropriate sequence of courses. Students with justifiable reasons may request a change of academic advisor by submitting a written request to either the Department Chair or the Director of Graduate Studies. The original advisor will be consulted before a change is approved. Thesis advisors will not act as academic advisors, so when the academic advisor becomes the thesis advisor, the student will be reassigned to a new academic advisor by the Program Director or Department Chair. Faculty loads and student's interests will be considered in both the initial assignment and in any change of academic advisor assignment.

Students in the SLP program will receive Tier 2 group advising every semester regarding class registration and course prerequisites, and general information regarding the program (clinical and academic). Attendance to group advising sessions is required; however, if a session is missed for an excused absence, then the student is responsible for watching the recording of the group session and providing a written summary to the group advisor. Students are required to meet with their individually assigned Tier 3 academic advisor if they are assigned low midterm or final grades (B- or below), require a petition, and/or are having difficulties with program requirements (e.g., meeting graduation requirements, portfolio, or oral exams). See Appendix K for a detailed description of the SLP program's tiered advising structure.

Students in the Audiology program are highly encouraged to meet with an advisor before registering for classes each semester. Only faculty assigned to a course may authorize the release of a registration block. The student should address questions regarding requirements, policies, and procedures to the academic advisor first. When necessary, the advisor will be responsible for presenting student petitions to the petitions committee or full faculty.

Students must seek out the academic advisor when assistance is needed. Advisors do not call and schedule appointments with the students, but they will be available to the student when the student initiates the scheduling of a meeting.

4. Academic Performance Standards for SLP Program

A. Standards for Graduate Courses

According to University regulations, no student may be granted a graduate degree who does not have a 3.0-grade point average upon completion of all academic work:

<https://coursecat.isu.edu/graduate/generalinfoandpolicies/courselevelcreditsgrading/#:~:text=Graduate%20students%20are%20required%20to,can%20also%20result%20in%20dismissal.>

In addition, the SLP Program will follow the Graduate School's policies of pending dismissal and dismissal (<https://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>) from the graduate program of any student who has received grades of "C+" or lower in two or more courses, or if that student's overall GPA falls below 3.0 after completion of 12 or more credits of coursework (including clinic). Grades for one or more credits of clinical practicum are given equal consideration with grades obtained from academic courses. Note that clinic lab, while worth 0 credits, is also given equal consideration when determining the two C rule. In individual cases, a more stringent policy of minimum allowable grades may be applied, as in the case of students admitted with performance requirements.

B. Standards for Prerequisite Courses

Students who have been accepted into the graduate program must earn grades of B- or above in all prerequisite undergraduate courses either prior to or during their graduate program. In case a student enrolls in the graduate program without completing the prerequisite undergraduate courses, they will have to request a modified Program of Study that will allow them to complete the courses. If a student receives a grade of C+ or lower in any of the prerequisite courses while pursuing their graduate program, they may be dismissed from the program as they will not have met the admission requirements.

Students who still need to complete ASHA-required undergraduate courses not included in the SLP Program of Study to obtain certification upon completion of the clinical fellowship (e.g., physical science or statistics courses) are encouraged to complete these courses during their graduate program and must earn a C- or above in these courses (these grades will not be considered for dismissal or impact the requisite 3.0+ GPA). Students may not take ASHA-required courses while completing their externship during their final semester in the program. Please note: If ASHA-required undergraduate courses are not complete upon graduation from the program, the student may NOT begin their Clinical Fellowship until they are complete according to ASHA Clinical Fellowship policies. When a student begins the program having been identified as needing to complete ASHA requisite undergraduate courses, the student must meet with their Tier 3 academic advisor to identify a plan for completion prior to graduation to ensure a smooth transition into the student's post-graduate Clinical Fellowship.

If a student's graduate education is terminated for reasons of poor academic performance or resulting from not following the CSD Standards of Professional Conduct, they may reapply for admission to the Graduate School in a different program no sooner than one full semester following the semester of the termination. Readmission to the terminated program is not an option. Reapplication to the Graduate School would be to seek admission to a different graduate-level program within Idaho State University.

Academic Performance Standards for Audiology

According to University regulations, no student may be granted a graduate degree who does not have a 3.0-grade point average upon completion of all academic work:

<https://coursecat.isu.edu/graduate/generalinfoandpolicies/courselevelcreditsgrading/#:~:text=Graduate%20students%20are%20required%20to,can%20also%20result%20in%20dismissal.>

In addition, the Audiology Program will follow the Graduate School's policies of pending dismissal and dismissal (<https://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>) from the graduate program of any student who has received grades of "C+" or lower in two or more courses, or if that student's overall GPA falls below 3.0. Grades for one or more credits of clinical practicum are given equal consideration with grades obtained from academic courses. In individual cases, a more stringent policy of minimum allowable grades may be applied, as in the case of students admitted with performance requirements.

If a student's graduate education is terminated for reasons of poor academic performance or resulting from not following the CSD Standards of Professional Conduct, they may reapply for admission to the Graduate School

and a different program no sooner than one full semester following the semester of the termination. Readmission to the terminated program is not an option. Reapplication to the Graduate School would be to seek admission to another graduate-level program within Idaho State University.

5. Prevention and Remediation Policy for Academic Coursework

The Academic Remediation Policy has been created to identify students who are at risk for academic failure and assist them in developing strategies and utilizing resources to increase their potential for success. In addition, this policy meets the ASHA standards requirement for formative assessment.

A. Concerns at Midterm:

1. All faculty submit midterm grades of B- or lower to the department chair.
2. The department chair sees that a list of students and grades is distributed to the faculty.
3. If a student has one (or more) B- in any academic course, the student receives a letter from the Program Director (Audiology or SLP) stating that their performance is in the borderline range. The notice will recommend that the student meet with his/her instructor and/or advisor to identify strategies or resources to improve the grade. The letter will also remind the student of the GPA requirement to stay in the graduate program.
4. If at midterm, a student receives one (or more) grades of C+ or lower, the student will receive a letter of concern from the Program Director (Audiology or SLP). Within one week of receiving the letter, the student is responsible for contacting the involved instructor(s) to schedule a meeting. The student must also contact his/her academic advisor to determine if it would be beneficial for said advisor to be involved in the meeting. The student needs to identify possible problems across classes and propose a plan of action to improve performance with input from the instructor/advisor. The instructor will document this meeting in the student's cumulative file. If necessary, the student will compile the determined plan of action in written form to place in his/her permanent file for future reference by both parties.

B. Concerns at the end of the Semester:

1. If a student earns one (or more) grade(s) of B- or lower in any academic course, the student receives a letter from the Program Director (Audiology or SLP) stating that their performance is in the borderline range. The notice will recommend that the student meet with their instructor and/or advisor to identify strategies or resources to improve their knowledge and skills. The letter will also remind the student of the GPA requirement to stay in the graduate program.
2. If a student earns a C+ or lower, the student will receive a letter of concern from the Program Director (Audiology or SLP). Within one week of the new semester, the student is responsible for contacting the involved instructor and academic advisor to schedule a meeting to complete a plan of action. Please note:
 - Graduate students are expected to earn grades of B and higher in courses and clinical practicum experiences.
 - Grades of B- are considered borderline grades, and earn only 2.7 toward the grade point average.
 - A grade of B- can reduce a student's grade point average below the 3.0 benchmark.
 - Grades of C+ or lower are not acceptable and require significant remediation.
 - Earning a grade of C+ or lower will likely require retaking the course and extending the program by up to a year or more.
 - Earning a grade of C+ or lower will likely impact a student's ability to participate in certain clinical practicum experiences.
 - In rare cases, an alternative remediation may be applied if a student had difficulty in only a small portion of the course which resulted in the grade of C+ or lower.
 - Students who earn a grade of B- but whose record doesn't demonstrate meeting ASHA standards, may also need to retake the course and postpone certain clinical practicum experiences.
3. If a C+ or lower is received in clinic, the student must retake this credit of clinic and does not receive credit for the clock hours obtained during the semester in which they received a not-passing grade. If the remediation plan is for the clinic, the Clinic Director (Audiology or SLP) will be

involved in the meeting in lieu of the Program Director unless it is determined that the Program Director's presence is warranted.

4. The advisor reports back to the Program (Audiology or SLP) faculty by the next Program meeting as to the student's disposition and continued recommendations for the current semester.

C. Additional Notes:

5. It should be noted that a B-, while deemed a passing grade, is considered to be "at-risk" for not passing and should be considered worthy of receiving preventative and supportive attention by the faculty and students themselves.
6. If a student withdraws from a course or clinic to avoid having an unacceptable grade posted, she/he will be required to meet with his/her advisor to determine a plan for re-entry to the program, or program modification. Those who withdraw from clinic before a not passing grade is posted will re-enter clinic on a remediation plan, as outlined in the "Manual of Clinic Policies & Procedures." The documentation from the not-passed course/clinic will remain in the student's file.
7. It is the responsibility of the student to initiate a service request from the Disability Services Office in order for a faculty member to make accommodations in a given course. Such accommodations, which may include instructional and assessment aspects of a course, are determined on an individual basis. Students are directed to contact the Disability Services Office in order to determine if they are eligible for such services: likewise, it is the student's responsibility to keep the Disability Services Office informed if the remediation policy applies.
8. If a student wishes to file an academic complaint for a particular course, please follow the university's guidelines on this procedure <https://www.isu.edu/eisu/complaint-procedures/>.

6. SLP Graduate Program Guidelines

With the exception of students involved in prerequisite coursework, all full-time graduate students, in SLP or Audiology, are required to be involved in clinic during each semester in which they are enrolled unless a modified program of study has been approved by faculty through the petitioning process. Graduate students in SLP or Audiology deemed by the faculty not to have made satisfactory progress in the acquisition of clinical skills may be required to enroll for further credits in CSD 6602, 6603, 6604, 6605, 6606, 7705, or 8805 in addition to the minimum number of credits required of all students. A student can be required to remain in the on-campus clinic for any reason deemed necessary (e.g., performance concerns, clinical experiences needed, etc.) by the Clinic Director/Clinic Coordinator. If a student withdraws from clinic credit(s) after the drop/add date, this will qualify as one not passing grade in the program and can result in pending dismissal if another not passing grade is earned in the program.

Students in the SLP Program who do not complete their oral exam and externship within the intended final semester of their program (as defined in their Program of Study) will need to take one (1) credit of CSD 6604 Off- Campus Clinical Practicum starting the following semester (Fall semester if it is a typical Program of Study). The potential timeline for completion of orals will be determined by the committee overseeing the student's Capstone Project, Thesis, or Master's Paper in addition to the student and the student's academic advisor. This will be determined prior to the drop/add date so the student can register for the necessary credit and complete the practicum placement before the end of the semester. A credit of CSD 6604 will need to be taken for every subsequent semester (up to three semesters) until orals are scheduled and the 8-week full-time clinical externship can be completed.

If the student is unable to complete their orals within this timeline, having taken three semesters of CSD 6604, they will need to submit a petition to the Petitions Committee outlining their updated plan for completion. This plan will need to be approved by the Petitions Committee or Program faculty for the student to continue in the program. At that time, faculty may identify further requirements that must be completed, such as retaking coursework, completing projects demonstrating clinical competency (e.g., Simucase), and/or continuing to take CSD 6604 credits until orals are completed. These items would be required to ensure that the student is up-to-date on current evidence-based practice to meet ASHA standards. If at any point the student does not register for the required clinical credit during their program extension, this will be considered voluntary withdrawal from the program. Students extending their program are required to send a written update to their academic advisor and orals committee members regarding their progress and timeline for completion of the program within the first week of classes every fall and spring semester until their program is complete. If the student at any point does not initiate this contact with their academic advisor during a single semester (fall or spring, not summer) prior to completion of their oral exam and externship, this will also be considered voluntary withdrawal from the program.

The Department has established a policy on clinical probation to be followed when a student demonstrates unsatisfactory performance in a clinical practicum that warrants special attention. This policy is contained in the "Manual of Clinic Policies & Procedures," and all students should be familiar with its contents.

Students are required to obtain all necessary vaccinations (listed in Appendix A of the Manual of Clinic Policies and Procedures) prior to participating in on-campus or off-campus clinical placements (including screenings), receive annual TB tests, and maintain CPR certification for Health Care Providers throughout the program. Off- campus clinical placements may have additional requirements for placement at their facility, such as but not limited to drug/alcohol screen, COVID vaccine, and/or meningococcal vaccine. These additional requirements are at the cost of the student. Currently, students must provide COVID-19 vaccination status but are not required to obtain the COVID-19 vaccine to be admitted to the program. Lack of COVID-19 vaccination status could impact a student's ability to complete all necessary clinical practicum placements necessary for program completion based upon vaccination requirements of off-campus

placements.

Off-campus clinical placements may require obtaining an account for an online onboarding system for tracking compliance with training, vaccinations, etc. for their facility. Fees for online onboarding systems will be covered for placements assigned by the program, but costs for online onboarding systems for all placements independently chosen by the student must be covered by the student.

Students in the SLP program are required to complete placements in a minimum of three varied settings, which must include an adult placement (e.g., medical placement, private practice) and a placement in the public schools.

7. CSD Standards of Professional Conduct

The Department of Communication Sciences and Disorders (CSD) at Idaho State University is committed to fostering an environment of excellence in speech-language pathology and audiology education and practice while promoting professionalism among its students. The professions of Speech-Language Pathology and Audiology demand adherence to high ethical standards. As representatives of the university and their future professions, students are expected to act with integrity, both in the classroom and in clinical practice settings, as well as in the community and in all forms of communication. Students must demonstrate respect towards their fellow students and faculty members to create a learning environment that is conducive to academic growth. Any form of academic or professional misconduct violates the standards expected of students.

Students in the CSD Programs represent the Department and University as well as their respective professions. Students are expected to act in a professional manner while in class, and in clinical settings on-campus and off-campus. Unprofessional behavior may result in students being placed on probation, not receiving a passing grade in class or clinic, or being expelled from the program. Professional behavior includes dress, communication, and actions. Profanity, aggressive communication styles, and/or disrespectful behavior are strictly forbidden. Unprofessional, disruptive, and/or inappropriate behavior will not be tolerated. Consistent with the University policy on disruptive behavior, preceptors/supervisors and instructors may impose sanctions in cases of disruptive behavior.

Students will be held accountable for standards regarding professional and ethical behavior specified in the ISU Communication Sciences and Disorders Graduate Handbook, ISU Manual of Clinical Policies and Procedures in Speech-Language Pathology, and Idaho State University Student Handbook, which are updated regularly. Depending on the offense, any violations of professional or ethical behavior standards (including ASHA Code of Ethics and HIPAA regulations) may result in probation, a not-passing grade, and/or expulsion from the program. A consensus of clinical and academic faculty will be reached regarding the consequences of the behavior. Instructors', supervisors', and advisors' input will be considered in the process of determining the consequence of the behavior.

Qualities that constitute professional and ethical behavior that are expected of students include:

- Be consistent
- Be prepared
- Be punctual
- Be respectful to students, instructors, staff, clients, and other professionals
- Embrace teamwork
- Have effective interpersonal skills
- Respect the contribution of professionalism to client care
- Be positively responsive to feedback
- Promote trust
- Be a positive role model
- Maintain a professional appearance
- Be accountable
- Be open-minded and flexible
- Be empathetic towards others
- Be culturally sensitive
- Follow all HIPAA regulations consistently

A. Sanctions for Unprofessional Conduct

The Department of Communication Sciences and Disorders takes seriously any ethical violations. If a student has violated an ASHA *Code of Ethics* standard, violated HIPAA guidelines, engaged in academic misconduct, or demonstrated inappropriate professional behavior, the following process will be followed:

1. There will be a meeting of the relevant course instructor, clinical supervisor, or advisor with the student. During this meeting, the faculty member will share with the student the concern about the ethical violation. The Report of Professional Conduct Violation form (Appendix L) will be completed and signed by the faculty member and student, and placed in the student's file. The Program Director (Audiology or SLP) will also be copied on the violation.
2. If the ethical violation warrants more consideration, or there is a repeat violation, a sub-committee meeting will be held. Typically, the faculty advisor, the Program Director (Audiology or SLP), and one additional faculty member appointed by the department chair will meet to discuss the case and to ascertain what consequences are necessitated. The student will be able to respond to questions and share his or her perspective during this meeting. The Report of Professional Conduct Violation form (Appendix L) will be completed and signed by the faculty members and student, and placed in the student's file. The Program Director (Audiology or SLP) will also be copied on the violation.
3. If, after reviewing the case details and facts (including the number of violations), the sub-committee of faculty determines that the ethical violation(s) are serious enough to warrant dismissal from the program, the entire program faculty will hold a meeting to make a decision. If the program faculty agrees on the decision to dismiss, the entire CSD Graduate Faculty will convene to determine the consequences of the unethical behavior. According to Graduate School policy, a decision to dismiss a student will require the majority agreement of the Graduate Faculty in the department before it can take effect. Furthermore, if repeated offenses of inappropriate behavior are observed, this will also be taken into consideration when determining the consequences.
4. If the student is dismissed, the typical university procedures for appealing a dismissal will be in effect. Instances of unprofessional and/or unethical behavior, notes of official meetings addressing these instances, and the ultimate decision regarding consequences for the behavior(s) will be documented in the student's academic file. ISU's official criteria for student dismissal and the dismissal appeal process are listed at:
<https://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>

B. Other Professional Conduct:

In addition to classroom conduct, there are standards for office etiquette that show respect, as well as support the FERPA privacy requirements of the university. Students are not to enter instructor offices without permission of the instructor. Do not enter offices to drop off assignments, etc. when the instructor is not present. If there is no response to a knock, assume the instructor is absent or not available (i.e., on the phone, in a meeting, or otherwise indisposed), and attempt to reach the instructor at a later time or leave what you have for the instructor in the main office.

C. Attendance Expectations:

In the Department of Communication Sciences & Disorders, attendance policies are set by individual course instructors; however, regular attendance and participation in all classes and labs is expected (see syllabus for individual course policy regarding attendance). Students are ultimately responsible for any information covered in classes that they miss.

D. A/V Recordings of Courses:

1. For courses that are offered via distance learning, information *may* be made up by viewing

recordings of classes missed. Students are responsible for understanding and adhering to an individual Instructor's policy for requesting class recordings.

2. It is *not* the policy of CSD to allow a student to use recordings of classes on a long-term or multiple-instance basis. Students are expected to attend and participate in class at the scheduled time. Video recordings may be offered as a means of making up information for the occasional missed class, but not to accommodate work schedules, accommodate bus or other commuting schedules, allow for a reduced number of commuting days, or accommodate ongoing typical family constraints (e.g., children's school schedules, spouse's work schedule, etc.).
3. At the discretion of an individual instructor, a class recording may be allowed for a period of up to two weeks for temporary constraints that have been placed on a student. This is not an assumed policy. A student must make arrangements with the course instructor. Some courses are not conducive to video review, and in order to protect the student's best interest, this decision is left to the discretion of the instructor.
4. To request a recording of a course on a regular basis (i.e., more than two weeks of class or for more than two non-consecutive class periods), a student must file a petition. This petition will be submitted to the Director of the appropriate Program (Audiology or SLP) for a decision to be made by faculty at the Program level.
5. A petition to view class recordings on a consistent basis will only be approved in extraordinary circumstances, and if recorded course viewing is appropriate for the learning needs of the course being petitioned. Additional requirements in conjunction with viewing recordings may be required by the instructor (e.g., turning in outlines of notes taken from the viewing of tapes).
6. CSD faculty support Distance Learning approaches to teaching since they provide opportunities for educational outreach to multiple geographic locations. Distance Learning venues are not simply recorded or televised venues for learning but involve completing specifically designed online activities or attending live classes to allow for active learning through participation and live discussion. Approval of a petition to permit the recording of a course on a regular basis will be the exception rather than the rule.

E. Electronic and Social Media Policy:

The phrase “electronic and social media” may be defined as online or electronic tools that allow interaction among individuals, such as Facebook, LinkedIn, Twitter, Instagram, email, and texting. CSD students who use electronic and social media should do so in a professional, responsible, and respectful manner. This policy is designed to guide professional student behavior in electronic and social media and to minimize unprofessional behavior and resulting adverse consequences in these modes of communication.

1. Students must be diligent to ensure that their electronic communication or postings on social media sites do not violate laws of patient or student privacy, including the Health Insurance Portability and Affordability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA). HIPAA and FERPA regulations apply to all comments made on social media sites, and violators are subject to the same prosecution as with other HIPAA or FERPA violations. Failure to conform to the guidelines presented here may result in disciplinary action up to and including dismissal from the University. For more guidance on the proper use of social media in the University setting and how to maintain professionalism, visit <https://www.isu.edu/healthsciences/social-media/>.
2. Accessible postings on social media, websites, or other electronic means are subject to the same professional standards as any other personal interaction. Violating any of the following will constitute unprofessional behavior; if it is brought to the attention of the CSD Department, appropriate disciplinary action may be taken:
 - The Department faculty and staff often use e-mail to communicate with students. This

information may be important and/or time-sensitive. Thus, it is expected that all students are connected to e-mail and check it frequently.

- When writing an email to a faculty or staff member of the Department, remember to use their title in the salutation and avoid texting shortcuts. In other words, do not start an email with “Hey” or include statements such as “I m late 4 class lol.” Remember to sign your email with your name, course name, and site, such as “John Smith, CSD 6624, Meridian.” Use complete sentences and spell/grammar check your email before you hit “send.”
- Students must not utilize websites and/or applications in a manner that interferes with work or academic commitments. Use of email, text, social media sites, or other websites should not be used in class unless it is directly related to the subject material presented and use is expressly permitted by the instructor.
- Students should use discretion when considering “friend” requests or other social media connections with faculty and staff. It is up to the discretion of faculty and staff to accept or not accept requests.
- Students should not use social media to communicate with faculty and staff about school-related matters.
- Students must not represent themselves as another person.
- No external websites may be created by student organizations. Social media may be used (e.g., Facebook, Twitter, blogs) but it should have a disclaimer that it is not an official site of the Department or University.
- Students may not present themselves as an official representative or spokesperson for the Department or University. When speaking to news sources, always indicate that your views are your own. Do not speak for the Department, University, or any national organization.
- When students see content posted by fellow students that appears unprofessional, the student has a responsibility to bring that content to the attention of the individual, so that they can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, it should be reported to the Department.
- Do not use any person’s likeness or name on a public site without that person’s express permission.
- Avoid vulgar language and display of language or photographs that imply disrespect for any individual or group because of age, race, weight, gender, ethnicity, or sexual orientation. Avoid presentations or photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

F. General Dress and Deportment:

Since the Department maintains a speech-language and hearing clinic, students are expected to dress and behave in a professional manner at all times, even when not directly involved in clinical duties. Attire considered inappropriate includes soiled or torn clothing, provocative clothing, pajamas, flip-flops, and attire showing inappropriate advertising or representations (e.g., alcoholic beverages, sexual behavior or innuendo, tobacco products, profane language, or gestures).

8. SLP Graduate Program Guidelines

All students in the Masters SLP program must complete a Professional Portfolio; requirements are outlined in Appendix B. The Professional Portfolio will serve as a measure of active engagement in the following areas:

- Professionally-related service
- Continuing Education
- Advocacy
- Preparation for professional employment

In addition to the Professional Portfolio, students in the Master's SLP program will choose to complete either a Thesis or a Capstone Project.

Students who consider a thesis should assess their ability to analyze and integrate technical information, confidently manage abstract concepts and thinking, and comfortably write clinically and professionally. The student should then meet with their academic advisor to discuss and receive counsel regarding their ability to complete a thesis, taking into consideration time commitment, flexibility, and time management skills, and the student's evaluation of the components listed above. Upon commitment to the thesis option, the student must obtain permission from the academic faculty member who will serve as the thesis advisor. This permission must be obtained before enrolling in thesis credits. The thesis advisor may require the preparation of a written proposal prior to granting approval to complete the intended thesis. This proposal would be an opportunity to clearly define the area of inquiry, as well as demonstrate the student's commitment to the thesis process. In the event that a student who has a thesis in progress decides to change to the non-thesis option, the student must obtain permission from the thesis director and petition the School of Graduate Studies to convert thesis credits to Independent Study/Masters Paper credits and take an elective course.

Students who are approved to do a thesis will participate in a comprehensive oral examination in defense of their thesis. Further requirements for completing a thesis are outlined below.

Students who choose a Capstone Project will be responsible for researching and presenting a case study and participating in a comprehensive oral examination. Further requirements for completion of the Capstone Project are provided in Appendix C.

Requirements for completing the comprehensive oral examination are provided in Appendix D.

9. Written Examinations

For Students in the Doctoral of Audiology Program

The written summative examination process is the method of assessing whether the student has attained sufficient knowledge of the discipline and supporting fields in order to undertake independent practice. This process will include one component; a program-based written summative knowledge inventory. See Appendix A for the guidelines.

Written Summative Knowledge Inventory and Seminar Course

A written summative examination will be administered during the spring semester of the third year. The examination will be given as a requirement of a topical seminar designed to guide and assist students in preparation for the written summative examination. The audiology faculty will create the topical seminar and the written examination. Successful completion of the written summative examination will be required to earn a satisfactory grade in the seminar. Any area not passed on the written summative examination will require remediation. A re-evaluation of non-passed areas may include oral examination. The specifics of remediation will be detailed in the seminar syllabus and in Appendix A.

Audiology Praxis Examination

Passing the Audiology PRAXIS Examination is not a requirement for the Audiology Program or for graduation. However, some externship sites and/or state laws may require a passing score to participate in the externship or to apply for a temporary license. As a result, the PRAXIS may be completed at the end of the third year prior to beginning the fourth year to either comply with state licensure laws or to meet the requirement of the externship site. Students must meet the national passing standards. If the PRAXIS is not a requirement for a fourth year site or for a temporary license, students may take the exam during the fourth year or after graduation. Students are highly encouraged to report the scores to the Audiology Program when registering for the examination.

For Students in the Master of Speech-Language Pathology Program

The written comprehensive examination in speech-language pathology is the completion of a Professional Portfolio, and either a Thesis or a Capstone Project. The completion of the Professional Portfolio will assist the student in developing skills in the areas of service, continuing education, advocacy, and professional employment.

The purpose of the Capstone Project option is to assess the student's ability to clinically evaluate a specific case, present information within a written handout related to diagnosis, assessment, treatment, evidence-based practice, and other information pertinent to the case study (e.g., interprofessional opportunities, client advocacy, etc.).

The purpose of the Thesis option is to assess the student's ability to assimilate technical information, deal with abstract concepts and thinking related to his/her chosen topic and the scientific method, and write a clear concise research paper.

Under extenuating circumstances, at the discretion of the Department Chair, a student in Speech-Language Pathology may complete a Master's Paper in lieu of a Thesis or Capstone Project; the student will also be required to complete an elective course and the Professional Portfolio. In the event that a Master's paper is chosen due to a discontinued thesis, the student must submit a petition to the Petitions Committee outlining their modified program of study. Format of the Master's Paper is to be in accordance with instructions contained in the Guidelines for Preparation of Master's Paper given in Appendix E. Previously taken thesis credits will remain In Progress/IP and the student must sign up for a minimum of 1 credit of independent study in order to complete the Master's Paper option and meet completion standards of their Program of Study.

10. Oral Examination for Non-Thesis Students

Speech-Language Pathology

Students may schedule oral examinations upon successful completion of the Professional Portfolio. The oral comprehensive exam is generally scheduled during the student's final spring semester and can be scheduled once the Professional Portfolio has been signed off by both members of the student's Orals Committee. Students who are on clinic and/or academic probation/remediation cannot schedule their orals until the probation/remediation has been completed. Case study handouts and professional portfolios for the Capstone Project or Master's paper are to be submitted to the committee two weeks prior to the scheduled oral examination. The oral examination includes a 15 to 20-minute presentation of the student's chosen case study or Master's paper and a minimum of 75 minutes of questions (a total minimum of 1.5 hours) related to the case study or Master's paper, as well as general questions regarding various areas within the scope of practice of speech-language pathology. If the student passes the oral examination, the graduate degree will be granted upon completion of all remaining academic and clinical requirements.

Oral examinations which are not passed may be repeated one time at the discretion of the oral examination committee. The date of the oral examination retake will be determined by the examination committee (see Oral Examination Policy in Appendix D) but must be completed within one year of the first oral examination attempt.

If a student requires appropriate accommodations related to the completion of their oral examination, the student must contact Disability Services, and proposed accommodations sent to the orals committee by a Disability Services representative for review and approval prior to the scheduled exam.

For Students in the Doctoral of Audiology Program

Audiology students must complete a Critically Appraised Topic (CAT) or a research project both of which lead to oral presentations. The internal audiology presentation requires the student to disseminate the project and is scheduled during the 3rd year, spring semester. If the student passes the oral presentation, the student will earn a satisfactory grade for CSD 8810, meet the research course requirement and the graduate degree will be granted upon completion of all remaining academic and clinical requirements. In the event that the student fails the oral presentation, the committee, with input from the audiology faculty, will determine the course of action which could include termination of graduate study without granting the degree. A failed presentation may be repeated one time at the discretion of the research committee. The date of the presentation retake will be determined by the committee. For more information, see the Capstone Project Guidelines & Research Sequence in Appendix F.

11. The Master's Thesis

All students who elect the Thesis option must prepare a thesis prospectus under the guidance of the thesis advisor. The format is generally left to the discretion of the advisor and should include at least the following information: review of literature; statement of the problem(s); and research design including subjects, instrumentation, procedures, and methods of data analyses. These sections should be sufficiently complete to permit the committee, which includes a Graduate Faculty Representative, to make an adequate judgment of the strengths and weaknesses of the design. When the prospectus is completed, the thesis advisor will convene a meeting of the student's committee. A copy of the prospectus must be provided to all committee members at least 2 weeks prior to the prospectus meeting. The committee meeting will be for the purpose of evaluating the design of the study and indicating areas of needed improvement. The suggestions of the committee are to be taken under advisement by the student and his/her thesis advisor. The committee must approve the prospectus before the student proceeds with the project.

The thesis is then to be completed following the guidelines established by the Graduate School (thesis guidelines are included in *A Manual for Preparing Theses and Dissertations* available from the Graduate School). The 7th edition of the *Publication Manual of the American Psychological Association* (available in the ISU Library and the CSD department office) is the currently accepted style manual for publications in the area of speech, language, and hearing and applies to theses from the Department of Communication Sciences and Disorders. An electronic copy of the completed thesis must be submitted to the Graduate School, the Department Chair, the thesis advisor, and other committee members if requested.

12. Oral Examination for Thesis Students

When a Speech-Language Pathology Masters student completes a thesis, an oral examination should be scheduled and a written copy is to be submitted to each of the committee members at least 2 weeks prior to the scheduled oral examination date to permit thorough reading. In addition, the Graduate School requires that all oral exams be scheduled at least two weeks prior to the end of the semester in which the student expects to graduate. The oral examination will provide the student with an opportunity to defend the thesis. The oral examination includes a 20-60-minute presentation of the student's thesis and a minimum of 60 minutes of questions (a total minimum of 2 hours) related to the thesis as well as general questions regarding various content areas within the scope of practice of speech-language pathology. The committee will then determine if the student has passed or has not passed. At the discretion of the committee, conditions may be placed on the student, ranging from minor typographical corrections to more substantive alterations. It should be remembered, however, that if the committee approved the prospectus and the student is faithful in following that design, it would be unfair for the faculty to not pass the student for what later may appear to be design errors. From a successful defense, the student will have 2 weeks to make appropriate edits and submit an approved completed thesis to the Graduate School, where additional revisions (formatting) may be required. A student may successfully defend his/her thesis and still do not pass the oral examination if general questions related to the scope and practice of speech-language pathology are not answered sufficiently. If the student passes the oral examination, the graduate degree will be granted upon completion of all remaining academic and clinical requirements. Oral examinations which are not passed may be repeated one time at the discretion of the oral examination committee. The date of the oral examination retake will be determined by the oral examination committee (see Oral Examination Policy in Appendix D) but must be completed within one year of the first oral examination attempt.

13. Master's Paper/Clinical Capstone Project

For Students in the Doctoral of Audiology Program

The research sequence in the audiology curriculum is designed to provide a rich, meaningful experience that can be applied to their professional lives. The research sequence has two options, translational research and evidence practice in audiology, both of which allow the students to participate in research and apply the scientific basis and research principles to clinical populations.

The Capstone Project is embedded in Audiology Curriculum as part of the research sequence. The research sequence begins with students enrolling in the Principles of Research in Communication Disorders. This course provides the foundational knowledge and acquaints the student with the process of scientific research in Audiology and health sciences as a whole. Students will also have the opportunity to enhance their writing skills through reading, critical appraisal, written expression and constructive feedback.

The overarching goal for the research sequence is to include both conducting experimental/translational research (design, recruit subjects, collect data, etc.) and consuming existing research to guide best practices and evidence based practice in clinical setting. There are two tracts students may follow: translation research, participating in research already being conducted by a faculty member, or evidenced based practice in audiology, completion of a critically appraised topic.

The translational option allows students to participate in formal research projects that are currently being conducted by the faculty. The evidence based option walks the students through the critically appraised topics (CAT) as outlined by The Center for Evidence-Based Management. Essentially, students completed the CAT process twice, once as a mini project to become familiar with the process and then again with another topic. Both options allow the students to disseminate the research by creating a presentation to present to all the students and faculty and a poster to present at our Regional Audiology Symposium, a tri-university event held each spring. Students are also encouraged to present at another conference or at ISU's Research Day. Details regarding the research sequence are noted within Appendix F.

Speech-Language Pathology

Under extenuating circumstances, at the discretion of the Department Chair, a student in speech-language pathology may complete a Master's paper in lieu of a thesis or Capstone Project. The student will also be required to complete an elective course. Format of the Master's paper is to be in accordance with instructions contained in the Guidelines for Preparation of Master's Paper given in Appendix E.

14. Programs of Study, Application for Graduation, and Diploma Fee

One semester before the intended semester of graduation, the SLP Program of Study must be filed with the Graduate School. The department administrative assistant will prepare a Program of Study for each student. This Program of Study should be reviewed with great care under the guidance of the student's advisor and with the assistance of the department administrative assistant. The Program of Study specifies the coursework to be completed for the degree, as well as other pertinent information. See samples in Appendix G. It requires approval, by signature, of the student, the student's advisor, the Program Director, the Dean of the College of Health, and the Dean of the Graduate School.

The student will be held responsible at graduation time for what is in this Program of Study. The Graduate School clears students for graduation by comparing the Program of Study with student transcripts (they must agree). After submitting a Program of Study, students are strongly advised to refer to it frequently to make sure they are on track. If changes should need to be made to the Program of Study, it is very important that the department administrative assistant and the Program Director be notified at once so the necessary paperwork can be submitted to the Graduate School.

Also, during the semester prior to the intended semester of graduation (for example, during the Spring semester for intended August graduation), all students must (a) file an Application of Graduation with the Graduate School, and (b) pay a diploma fee to the Registrar's Office. *NOTE: Late filing of either of these documents may delay your graduation until the following semester.* Departmental due dates for applications for graduation and programs of study are given in Appendix H of this manual. A summary of this and other deadlines is shown in Appendix H.

For Audiology, the Program of Study and graduation information is housed within the MyISU and the official documentation is found within DegreeWorks. No other forms are necessary for Audiology.

15. Externship/Off-Campus Clinic (Speech-Language Pathology and Audiology Students)

As a final training phase, extensive practicum experiences provide opportunities for each student to refine and expand basic clinical skills by participating in a supervised, full-time work experience in a professional setting. For Audiology students, this is a series of clinical placements in the final two years of the program. For Speech- Language Pathology students, this is an 8-week externship. The objective of the experience is to facilitate each clinician's transition from student-in-training to competent professional; consequently, all graduate coursework, and either (a) comprehensive written and oral examinations, or (b) Master's thesis and oral defense must be completed prior to the start of the externship. Any exception to this policy must be approved by the faculty.

Graduate students need to begin consideration of externship placements during the first year of their graduate program. Discussions with advisors, other faculty, and professionals in the field may assist in the consideration of the various placement options and selection of specific sites. Serious investigation, consideration, and possibly visitations of sites should begin in the summer prior to the second year. The externship coordinator will hold a meeting with all graduate students in the fall semester of the second graduate year. For the SLP online cohort, this meeting will take place in the summer prior to the start of the third year. At that time, the process of finalization of placements will begin. Students are responsible for meeting deadlines and completing of information required in the externship process. The clinic director will coordinate and finalize externship placements for all SLP graduate students.

16. Timing of Master's Thesis and Externship

The Master's thesis is to be completed before the student begins the clinical externship. When exceptions to this policy are recommended by the Master's thesis director, the faculty reserves the right to approve or disapprove the beginning of the externship contingent on satisfactory progress on the Master's thesis and/or other Departmental requirements.

As a step leading towards satisfactory completion of this requirement, each student must have submitted a "program of study" by the date that the externship application is finalized. (See Appendix G and *Manual of Externship Policies and Procedures*.) For students in Speech-Language Pathology, this program of study would include the required elective credits. In addition, students who have chosen the thesis option must have an approved prospectus by this application date.

17. Graduate Teaching Assistant Evaluation Policy

Graduate Assistant positions are generally considered to be the most desirable form of financial aid. These positions serve dual purposes: to provide a valuable opportunity to the students who serve in these positions and to support the department with necessary work tasks. Students are awarded these positions on the basis of their past achievements and are competitive. The faculty select students who will contribute to the department by completing assigned tasks with quality work and demonstrate a commitment to assisting the department. Graduate Teaching Assistants will be evaluated by their supervising faculty member.

18. Procedures to be used for Appeals by Graduate Students

Students who wish to appeal either a grade or dismissal from the graduate program must follow the procedures established by the Graduate School:

<https://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/>

19. Ethical Practices and Academic Dishonesty

Acts of academic dishonesty are predictors of future unethical behavior. The student who plagiarizes on papers or lies to supervisors is not only losing the full benefit of instruction but is going down a path that leads to unethical professional behavior. Students are expected to follow the ASHA Code of Ethics as graduate clinicians training to become ASHA-certified professionals. The ASHA Code of Ethics may be found online at <http://www.asha.org/Code-of-Ethics/>.

Acts of academic dishonesty or ethical breaches that are detected will be dealt with to the maximum extent allowed by University policy. Such acts include, but are not limited to: plagiarism, cheating on tests or assignments, lying to supervisors, instructors, clients, or parents, and deliberate or continued abuse of Department/Clinic policies and procedures, as well as any breach of the ASHA Code of Ethics. Students should be familiar with the content of the academic integrity tutorial available on the Library webpage at: <https://isu.libguides.com/academicintegritytutorial>. The University policy on academic dishonesty is available at: <https://www.isu.edu/media/libraries/isu-policies-and-procedures/academic-affairs/Academic-Integrity-and-Dishonesty-ISUPP-4000.pdf> and on the graduate academic catalog at: <https://coursecat.isu.edu/graduate/generalinfoandpolicies/academicdishonesty/>. Copies of the University Guidelines on Academic Dishonesty, and the ASHA Code of Ethics are available in the main office.

20. Grievance and Due Process Procedures

If, during a student's studies within the Department of Communication Sciences & Disorders, they feel the need to express a grievance, several avenues are available to the student.

- Students are first encouraged to talk directly with the course instructor to identify their concerns and determine possible solutions.
- If the student feels uncomfortable meeting with the individual faculty member, the student can contact the SLP Program Director. If the matter is related to a clinical placement, the student should contact the SLP Clinic Director.
- The Department Chair will be consulted when necessary to address academic and/or clinical concerns.

In consultation with the student and in light of university policy, a course of action will be identified to address the student's concerns. Students are encouraged to consult the Graduate Catalog.

If a student wishes to file an academic complaint for a particular course, they are directed to follow the university's guidelines on this procedure <https://www.isu.edu/eisu/complaint-procedures/>.

If students are concerned with a potential Title VI or IX violation or any form of discrimination, they are encouraged to go to the Title VI Office of Equity and Inclusion or the Title IX Coordinator.

At any time, students may go to the Student Services office. The Associate Dean of the Graduate School (Dr. Tracy Collum in 2023-2024) is an additional unbiased advocate for students needing resources.

The Speech-Language Pathology and Audiology Programs are accredited through the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The CAA ensures that the Department of Communication Sciences and Disorders meets the academic and clinical standards set by ASHA and should be viewed as an advocate for students. Students should feel free to contact the CAA office if they have concerns about their professional education. The CAA may be contacted by phone (301-296-5766) or by mail (ASHA National Office, 2200 Research Boulevard, Rockville, MD 20850-3289). Information concerning filing program complaints with ASHA and/or the CAA can be found at: <https://caa.asha.org/programs/complaints/>.

APPENDIX A

Written Knowledge Inventory Doctor of Audiology Program Communication Sciences & Disorders Idaho State University

Purpose

The knowledge inventory process serves several purposes.

- It provides a mechanism for reviewing, updating, and assessing nearly all audiology content from the AuD program of study as well as from select courses in the student’s undergraduate program.
- It provides a preparation mechanism for students taking the Audiology Praxis examination
- It provides a summative assessment for the Doctor of Audiology program.

Course and Process

The knowledge inventory is tied to CSD 6692 Comprehensive Examination and is taught in the Spring of the student’s 3rd year.

The course is set up to be self paced but with a fixed time each where students can visit with the instructor to get specific help. The course divides up the entire program of study in the Doctor of Audiology program into related content areas. Each week a Review Module provides the student with an overview of the relevant content area (e.g. Anatomy and Physiology), resources where information can be found, important concepts for which to focus, and discussion questions. Each content area also contains a short, 10-question quiz that helps the student check their understanding of the material. The quiz pulls from a large pool of questions so that the student can take it several times without seeing the same question again.

After all modules have been completed, a comprehensive examination is scheduled for the class. This examination is 120 multiple choice questions with a 2 hour time limit. The number of questions for each content area varies by the importance and relevance to the program of study. Students take this course in a secure computer lab proctored by a faculty member.

The comprehensive examination results for each student is reviewed by the instructor and a spreadsheet is created that shows the students performance on the examination as a whole, but also by each content area (see example below).

Raw Score																						
% Score																						
	Anatomy and Physiology (peripheral) (1-5)	Anatomy and Physiology (CANS) (6-10)	Auditory Pathologies (11-14)	Advanced AR - Pharmacy and Tinnitus (15-20)	Advanced Assessment (21-31)	Immittance (32-39)	Amplification 1 and 2 (40-49)	Implantable Technologies (50-56)	Central Auditory Processing Disorders (60-62)	Counseling (63-65)	Educational Audiology (66-69)	Pediatric Audiology + genetics (70-79)	Auditory Language Learning (57-59)	Hearing Assistive Technology (80-82)	Hearing Conservation (83-85)	Management and Dispensing (86-90)	Professional Issues (91-94)	Otoacoustic Emission Testing (95-99)	Auditory Evoked Potentials (100-105)	Vestibular (106-113)	Research (114-120)	Areas to remediate
89.00	4/5	4/5	4/4	6/6	11/11	8/8	10/10	5/7	2/3	3/3	4/4	10/13	3/3	2/3	4/5	4/4	2/5	5/6	8/8	7/7	.	1

Any content area with a score below 50% on the knowledge inventory will need to be remediated. Students will have two opportunities to remediate.

The information below outlines the next steps in the process since a follow-up session is needed for each area. Students have two opportunities to remediate any content areas of the Knowledge Inventory. The initial remediation occurs within two months after the knowledge inventory was completed.

Remediation process

For any area where the student earned a 50% or less, the student is directed to contact the instructor responsible for that content and set up a time to meet with them face-to-face or by tele-conference. The instructor will provide the student with

direction to firm up the understanding of that particular content. For example, they might give the student an outline of information for which to focus on, and a list of questions to answer.

Initial Remediation

Opportunity 1

A face-to-face meeting is scheduled with the student and all of the audiology faculty for an examination of the areas of remediation. Questions are presented and answered orally by the student. Each audiology faculty member enters their assessment of the quality of the student's response into a Google form. The scores are rated on the scale shown below and a student must earn an average score of 3 or better to successfully remediate each area.

Score Details:

- 1 = Poor: Weak with very few strengths and numerous major weaknesses
- 2 = Marginal: Weak with few strengths and some moderate weaknesses
- 3 = Good: Strong with several minor weaknesses (expected level for entry level clinician)
- 4 = Very Good: Strong with only some minor weaknesses
- 5 = Exceptional: Strong with no or negligible weaknesses

Final Remediation

Opportunity 2

Any area not remediated successfully during this time will require a follow-up session.

The final opportunity for remediation allows students to revisit the remaining content area(s) and prepare for a final follow-up session. The purpose of the second opportunity is to ensure students have a solid understanding of the content and the clinical application for each area. Students will be assigned a faculty pair for the second opportunity, the course instructor and a second instructor, for each content area. The students must schedule all follow-up sessions within one month, 30 days, of the initial remediation and must be successfully completed prior to starting the fourth year externship. Depending on the situation, it is possible that the fourth year externship start may be delayed.

Students should contact and connect with the faculty pair within a couple of days to create a plan and to schedule the final remediation session.

During the final remediation session, the Audiology Faculty pair will ask questions regarding the content and the clinical application of each content area. The faculty members will rate the responses to determine if the area has been remediated.

Each faculty member will rate the content and clinical application of the responses to the questions in the same format as Opportunity 1. If any area is not remediated successfully by earning an average rating of below 3 during this small group session it is considered unsatisfactory and a "U" grade would be earned for the course, CSD 6692.

Remediation Evaluation Form:

Knowledge Inventory Remediation Scoring Form
(submitted within Google Forms)

Student Initials

Date of Oral Remediation

Faculty Member Completing the Form

Instructions for Scoring

This section is dedicated to any content areas that need remediation as noted by the Audiology Knowledge Inventory.

Score Details:

- 1 = Poor: Weak with very few strengths and numerous major weaknesses
- 2 = Marginal: Weak with few strengths and some moderate weaknesses
- 3 = Good: Strong with several minor weaknesses (expected level for entry level clinician)
- 4 = Very Good: Strong with only some minor weaknesses
- 5 = Exceptional: Strong with no or negligible weaknesses

Number of areas to be remediated

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area 1

Content Understanding for Area 1

	1	2	3	4	5	
Poor - Weak with very few strengths and numerous major weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional: Strong with no or negligible weaknesses

Clinical Application for Area 1

	1	2	3	4	5	
Poor - Weak with very few strengths and numerous major weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional: Strong with no or negligible weaknesses

Remediation Evaluation Form Opportunity 2:

Knowledge Inventory Remediation Scoring Form

(submitted within Google Forms)

Student Initials

Date of Oral Remediation

Faculty Member Completing the Form

Instructions for Scoring

This section is dedicated to any content areas that need remediation as noted by the Audiology Knowledge Inventory.

Score Details:

1 = Poor: Weak with very few strengths and numerous major weaknesses

2 = Marginal: Weak with few strengths and some moderate weaknesses

3 = Good: Strong with several minor weaknesses (expected level for entry level clinician)

4 = Very Good: Strong with only some minor weaknesses

5 = Exceptional: Strong with no or negligible weaknesses

Number of areas to be remediated

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Area 1

Content Understanding for Area 1

	1	2	3	4	5	
Poor - Weak with very few strengths and numerous major weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional: Strong with no or negligible weaknesses

Clinical Application for Area 1

	1	2	3	4	5	
Poor - Weak with very few strengths and numerous major weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional: Strong with no or negligible weaknesses

APPENDIX B

Revised 10/30/2023

Idaho State University

Department of Communication Sciences & Disorders (CSD)

SPEECH-LANGUAGE PATHOLOGY (SLP) GRADUATE PROGRAM PROFESSIONAL PORTFOLIO EXAMINATION POLICY

***Students who began the program before the most recently revised graduate manual should refer to the manual that aligns with the start date of their graduate program regarding their specific portfolio and oral examination requirements.*

ISU Graduate Catalog Master of Science in Speech-Language Pathology (M.S.), General Requirements section states:

Students must pass written and oral comprehensive examinations. For the Master of Science in Speech-Language Pathology, the written exam may be fulfilled by a portfolio and either a capstone or a thesis option. Examinations for students choosing the portfolio and capstone track are conducted internally through the department, while students choosing to do a portfolio and a thesis will require a Graduate Faculty Representative and will follow ISU Graduate School policies for thesis and dissertation.

Portfolio (*All SLP graduate students are required to complete a portfolio)

The SLP Portfolio includes the following components and requirements:

1. Advocacy (2 activities; one of which must be client-focused, while the other *may* be legislative [*if desired, both can be client-focused*]).
2. Professionally-Related SLP Volunteerism (10 hours)
3. Continuing Education Units (CEUs; 2.0 [20 hours] ASHA-approved)
4. Professional Resume

**For additional information regarding the portfolio, see below; for additional information on Capstone / Thesis or the Oral Examination, see the main CSD Graduate Student Manual and Appendices C and D.*

Capstone / Thesis (students may choose between Capstone or Thesis)

Capstone – Students who choose the Capstone option will be expected to create a Population, Intervention, Comparisons, and Outcomes (PICO)-style question to explore, research, present, and then reflect on via one of their previous clinical cases. See *Appendix C* for additional information.

Thesis – Students who choose the Thesis option will be guided through a mentored research project, adhering to all ISU Graduate School Requirements for theses and dissertations. It is recommended that students initially self-identify area(s) within SLP that are of particular interest to them and then contact tenure-track, typically PhD-level academic, SLP faculty who specialize in those areas and can serve as a thesis Major Advisor, and request a meeting to discuss the possibility of doing a thesis. See the CSD Graduate Student Manual for additional information regarding Capstone and Thesis.

Committees

Capstone – Beginning in the fall semester of the second year for on-campus students and beginning in the fall semester of the third year for online students, students will be sent information to submit a summary of their capstone case. The summary should include a brief, de-identified summary of their case with two high-quality recent peer-reviewed and published articles cited in APA format. Before the midterms of their second fall semester in the SLP Graduate Program for on-campus students and prior to midterms of their third fall semester in the SLP Graduate Program for online students, students will be assigned two faculty committee members, one tenure-track/academic chair of their committee and one clinical faculty member, both of whom will be responsible for signing off on progress with, and completion of, the student's portfolio. The committee members will also serve as the student's oral examination committee/evaluators.

Thesis –Once the thesis Major Advisor approves and agrees to mentor the student in writing, they become the committee chair. After this, the student works with the committee chair to identify and request at least one additional SLP faculty member to serve on the student's thesis committee. This second SLP faculty member will then serve as the second portfolio committee member. It is recommended that a Graduate Faculty Representative (GFR) be identified and requested around the same time. See the ISU Graduate School's Thesis & Dissertation Manual for additional information and requirements: <https://www.isu.edu/media/libraries/graduate-school/2018-Thesis-Dissertation-Manual.pdf>.

With the exception of the GFR, students' committee members will be responsible for reviewing, documenting progress with (via notes and signature on the Graduate SLP Portfolio Scoring Rubric, *below*) or remediation needs for the portfolio, and to sign off on completion of students' portfolios during the two scheduled Portfolio meetings. The committee will also help to generally guide students' PICO question(s), for Capstones, and thesis projects.

Meetings

Students are expected to contact their committee members, once assigned, and schedule the initial meeting near or shortly after the midterms of their second fall semester in the on-campus SLP Graduate Program and near or shortly after midterms of their third fall semester in the online SLP Graduate Program. The second meeting, *typically the final* Portfolio committee meeting, should occur near the beginning of the Spring semester.

**It is the student's responsibility to contact their committee members to schedule their two Portfolio meetings.*

- First Committee Meeting (*Near or shortly after midterms of the second Fall semester for on-campus students and near or shortly after midterms of the third Fall semester for online students*)
 - Check in on student's progress with their portfolio (*should be complete or nearly complete*). Students must submit the Portfolio Scoring Rubric for signature and supporting documents before this first meeting.
 - If all portfolio items are not yet complete, a plan for completion should be discussed and documented. One committee member will sign off on the progress made on the portfolio.
 - Review student's PICO-style question, their understanding of the associated research they've already found and read on the topic(s) (expectation of at least 5 high-quality recent peer-reviewed and published articles), and review their bulleted outline with well-reasoned and explicit formative portrayal of the organization, transitions.
 - Work together to revise the question/topic as necessary.
- Second Committee Meeting (*Near the beginning of students' second Spring semester, in a typical sequence for on-campus students, and near the beginning of students' third Spring semester, in a typical sequence for online students*)
 - Review the student's portfolio that should now be completed; the second committee member will sign off on the completed portfolio. The student is then ready to schedule their oral exams once this second signature is received.
 - Answer questions regarding the PICO/Case, 5-page handout, and any logistical/process items regarding the oral examination or scheduling.
 - Students must successfully complete their portfolio in its entirety, including obtaining both committee members' signatures on the tracking sheet (below) before scheduling their oral examination, which is done with their committee members before notifying their student records clerk.
 - Oral examinations are scheduled with two-hour blocks of time, typically occurring within a three-week period, which starts five weeks before the end of the Spring semester.

**Delays with these items may impact externships or graduation, etc. Students cannot start their externship until the successful completion of their oral examination. Additionally, if a student does not pass the first of two attempts at their oral examination, a remediation plan must be created, and they cannot reattempt the oral examination until a full semester has passed (e.g., if a student does not pass their first oral examination during the Spring semester, they cannot retry again until the next Fall semester).*

Procedures

Tier II SLP Graduate Student Advisors will discuss the Portfolio before the end of the first complete month of the Fall semester of the first year of the SLP Graduate Program for on-campus programs and before the end of the first complete month of the Fall semester of their second year of the SLP Graduate Program for online students.

Students may contact these individuals with portfolio or advising-type questions before receiving their SLP Faculty Committee Member Assignments, which occur prior to midterms of on-campus students' second fall semester and before midterms of online students' third fall semester. Students should consult with the Tier II advisors or their committee members before completing potential Portfolio requirements to ensure that the items meet the requirements. Students must appropriately document progress towards and completion of their Portfolio in part by obtaining a signature from each committee member during their first and second Portfolio meetings, respectively. At any time, if the committee members determine that the requirements for completion of the Portfolio are not being met, the student will be given feedback based on the Portfolio Scoring Rubric (*below*), and a required remediation plan may be developed. At least one week before any committee meeting, students must provide their committee members access to their completed documents (e.g., link, with access granted, to a main Google Drive folder that includes the following components in a well-organized manner: table of contents, itemized Advocacy, Volunteerism, and CEU tables with direct supporting document links and tabulations). Students are expected to clearly demonstrate appropriate levels of time/effort, research, understanding, integration of personal/professional relevance or meaningfulness, and thoughtful reflection on each of the activities, further described below. The electronic copy of the signed Portfolio Scoring Rubric will be placed in students' departmental files.

Documentation and Expectations

Documentation of activities is required to complete the Portfolio, although some flexibility will be necessary, and guidance will be provided. In general, e-copies of documents verifying participation are expected (e.g., a receipt for attendance at a conference or sign-up sheet for volunteer activities with a signature from an organizing member, etc.). For all advocacy and volunteer activities that are supervised (e.g., participation in team meetings), the student must submit a detailed description of what was done (including dates, time, location, etc.) and a brief reflection on the relevance and value of that activity as related to their professional growth (e.g., a paragraph).

**NOTE: Course-required items do not count toward the portfolio.*

Advocacy

Students will participate in activities demonstrating advocacy for clients or clinical populations that we, as SLPs, serve. Two advocacy events are required, with at least one being client-focused. The other *may* be professional/legislative, such as advocacy letters or meetings with a legislator (state or national). These must clearly include well-researched and individualized information written by the student. Form letters created by an organization that are not substantially modified via additional research AND individualization do not meet the requirement. Participation in Capitol Day must include formally meeting with a legislator, with follow-up confirmation from them/a staffer, to meet portfolio requirements. For each activity, a detailed description of what was done (including dates, time, location, etc.) and a brief reflection on the relevance and value of that activity will be submitted, along with a signature from a professional verifying participation.

- Attending a support group
- Participating in an Individual Education Plan (IEP) meeting
- Participating in an Individual Family Service Plan (IFSP) meeting
- Participating in a collaborative meeting with other healthcare professionals (in a medical setting)
- Attending a discharge planning meeting in a medical setting
- Providing substantial assistance to a client in obtaining other professional and/or support services
- Assisting in preparation of a proposal for external funding
- Active participation in Capitol Day
- One letter that is personally written to a legislator (not a template or form letter) regarding a specific advocacy topic related to the field of speech-language pathology

Professionally-Related SLP Volunteerism

Students will demonstrate potential for leadership through participation in service activities related to the profession of speech-language pathology. Students will complete 10 or more hours of service-related activities by completing one or more of the following activities. For each activity, a detailed description of what was done (including dates, time, location, etc.) and a brief reflection on the relevance and value of that activity will be submitted along with a signature from a professional verifying participation.

- Volunteer service at a skilled nursing facility, hospital, school, or community group;

- Participation in professional-related activities, i.e., a career or student fair where handouts are given about the profession of SLP, NSSLHA events/activities, activities focused on increasing awareness of communication disorders, i.e., walks for awareness of a communication-related disability;
 - Up to 3 hours of NSSLHA service event hours can be used for this purpose
- Participation in interprofessional education (IPE) activities such as e.g. Idaho College of Osteopathic Medicine ICOM IPE, or ISU Health Sciences IPE activities.
 - Up to 3 hours of ICOM IPE can be used for this purpose

Continuing Education Hours

Students will demonstrate participation in continuing education activities related to the profession of speech-language pathology. Students will complete 2.0 CEUs (20 hours) to meet the continuing education requirement. Demonstration of completion will be indicated by a Certificate of Attendance for each CEU event/activity. Continuing education hours can be obtained through the following activities:

- Student completes a poster presentation at a faculty-approved peer-reviewed conference or workshop (worth 1.0 CEU/10 hours);
- 1.0 CEU (10 hours) may be earned for active assistance within a research project/activity within a lab (not a paid position);
 - Provide signed verification from the faculty member
- Attendance at an ASHA-approved regional, state, national, or international conference (can be online or in-person);
- Attendance at local continuing education workshops related to the profession of speech-language pathology;
- Completion of employer-sponsored training/CED events relevant to a clinical population(s);
- Completion of ASHA-approved* online CEU modules (not including self-study modules);
- Attendance at eligible College of Health Doctoral Colloquium presentations with accompanying signed Ph.D. CEU Form.

Professional Resume

Students will demonstrate preparation for securing and maintaining a professional position in the field of speech-language pathology. Students will complete a professional resume to demonstrate education, experience, and skills obtained to secure professional employment.

** Service-related and advocacy activities and continuing education hours that are not listed above will need approval from both committee members OR a Tier 2 advisor (before committee members have been assigned).*

SLP Professional Portfolio Tracking Sheet
(STUDENT FORM)

The components of the Professional Portfolio outlined in this tracking sheet are meant to showcase your potential to succeed in the field. Potential will be based on substantive tasks you completed during your graduate program. The components of the Professional Portfolio will be rated in terms of your ability to demonstrate:

- Participation in advocacy activities for individuals with disabilities and/or the profession,
- Potential for leadership through participation in service activities related to the profession,
- Participation in CEU activities related to the profession of speech-language pathology, and
- Preparation to secure and maintain a professional position in the field of speech-language pathology.

Documentation must be provided for each of the following activities, which includes a page with the event and sponsor/co-chair/faculty signature confirming participation or a certificate of completion.

Product:	Completed	
<p>Documentation of engaged participation in two advocacy activities, with appropriate levels of time and effort for Graduate School, for clients/clinical populations that SLPs serve or legislative advocacy. One must be an activity advocating for a client / clinical population, while the other may be legislative if desired.</p> <ul style="list-style-type: none"> ● Attending a support group ● Participating in an IEP ● Participating in an IFSP ● Participating in collaborative meetings with other healthcare professionals in the medical setting ● Attending a discharge planning meeting in the medical setting ● Assisting a client in obtaining other professional and/or support services ● Assisting a client to obtain funding for special services or equipment ● Assisting in preparation of a proposal for external funding ● Active participation in Capitol Day ● One letter that is personally written to a legislator (not a template) regarding a specific advocacy topic related to the field of speech-language pathology 	No	Yes
<p>Documentation of 10 or more hours of:</p> <ul style="list-style-type: none"> ● Volunteer service at skilled nursing facility, hospital, school, community group, or other professionally-related facility. ● Participation in profession-related activities, such as a career or student fair where handouts are given about the profession of SLP, NSSLHA events/activities (limit 3 hours), and/or activities focused on increased awareness of communication disorders (e.g., communication walks for awareness of a disability) ● Participation in interprofessional education activities (e.g., Idaho College of Osteopathic Medicine (ICOM IPE) (limit 3 hours) 	No	Yes
<p>Completion of 2.0 ASHA-approved CEUs (not self-study journal articles) (20 hours; demonstration of completion indicated by Certificate of Attendance):</p> <ul style="list-style-type: none"> ● Poster presentation (by student) at a faculty approved peer reviewed conference or workshop (worth 1 CEU, 10 hours) ● 1.0 CEU (10 hours) may be earned for active assistance within a research project/activity within a lab (not a paid position) ● Attendance at an ASHA approved* regional, state, national, or international conference (online or in-person) ● Attendance at profession related workshops within a clinical environment ● Completion of employer sponsored training/CED events relevant to a clinical population(s) ● Completion of ASHA approved* online CEU modules (excluding self-study modules) ● Attendance at eligible College of Health Doctoral Colloquium presentations 	No	Yes
Professional resume	No	Yes

Please Note: Any resulting "No" on the scoring form will result in a "Did Not Pass" and it will be required that the activity be completed again.

**Graduate SLP Portfolio Scoring Rubric
(Capstone and Thesis)
To be completed by Committee Members**

Student Name: _____ **Pocatello** **Meridian** **Online**

Signature Midterm Progress: _____ **Date:** _____

Signature of Completion: _____ **Date:** _____

Completion of the Professional Portfolio is meant to showcase potential to succeed in the field of speech-language pathology. Potential will be based on the completion of focused, substantive tasks related to the profession of speech- language pathology during the graduate program. The components on the Portfolio Scoring Form will be rated by the committee members in terms of ability to demonstrate:

- Participation in advocacy activities for individuals with disabilities and/or the profession,
- Potential for leadership through participation in service activities related to the profession,
- Participation in CEU activities related to the profession of speech-language pathology, and
- Preparation to secure and maintain a professional position in the field of speech-language pathology.

The Portfolio must include the following items with appropriate documentation and a certificate or page with the event and sponsor/co-chair/faculty signature confirming participation.

Product:	Completed	
	No	Yes
Documentation of engaged participation in two advocacy activities, with appropriate levels of time and effort for Graduate School, for clients/clinical populations that SLPs serve or legislative advocacy. One must be an activity advocating for a client / clinical population, while the other may be legislative if desired. <ul style="list-style-type: none"> • Attending a support group • Participating in an IEP • Participating in an IFSP • Participating in collaborative meetings with other healthcare professionals in the medical setting • Attending a discharge planning meeting in the medical setting • Assisting a client in obtaining other professional and/or support services • Assisting a client to obtain funding for special services or equipment • Assisting in preparation of a proposal for external funding • Active participation in Capitol Day • One letter that is personally written to a legislator (not a template) regarding a specific advocacy topic related to the field of speech-language pathology 		
Documentation of 10 or more hours of: <ul style="list-style-type: none"> • Volunteer service at skilled nursing facility, hospital, school, community group, or other professionally-related facility. • Participation in profession-related activities, such as a career or student fair where handouts are given about the profession of SLP, NSSLHA events/activities (limit 3 hours), and/or activities focused on increased awareness of communication disorders (e.g., communication walks for awareness of a disability) • Participation in interprofessional education activities (e.g., Idaho College of Osteopathic Medicine (ICOM IPE) (limit 3 hours) 	No	Yes

Completion of 2.0 ASHA-approved CEUs (not self-study journal articles) (20 hours; demonstration of completion indicated by Certificate of Attendance): <ul style="list-style-type: none"> ● Poster presentation (by student) at a faculty approved peer reviewed conference or workshop (worth 1 CEU, 10 hours) ● 1.0 CEU (10 hours) may be earned for active assistance within a research project/activity within a lab (not a paid position) ● Attendance at an ASHA approved* regional, state, national, or international conference (online or in-person) ● Attendance at profession related workshops within a clinical environment ● Completion of employer sponsored training/CED events relevant to a clinical population(s) ● Completion of ASHA approved* online CEU modules (excluding self-study modules) ● Attendance at eligible College of Health Doctoral Colloquium presentations 	No	Yes
Professional resume	No	Yes
FINAL	DID NOT PASS	PASS
Comments on the content in general:		
Remediation Plan:		
Due By:		

**Note: Any resulting " No" on the scoring form will result in a "Did Not Pass" and it will be required that the activity be completed again.*

Please send form to the student records clerk.

APPENDIX C

Revised August 2018

Idaho State University

Department of Communication Sciences & Disorders

CAPSTONE PROJECT EXAMINATION POLICY SPEECH-LANGUAGE PATHOLOGY

General Purpose

Non-thesis students must complete a Capstone Project. The purpose of the Capstone Project is to provide students the opportunity to demonstrate their clinical skills through in-depth research of a case study. The case study allows the student to demonstrate their knowledge and ability to conduct evidence-based practice (EBP) research in the following areas: clinical preparation, assessment, treatment, interprofessional collaboration, and professional resources.

Administration

The Capstone Project will provide the opportunity for the student to complete a thorough literature review related to evidence-based practice, as well as present a case study analysis with reflection. All components of the case study must comply with American Psychological Association (APA) Style guidelines and **Health Insurance Portability and Accountability Act (HIPAA) guidelines regarding no disclosure of Public Health Information (PHI)**.

The Capstone Project will consist of two completed components:

- 1) Case Study Presentation Handout- see guidelines below.
- 2) Case Study Presentation - to be presented during the Oral Examination. This includes a PowerPoint presentation.

The student will choose a case study from their clinical experience (on-campus or off-campus) to present during their oral examination. The case chosen should be one in which the student provided direct client care for all or a substantial portion of the client's course of care. In addition to the presentation, a case study presentation handout will be completed related to the case study. **The case study handout should not exceed 5 pages in length (not including references). The handout should be in an outline format, providing basic information (do not cut and paste from reports).** The case study will be researched and include information on the following areas:

- **Diagnosis and Case History:** a brief definition and/or description of the disorder as well as any pertinent information related to case history (i.e., medical, educational, social, etc...)
- **Assessment:** A summary of formal and informal assessments conducted and analysis of results obtained.
- **Treatment:** Goals worked on as well as a summary of treatment approach(es) and progress made during therapy.
- **Evidence-based Practice:** Summary related to the literature that supports the use of treatment approach and/or other approaches that are supported within the literature
- **Interprofessional Collaboration:** Discussion related to interprofessional collaboration that occurred during the course of treatment and/or what interprofessional collaboration would have had a positive impact on the course of treatment.
- **Summary/Reflection**
- **References:** A list of references of the research conducted for completion of the case study.

The case study *must NOT include the following information:*

- a) PHI information within the Case Study Presentation Handout or the presentation.
- b) The client's name or a pseudonym, instead, use "the client..." when referring to the client.
- c) Information that is cut and pasted from reports.

Evaluation

The student will be evaluated on their skills related to the clinical process through a Case Study Presentation Handout, which is developed prior to the oral examination where the case study is presented. The student will individually meet with each member of their Orals Committee, at least once, to provide the opportunity for questions to be answered and to monitor the student's progress related to the preparation of the case study. These meetings can occur in person, via Zoom, or through e-mail.

Time Frame

In their second year of graduate school (third year for online students), within the first month of the fall semester, Oral Committee members will be assigned to students. To inform the assignment of their committee members, students will need to complete a Google Form within the first week of the fall semester of their second year (third year online), indicating their topic for Capstone. By the end of the last week of September, students are responsible for providing general information regarding their case study to both committee members, including a PICO question, treatment diagnosis, age category, and focus of treatment. If on-campus, students will need to schedule meetings with both of their committee members individually or together, depending on the preferences of the assigned faculty, to review the progress of their case study research and handout development by the end of the fall semester of their second year (third year online).

Completed Case Study Presentation Handouts are to be provided to the Orals Committee members at least two weeks prior to the scheduled oral exam.

Case Study Presentation Handout

The following is an outline of what should be included in your Case Study Presentation Handout. Please keep in mind that this is only a *guide* and is meant to assist you in the process of developing your Case Study Presentation that will be presented as part of your Capstone Project.

The Case Study Handout is to provide key information to your committee members related to your presentation. *ALL information should be deidentified to maintain compliance with HIPAA guidelines - this includes NAMES, IDENTIFYING INFORMATION, DATES, etc.*

The Case Study Presentation Handout should be presented in outline form and not exceed 5 pages (not including references).

A. Introduction (needed for oral presentation only)

The student briefly introduces him/herself and provides a brief introduction about what brought them to the field of speech-language pathology.

B. Diagnosis and Case History

The student will provide detailed information regarding the medical and/or therapy diagnosis; medical history; social history; work history; academic history; related services; etc.

C. Assessment

The student will provide detailed information about what types of assessments were conducted during the assessment process and a summary of the results obtained.

D. Treatment

The student will provide detailed information about the course of treatment. Goals that were addressed, techniques, and strategies will be included, as well as the data related to progress toward goals.

E. Evidence-Based Practice

The student must provide a PICO question. The student will discuss the literature related to this case and how EBP was used to ensure best practice in the care of the client. Students should have substantive knowledge of the references used in order to discuss within their handout and presentation.

F. Interprofessional Collaboration

Discussion related to interprofessional collaboration that occurred during the course of treatment and/or what interprofessional collaboration would have had a positive impact on the course of treatment.

G. Summary/Reflection

The student will provide a reflection about what was done and discuss what would be done differently in the future, specifically related to changes in assessment or treatment; a discussion about what was learned during the clinical process can also be presented.

H. References

A list of references related to this case study review will be presented using APA citation guidelines. Students are responsible for having substantive knowledge regarding the key studies within the literature and demonstrate that knowledge by being able to talk about participants, procedures, outcomes, how the article relates to the case study, etc.

APPENDIX D
WRITTEN AND ORAL EXAMINATION POLICY
SPEECH LANGUAGE PATHOLOGY PROGRAM

Idaho State University
 Department of Communication Sciences & Disorders

General Purpose

Professional Portfolios, Theses, and Capstone Projects reflect important milestones in the life of a graduate student. The Department of Communication Sciences and Disorders (CSD) recognizes the importance of these components in conjunction with an oral examination as a means of guaranteeing the quality of students graduating from the Master's program. Further, we must ensure that we comply with Graduate School requirements, as failure to do so can nullify the outcomes of an examination. Following are guidelines for Theses and Capstone Project preparation and conduction of orals in the Speech-Language Pathology Program.

The oral examination assesses a candidate's ability to present and discuss professional information, issues, and perspectives. The examination samples formal presentation ability, ability to discuss information presented, and allows for evaluation of how well the candidate:

- introduces a case study and organizes information for discussion
- states and supports main content ideas
- reasons and speculates
- answers questions posed by committee members regarding a variety of areas covered within the graduate SLP program

In addition, the committee will make global judgments of the candidate's general speaking style and overall speaking effectiveness. Specific areas to be evaluated and evaluation criteria are explained in the section "Evaluation Criteria for the Oral Examination" included at the end of this Appendix.

Time Frame

The Graduate School requires that oral examinations be scheduled **no later than two weeks prior to graduation** for both thesis and non-thesis options. Students completing the Capstone Project can schedule their oral examination only after the required Professional Portfolio has been signed off as completed by the designated Orals Committee Member. Students completing a Master's paper can schedule their oral examination when the Master's paper has been signed off by the first reader. For thesis students, the Oral Exam will be scheduled after the Thesis Advisor approves a near-final draft of the thesis. Students following a standard Program of Study will complete oral exams in the spring semester of the second year. Given that the majority of the CSD faculty are not on contract with ISU in the summer months, an inability to meet the provided timeline may result in a delay of graduation.

Manuscript Preparation. There are five models currently espoused by the SLP program, covering thesis and non-thesis options.

1. Classic Thesis model: This model involves the creation of a well-organized, thorough review of the literature, a method section that reflects careful attention to instrumental and procedural detail, and a results section that provides detailed results. Both Audiology and Speech-Language Pathology adhere to the APA guidelines and closely monitor the completion requirements of the graduate school.

2. Submission-Ready Thesis model: The thesis director may elect to utilize a model that is tailored to the guidelines of a specific journal, with the view that the product will be close to ready for submission to a journal for consideration of publication. In this model, the style will clearly follow the guidelines required by the target journal.
3. Non-thesis Capstone Project model, traditional campus: The details of the Capstone Project in SLP are defined in the Graduate Manual. The chair of the orals committee is to ensure that: (a) the oral examination is scheduled by the student through the student records person in Pocatello (and hence the Graduate School), (b) that the student has completed an oral presentation ready for the oral examination, and (c) that the Capstone Case Study Handout and Professional Portfolio are to be delivered to the Orals Committee two weeks prior to the scheduled orals examination.
4. Non-thesis Capstone Project model, online campus: The details of the Capstone Project in SLP are outlined in the Graduate Manual. The chair of the oral exam committee is to ensure that: (a) the oral examination is scheduled by the student through the student records specialist in the department (and hence the Graduate School), (b) that the student has prepared an oral presentation ready for the oral examination, (c) that the Capstone Case Study Handout is provided to the Oral Exam Committee two weeks prior to the scheduled oral examination.
5. Non-thesis Master's Paper model: Under extenuating circumstances, at the discretion of the Department Chair, a student may complete a Master's paper in lieu of a Thesis or Capstone Project. The details of the Master's paper in SLP are defined in Appendix E of the Graduate Manual.

With Thesis and Master's paper submissions, the manuscript should be in nearly complete form, with the understanding that the quality is, in the end, the student's responsibility, having received at least 3 rounds of edits from the Chair. Students are expected to utilize resources to improve quality of writing, such as the ISU Writing Center. Exceptionally well-written papers may warrant fewer rounds of edits, at the discretion of the readers. In this case, the Chair's assessment of the quality of the paper will be conveyed to the other committee members prior to Orals.

Thesis and Master's paper students should have the expectation that the manuscript will receive edits from the committee during the oral examination. The student is responsible for completing the edits within two weeks of the oral examination. The edited, electronic copy is then sent to (a) the Chair, (b) the CSD student records person in Pocatello, and, (c) to the ISU Graduate School as indicated in their instructions.

In all cases (Thesis, Capstone Project, and Master's paper):

The student will submit the Professional Portfolio and Thesis, Capstone Project, or Master's paper to the Orals committee at least two weeks prior to the examination, as per Graduate School guidelines. In no case can a Thesis defense or a Non-Thesis oral examination proceed if this deadline is not met.

The student's oral examination is to be conducted between the eighth and fourteenth week of the spring semester (finals week is the seventeenth week). If a student has a department-approved program of study that doesn't follow the typical two-year course sequence, the semester of oral examination completion may differ and will be determined by the student's academic advisor and orals committee chair. Per ISU

Graduate School requirements, oral examinations must be scheduled at least two weeks before they are conducted and all committee members must have the student's completed Professional Portfolio and Thesis, Master's Paper, or Capstone Project Case Study Handout prior to that time.

In the event the student does not pass the written exam (Professional Portfolio and Thesis, Capstone Project, or Master's paper) twice, as determined by the evaluation of the committee member(s), the student may be dismissed from the program for lack of progress.

Oral Examination Process

The oral examination follows the requirements of the ISU Graduate School, particularly in details of the commission of the orals. The oral examination will be overseen by the committee chair. As per the Graduate School policy, "When students are required to make presentations as part of the examination process, these presentations will be advertised and open to the public." Furthermore, in accordance with Graduate School policy, "Oral examinations are open to all members of the Graduate Faculty as observers."

1. Committee Composition and Responsibilities: The oral exam committee chair will always be a full member of the Graduate Faculty, as required by the ISU Dean of the Graduate School. Committee composition will vary, dependent upon the type of oral exam:

- i. Thesis Committees: Thesis Oral Exam committee composition will include: (a) the thesis director, who also is the chair of the oral exam committee, (b) another member of graduate faculty from the department (Allied or Full Graduate Faculty), and (c) a Graduate Faculty Representative (GFR) who is not from within the Department. There may also be non-voting members of the committee, as approved by the Dean of the Graduate School. There may be more than three voting members, but there must be an odd- number of voting members to avoid the potential for a tie vote.

The GFR is typically involved in both the prospectus and the oral examinations but may only be present at the orals if circumstances require. In no case can an oral defense go forward with any members of the committee missing. In these circumstances, the GFR will contact the Graduate School for clarification of procedures. In no case can an oral defense go forward if the student has not delivered the thesis to committee members two weeks prior to orals.

- i. Responsibilities: The thesis director serves as the committee chair and is responsible for coordinating and conducting the thesis defense and oral exam. Coordination includes approval of the thesis committee membership. Typically, the chair delegates to the student candidate the scheduling of the oral exam through the student records specialist, and the scheduling of the room (or rooms, in the case of cross-campus oral exams). In the case of oral exams for online students who cannot meet on- campus, or oral exams performed at locations not including the Meridian or Pocatello campuses, the chair is responsible for:

- (a) Identifying the appropriate means of conducting the orals (e.g., Zoom, etc.),
- (b) Scheduling the technology, as needed,
- (c) Scheduling the room or video conference for the oral exam (i.e., in Pocatello and/or Meridian),
- (d) Ensuring that the graduate student candidate has identified an appropriate site with adequate bandwidth for the oral exam,
- (e) conducting the oral exam

- 11. Questioning: Oral exam questions will focus on the thesis content to determine the depth of the student's knowledge and understanding of the study area, the results of the study, and interpretation of results. While the thesis orals focus on the outcomes of a research endeavor, the intent of the orals is to ensure that a student is competent to enter the profession, and thus questions will be broader

than the thesis itself. Specifically, there should be questions that probe the depth of knowledge of at least three other areas of the field, particularly as related to clinical practice. Questioners should utilize their knowledge of the student's academic and clinical history to formulate further questioning to ensure that the student is sufficiently prepared to enter the field as a beginning speech-language pathologist.

2. Non-Thesis Committees: Non-thesis Orals Committee composition will include an academic faculty member of the Graduate Faculty, serving as chair of the committee, and a clinical faculty member.

An oral examination cannot proceed without any committee members present. In these circumstances, the committee chair will contact the Graduate School for clarification of procedures. An oral defense cannot proceed if the student has not made the Professional Portfolio and the Case Study Handout available to the committee members prior to the oral exam.

1. Responsibilities: The orals chair is responsible for both coordination and conduction of the orals. Typically, the chair delegates to the student candidate the scheduling of the orals through the student records specialist in Pocatello, and the scheduling of the room (or rooms, in the case of a bi-campus oral). In the case of online orals, or orals performed at locations not including the Meridian or Pocatello campuses, the chair is responsible for:

- (a) Identifying the appropriate means of conducting the orals (e.g., Zoom.),
- (b) Scheduling the technology, as needed,
- (c) Scheduling the room for the orals (i.e., in Pocatello and/or Meridian),
- (d) Ensuring that the graduate student candidate has identified an appropriate site with adequate bandwidth for the oral exam,
- (e) Conducting the oral exam itself.

- i. Questioning: Oral exam questions can take any form. Often, they will initially focus on the presentation by the student. Following in-depth questions on the Capstone Project or Master's paper and the presentation, questions that probe the student's depth of understanding and application in at least three other content areas of the field should be presented until the student has demonstrated, to the satisfaction of the committee, that she or he has knowledge appropriate for an entry-level speech-language pathologist. Questioners should utilize their knowledge of the student's academic and clinical history to formulate further questioning to ensure the student is sufficiently prepared to enter the field as a beginning Speech Language Pathologist.

3. Procedures for the Oral Examination: At the beginning of the oral examination for thesis and non-thesis students, the Chair of the committee will introduce the student, ask if he/she has any questions, and then yield the floor to the student for the oral presentation.

- a) Public Presentation for Thesis: The presentation of findings is made in a public forum, as room allows. The presentation will last between 20 to 60 minutes at the Chair's discretion. Following the presentation, for up to 10 minutes, members of the public may ask general questions about the study. Detailed and analytical questions by committee members will be withheld until the confidential portion of the orals. Following the public presentation, the committee and candidate will convene for a confidential Oral Examination, during which time the committee will ask questions related to the Thesis and general content areas within the field for up to 60 minutes (2 hours total).
- b) Public Presentation for Non-Thesis: The presentation of the Capstone Project or Master's paper is made in a public forum, as room allows. The presentation will last 15 to 20 minutes. Following the presentation, for up to 5 minutes, members of the public may ask general questions about the case study. Detailed and analytical questions by committee members will be withheld until the confidential portion of the orals. Following the public presentation, the committee and candidate will convene for a confidential Oral Examination, during which time the committee will ask questions related to the Capstone Project and general content areas within the field for a minimum of 70 minutes (minimum 1.5 hours total, 2 hours maximum).
- c) Confidential Oral Examination (Thesis and Non-Thesis): Following the Public Presentation, the public will leave and the candidate will meet with just the Orals Committee members (except by specific permission of the Graduate Dean). The Committee will ask questions about the presented material (Thesis or Capstone Project) as well as any additional topics pertinent to the student's preparation for the profession as noted under Questioning, above. The Confidential Oral Examination should last a minimum of 70 minutes for students completing the Capstone Project, and a minimum of 60 minutes for students completing the Thesis. At the end of this period, the candidate is asked to leave the room while the committee deliberates on the candidate's performance and manuscript. This deliberation period is governed by the GFR if it is a thesis, and the Chair if it is non-thesis. At the completion of deliberation and voting, the candidate is returned to the meeting and the results of voting are revealed.
- d) Results of the Oral Examination may be issued as "Pass" or "Pass" with requested minor revisions/assignments noted in the Comments, or "Not Passing." In any case, Committee members may opt not to sign a thesis signature page until he or she is satisfied that changes to the written manuscript have been completed to his or her satisfaction. In the case of a "Not Passing," the student has one more opportunity to take the oral examination during the subsequent three semesters.

Criteria and Evaluation for the Oral Examination

The Oral Examination consists of two parts: (1) the presentation of the Thesis, Capstone Project, or Master's paper, and (2) questions asked of the student by the members of the examining committee. The student will be evaluated on the presentation and the ability to respond appropriately to questions. The questioning period of the Oral Examination is further subdivided into those questions directly related to the content of the Case Study Handout, Master's Paper, or Thesis, and general questions designed to probe the student's knowledge of theoretical and clinical issues related to speech-language pathology as learned through their graduate school classes and clinical experience.

The overall oral examination (including the presentation and responses to questions) is evaluated in three areas: (1) Breadth and Depth of Content, (2) Demonstration of Understanding, and (3) Form. The oral exam scoring form (next page) is used to rate these different areas. Questions from the presentation, Case Study Presentation Handout, Master's Paper, or Thesis may be asked along with questions from at least three

content areas in speech-language pathology (content areas are also listed on the exam scoring form). For the Capstone Project, a passing oral exam score is a total score of 35 or greater, with at least 9 categories at a score of 3 or above. A not passing oral exam score is a total score that is lower than 35, with fewer than 9 categories with a score of 3 or above. For Thesis or Master's Paper, a passing oral exam score is a total score of 35 or greater, with at least 9 categories at a score of 3 or above. Typical oral exam committees consist of 2 members if non-thesis and 3 members if thesis. If a student receives 2 or more *Pass* ratings from the committee, s/he passes the exam. If a student receives 1 or more *Not Passing* ratings from the committee, s/he does not pass the exam. In the rare case that there are more than 2 voting committee members, the student must receive a majority of *Pass* ratings in order to pass the exam.

Following the completion of the Oral Examination (topic presentation and responding to questions), the members of the examining committee will evaluate the candidate following the criteria explained above and as listed on the "Criteria and Evaluation for the Oral Examination" prior to completing the ballot provided by the Graduate School. If the majority of the committee members judge the candidate as performing as passing, the student successfully completes the Oral Examination. If a majority of committee members judge the candidate's performance as not passing, the candidate does not successfully complete the oral examination. In cases where there are two committee members, both committee members must agree on a pass rating for the student to successfully complete the Oral Examination; if one committee member rates the performance as not passing, the candidate does not successfully complete the oral examination. The chair of the Oral Examination committee will collect the evaluation forms which will be filed with the candidate's departmental records. Copies of the evaluation form may be provided to the student for instructive feedback.

For thesis, once a candidate's GFR has been appointed, the committee chair should provide to the GFR a copy of the Oral Examination Policy for Speech-Language Pathology. The committee chair may wish to contact the GFR personally to explain evaluation policies possibly unfamiliar to outside members.

Unsatisfactory Performance in Oral Examination

In the event of an unsatisfactory performance in the oral examination (thesis or non-thesis), the candidate should be aware of the following process:

1. The Oral Exam committee chair will typically be the person to convey the results to the candidate. The results are provided after a short conference (10-20 minutes) immediately following the oral exam.
2. Oral examinations not passed may be repeated one time at the discretion of the oral examination committee. The date of the oral examination retake will be determined by the examination committee, after meeting with the student and discussing strategies for improved performance. The meeting with the student will include the oral exam committee chair, department committee member(s), the student's academic advisor, and any other individuals deemed necessary based on the circumstances if needed. The oral examination retake will be held a minimum of two months after the first oral examination in order to allow adequate time for the student to prepare. The date will be determined based on committee members' schedules. Oral exams will not be conducted in the summer semester. In the case of extenuating circumstances, the student may petition the minimum time frame, but this does not guarantee that the time frame will be moved up.
3. The faculty are supportive of student success and committed to aiding the student in a more positive oral examination experience. The remediation plan is up to the discretion of the committee which includes the student.
 - a. Remediation requirements can include items such as writing a research paper, redoing the presentation, use of Simucase, consultation sessions with other faculty members, retaking a course, etc.

- b. If consultation sessions are recommended, a maximum of two sessions can be conducted with academic or clinical faculty from the program. Orals committee members will not conduct consultation sessions.
4. If the student passes the presentation (thesis or non-thesis) portion of the first examination, the student does not need to redo the presentation portion during the second examination attempt. If scores from the presentation portion of the first examination are acceptable and the presentation is not redone in the second examination, the scores for the presentation from the first examination will be transferred to the scoring form of the second oral examination. If the student or other members of the original committee determine at the remediation meeting that the presentation will be redone in the second attempt, all scores (presentation portion and question portion) given within the second examination will stand. If the student requests to redo their presentation as part of their second examination, this must be decided a minimum of two weeks prior to the scheduled examination date, and documented and signed by the committee chair and the student, with this documentation filed in the student's file and copied to the Program Director and Department Chair.
5. When the second orals examination for a non-thesis student is conducted, if the committee for the first exam consisted of only two program faculty members, an additional SLP faculty member will be appointed by the Department Chair with input from the original committee. This additional committee member will be a voting member. The student must receive a minimum of two pass ratings from the three voting members in order to pass the oral examination. In instances where a student's thesis committee consists of an even number of members (2:4 members), majority vote on whether pass or not pass stands, and in the event of a tie, the student does not pass. The GFR remains a voting member in the second oral examination whether the examination includes the thesis presentation or oral examination portion only.
6. Prior to communicating with externship sites regarding postponing the scheduled externship experience, the student must contact the Clinic Director (Meridian and Pocatello students) or Online Coordinator (online students) to discuss appropriate steps.
7. The second oral examination must be completed prior to scheduling or beginning the externship experience. It is also determined by the Oral Exam Committee if the student will participate in any clinical experiences prior to retaking the oral exam.
8. In the event of unsatisfactory performance on/not passing the second oral examination, the student is dismissed from the graduate program.
9. The second oral exam must be scheduled within one year after not passing the first attempt.

The rubric for determining results of the oral examination follows:

SLP Capstone Oral Examination Scoring Form
To be completed by CSD oral exam committee members

Student Name: _____ **Pocatello** **Meridian** **Online**
Date of Oral Exam: _____
Committee Member: _____

Product	Area	Score				
		1	2	3	4	5
Overall professionalism	Appropriate attire, affect, confidence, composure, stress management, etc.	1	2	3	4	5
Case Study Presentation						
Assessment (Presentation and case studies handout)	Provided a thorough description of the assessment battery to be used in assessment of the client's communication (across domains), including standardized and non-standardized assessments	1	2	3	4	5
Treatment (Presentation and case studies handout)	Listed three possible treatment goals, rationale, and expected outcomes	1	2	3	4	5
Interprofessional collaboration and Resources (Presentation and case studies handout)	Provided inclusion of professionals for collaboration, along with rationale, and listed three resources that could be accessed for more information about this population	1	2	3	4	5
Evidence, details, and clarity (Presentation and case studies handout)	Demonstrated adequate and effective integration of information from research articles, evidence-based descriptions (for etiology, diagnosis, treatment, and expected outcomes), and clear and concise presentation/writing. (Minimum of 5 relevant articles were included).	1	2	3	4	5
Mechanics (Presentation and case studies handout)	No organization, spelling, grammar, or punctuation errors					
APA (Presentation and case studies handout)	Correct use of APA in presentation and references					
Responses to questions	Responses demonstrated content understanding and clinical application.	1	2	3	4	5
Oral Examination						
Questions Content Area 1: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Questions Content Area 2: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Questions Content Area 3: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Final Score						

Oral Examination: Choose questions from 3 of the following content areas and indicate choices above.

Child Speech	Fluency	Deaf/Hard-of-Hearing/Aural Rehab
Child Language	Feeding and Swallowing	AAC/Autism/Multiple Disabilities
Adult Motor Speech	Voice	Professional Practices and Policies
Adult Language	Multicultural Issues	Research Methods

Score Details:

- 1 = Poor:** Weak with very few strengths and numerous major weaknesses
- 2 = Marginal:** Weak with few strengths and some moderate weaknesses
- 3 = Good:** Strong with several minor weaknesses (expected level for entry-level clinician)
- 4 = Very Good:** Strong with only some minor weaknesses
- 5 = Exceptional:** Strong with no or negligible weaknesses

Minor weakness: An easily addressable weakness that does not substantially lessen final product

Moderate weakness: A weakness that lessens the final product

Major weakness: A weakness that severely limits the final product

Passed: A total score of 35 or greater, and at least 9 categories with a score of 3 or above.	Not Passed: A total score of lower than 35, with fewer than 9 categories with a score of 3 or above.
--	---

Please write comments below and send form to student records clerk.

SLP Thesis Oral Examination Scoring Form
To be completed by CSD oral exam committee members

Student Name: _____ **Pocatello** **Meridian** **Online**
Date of Defense/Oral Exam: _____
Committee Member: _____

Product	Area	Score				
		1	2	3	4	5
Overall professionalism	Appropriate attire, affect, confidence, composure, stress management, etc.	1	2	3	4	5
Thesis Defense						
Introduction	Introduced the research question, rationale (literature review provided current state of knowledge and outstanding questions), and hypothesis	1	2	3	4	5
Methods	Described the participants, apparatus and materials, and procedure in enough detail so that the study could be repeated by others	1	2	3	4	5
Results, discussion, and conclusions	Summarized findings as they applied directly to the stated purposes of the project (including statistical outcomes as appropriate); stated specifically the extent to which the purposes of the project were met; joined the data analysis/outcomes to theory, questions, and literature presented; and commented on the generalizability of the results (i.e., external validity), needs for further research, and clinical implications	1	2	3	4	5
Clarity	Crisp, clear, and succinct presentation/writing, with clearly expressed ideas	1	2	3	4	5
Mechanics	No organization, spelling, grammar, or punctuation errors are made					
APA	Correct use of APA in presentation and references					
Responses to questions	Responses demonstrated content understanding and clinical application.	1	2	3	4	5
Oral Examination						
Questions Content Area 1: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Questions Content Area 2: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Questions Content Area 3: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Final Score						

Oral Examination: Choose questions from 3 of the following content areas and indicate choices above.

Child Speech	Fluency	Deaf/Hard-of-Hearing/Aural Rehab
Child Language	Feeding and Swallowing	AAC/Autism/Multiple Disabilities
Adult Motor Speech	Voice	Professional Practices and Policies
Adult Language	Multicultural Issues	Research Methods
Cognition/TBI		

Score Details:

- 1 = Poor:** Weak with very few strengths and numerous major weaknesses
- 2 = Marginal:** Weak with few strengths and some moderate weaknesses
- 3 = Good:** Strong with several minor weaknesses (expected level for entry-level clinician)
- 4 = Very Good:** Strong with only some minor weaknesses
- 5 = Exceptional:** Strong with no or negligible weaknesses

Minor weakness: An easily addressable weakness that does not substantially lessen final product

Moderate weakness: A weakness that lessens the final product

Major weakness: A weakness that severely limits the final product

Passed: A total score of 35 or greater, and at least 9 categories with a score of 3 or above.	Not Passed: A total score of lower than 35, with fewer than 9 categories with a score of 3 or above.
--	---

Please write comments below and send form to student records clerk.

SLP Master's Paper Oral Examination Scoring Form
To be completed by CSD oral exam committee members

Student Name: _____ **Pocatello** **Meridian** **Online**
Date of Defense/Oral Exam: _____
Committee Member: _____

Product	Area	Score				
		1	2	3	4	5
Overall professionalism	Appropriate attire, affect, confidence, composure, stress management, etc.	1	2	3	4	5
Introduction	Introduced the research question, rationale (literature review provided current state of knowledge and outstanding questions), and hypothesis.	1	2	3	4	5
Methods	Demonstrated content understanding and clinical/critical application of reviewed literature from a methodological perspective (e.g., could discuss strengths and limitations of hypothetical methods).	1	2	3	4	5
Results, discussion, and conclusions	Demonstrated content understanding and clinical/critical application of reviewed literature from a results perspective (e.g., could discuss strengths and limitations of hypothetical outcomes), restated the thesis, reviewed the main points covered in the body, and explained the paper's impact, limitations, and clinical implications.	1	2	3	4	5
Clarity	Crisp, clear, and succinct presentation/writing, with clearly expressed ideas	1	2	3	4	5
Mechanics	No organization, spelling, grammar, or punctuation errors are made					
APA	Correct use of APA in presentation and references					
Responses to questions	Responses demonstrated content understanding and clinical application.	1	2	3	4	5
Oral Examination						
Questions Content Area 1: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Questions Content Area 2: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5
Questions Content Area 3: _____	Responses demonstrated content understanding.	1	2	3	4	5
	Responses demonstrated clinical application.	1	2	3	4	5

Final Score	
-------------	--

Oral Examination: Choose questions from 3 of the following content areas and indicate choices above.

Child Speech	Fluency	Deaf/Hard-of-Hearing/Aural Rehab
Child Language	Feeding and Swallowing	AAC/Autism/Multiple Disabilities
Adult Motor Speech	Voice	Professional Practices and Policies
Adult Language	Multicultural Issues	Research Methods
Cognition/TBI		

Score Details:

- 1 = Poor:** Weak with very few strengths and numerous major weaknesses
- 2 = Marginal:** Weak with few strengths and some moderate weaknesses
- 3 = Good:** Strong with several minor weaknesses (expected level for entry-level clinician)
- 4 = Very Good:** Strong with only some minor weaknesses
- 5 = Exceptional:** Strong with no or negligible weaknesses

Minor weakness: An easily addressable weakness that does not substantially lessen final product

Moderate weakness: A weakness that lessens the final product

Major weakness: A weakness that severely limits the final product

Passed: A total score of 35 or greater, and at least 9 categories with a score of 3 or above.	Not Passed: A total score of lower than 35, with fewer than 9 categories with a score of 3 or above.
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Please write comments below and send form to student records clerk.

APPENDIX E

Idaho State University

Department of Communication Sciences & Disorders

GUIDELINES FOR MASTER'S PAPER

(Written Examination Option for Speech-Language Pathology)

General Purpose

Under extenuating circumstances and at the discretion of the Department Chair, students may complete a Master's paper in lieu of completing a Thesis or Capstone Project. The student will be expected to complete an elective course in addition to the Master's paper. At the completion of the Master's paper, students will demonstrate the type and quality of writing expected at the professional level. The goal of the Master's paper is for students to independently plan and complete a scholarly project that reflects the student's ability to research and report on a specific theoretical or applied professional issue. Writing this paper minimally involves locating, reviewing, evaluating, synthesizing, and integrating information from professional literature databases. The paper, an original manuscript, should reflect the student's own critical thinking and creativity, and be suitable for professional dissemination. With the support of the student's Thesis/Capstone committee, the student may petition for the Master's paper to be counted as elective credits within the graduate program.

Course Credits

If a student completes a Master's paper having previously taken thesis credits, the thesis credits will remain "in progress/IP" on the student's transcript, and the student must take at least 1 credit (dependent on number of credits needed to meet program minimums) of CSD 6691 Independent Study/Master's Paper in their final semester to meet Graduate School requirements for program completion. If a student has not taken thesis credits and is taking the required elective, they must register for 1 credit of CSD 6691 independent Study/Master's Paper in their final semester. If a student is exempted via petition from taking an elective course in conjunction with their Master's Paper and does not have prior thesis credits, the student must register for 3 credits of CSD 6691 Independent Study/Master's Paper in their final semester to meet credit minimums for program completion.

Skills

The skills a student will demonstrate while writing the Master's paper may include but are not limited to the following:

1. Identifying and accessing relevant literature sources
2. Organizational writing
3. Integrative, analytic, and evaluative thinking
4. Formulation of an appropriate purpose statement(s) or research questions(s)
5. Investigation of argumentative hypotheses by using a literature review as a database or investigation of research hypotheses by using one's own data as a database
6. Recognition of limitations and weaknesses of current research, data, and clinical practices
7. Ability to draw inferences from literature or the data
8. Integrating theory and clinical practice

Types of Master's Papers

The different types of Master's papers may include the following:

1. Comprehensive reports on professional and related area questions (e.g., auditory processing, genetic bases of communication disorders, social development, emergent literacy, pharmacology, and multicultural issues)
2. Critiques of current clinical practice or suggestions for best practice
3. Data-based projects
 - a. Case study
 - b. Single subject design mini-study
 - c. Group design mini-study
 - d. Retrospective research (using previously existing data)
 - e. Demographic survey
4. Development of theoretically sound clinical protocols
5. Argumentative paper

Format

All types of Master's papers may include, as appropriate, the following:

1. Title page (using the Graduate School guidelines)
2. Signature page
3. Acknowledgment page (optional)
4. Table of contents
5. Literature review
 - a. Survey of current research reports and theoretical perspectives
 - b. Identification of strengths and weaknesses
 - c. Organization of the literature into content areas with regard to research, academic, or reader appeal (e.g., on the basis of shared premises or outcomes)
 - d. Inferences from groups of studies that cannot be made from single studies alone
 - e. Comparisons of findings, methodologies, theories, and clinical practices/service delivery issues.
6. Statement of the problem
7. Response to the literature review and problem statement
 - a. A position statement and inferential support, comparisons, contrasts, integration, explanations, and analyses of the literature review
 - b. Determination of future areas of need and how to fill them
 - c. Explanation of the historical evolution of the selected idea, premise, theory, finding, methodology, and projecting where it will lead
8. Method & Results (e.g., mini-study findings, clinical protocol)
9. Discussion/Conclusion
10. References
11. Appendices

Other Information

The paper format should reflect current APA guidelines, including conventions for tables, figures, and references. No set number of pages is required. In the past, Master's papers have ranged from 25 to 90 pages. After final approval by the director of the Master's paper and a second departmental faculty member, the student will submit electronic or hard copies to the committee members, depending upon their preference. A final electronic copy must be submitted to the Department.

Suggested Timelines

1. Once it has been approved by the Department Chair for a student to complete a Master's paper, the student must contact a tenure-track/academic faculty member and ask the faculty member if he/she would be willing to direct the Master's paper. This should be accomplished as soon as possible due to limitations as to the number of students that can be directed by any faculty member. Either Pocatello or Meridian academic faculty may serve in this capacity. When the student has a director and an approved topic, they should request a second reader for their paper; the second reader may be either a tenure-track/academic or clinical faculty member. As soon as the director, second reader, and topic are finalized, the student should proceed to read information on the topic and work with the director to narrow and/or define the subject matter.
2. An initial paper outline should be submitted to the faculty director within a month of being assigned the Master's paper option.
3. The student will work with the director to complete the paper. This process includes writing drafts and revising the paper based on the director's feedback.
4. When the director thinks the paper is ready for the second reader review, the student will be informed. Students will provide copies of the paper to the student's director and second reader of the Master's paper. The student's oral examination cannot be scheduled until the Master's paper is completed.
5. The paper will be finalized for electronic submission to the Department after the director and second reader have accepted it as being satisfactory.

Evaluation Criteria

Grading of the Master's paper will be done on a Satisfactory/Non-Satisfactory basis (i.e., S/U). The Master's paper must be judged as satisfactory by both readers of the paper, the director, and a second departmental faculty member. Evaluation of the Master's paper will consider the skills listed above.

APPENDIX F

Capstone Project Guidelines & Research Sequence

Doctor of Audiology Program

Option 1: Critically Appraised Topic

This option allows students to consume research and apply the information to clinical practice. It walks students through the 11 steps to summarizing the best published evidence on a specific research question.

Option 2: Translational Research

Students have the option of visiting with each faculty member about participating in a project that the faculty member is initiating or is ongoing. This is a specialized track and students can only proceed through by invitation from the faculty. Each faculty member will determine the requirements for the student. At the end of this course, the student will have finalized a document that represents their contribution to the faculty member's research.

Final Product:

Upon completion of both Option 1 and Options 2, students will create a poster to present at the Regional Audiology Symposium and podium presentation which is presented to the Audiology Faculty and the students.

See specific syllabi for CSD 6600 and 8810.1, 8810.2, 8810.3 regarding the details on each sequence.

Scoring Form:

Audiology Capstone Presentation Scoring Form
(submitted within Google Forms)

Student Initials

Date of Oral Comprehensive

Faculty Member Completing the Form

Presentation Evaluation - Instructions for Scoring

In this section, the faculty member will be rating the various aspects of the Doctoral Project Presentation.

Score Details:

- 1 = Poor: Weak with very few strengths and numerous major weaknesses
- 2 = Marginal: Weak with few strengths and some moderate weaknesses
- 3 = Good: Strong with several minor weaknesses (expected level for entry level clinician)
- 4 = Very Good: Strong with only some minor weaknesses
- 5 = Exceptional: Strong with no or negligible weaknesses

Presentation Form - Organization, clarity, style, mechanics, evidence of practice

1 2 3 4 5

Poor - Weak with very few
strengths and numerous
major weaknesses

Exceptional: Strong with no or
negligible weaknesses

Presentation Content - Breadth, depth, and accuracy

1 2 3 4 5

Poor - Weak with very few strengths and numerous major weaknesses

Exceptional: Strong with no or negligible weaknesses

Questions Related to the Presentation - Was the student able to answer questions regarding the content?

1 2 3 4 5

Poor - Weak with very few strengths and numerous major weaknesses

Exceptional: Strong with no or negligible weaknesses

Questions Related to the Presentation - Was the student able to answer questions regarding the clinical application?

1 2 3 4 5

Poor - Weak with very few strengths and numerous major weaknesses

Exceptional: Strong with no or negligible weaknesses

Professionalism - Appropriate attire, affect, confidence, composure, stress management

1 2 3 4 5

Poor - Weak with very few strengths and numerous major weaknesses

Exceptional: Strong with no or negligible weaknesses

Presentation Comments (optional)

Pass Criteria:

For a student to pass the Capstone Presentation an average score of 3 or greater is needed.

If the average score is less than 3 students must meet with the capstone committee to determine the next steps. This may include creating a remediation plan or earning an unsatisfactory grade in CSD 8810.

APPENDIX G

Idaho State University

Department of Communication Sciences & Disorders

PROGRAM OF STUDY AND GRADUATION SAMPLES

GRADUATE PROGRAM OF STUDY
IDAHO STATE UNIVERSITY
DIVISION OF HEALTH
SCIENCES
DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS

<input checked="" type="checkbox"/>	Speech-Language	Cohort:
<input type="checkbox"/>	Pathology	

Name	Student Banner No.
Mailing Address	
<u>Degree(s) Held</u> BS	<u>Date(s)</u> <u>Institution(s)</u>
<u>Date of Admission to Graduate School</u>	GPA
<u>Tentative Graduation:</u>	

Approved Program: Include Thesis or Paper, Electives (if any)

Course	Title	Cr	Course	Title	
	Cr CSD 6600		Prin. of Research Comm Dis		3
OTHER REQUIREMENTS/ELECTIVES:					
CSD 6602/04	Clinical Practicum: SLP	11	CSD 6602/04	Clinical Practicum: SLP	1 R
2A, 1A-, 1A, 1A, 2S, 3, 1R					
CSD 6606	Externship	8P			
CSD 6614	School-Age Lang Dev & Dis	3	CSD 5517	I.ET	
CSD 6616	Aug & Alter Communication	3	CSD 6691	Topical Seminar	
CSD 6620	Early Lang Dev. & Disorders	3			
CSD 6622	Speech Sound Disorders	3			
CSD 6624	Disorders of Swallowing	3			
CSD 6625	Adv Issues in Lang Disorders	3			
CSD 6629	Neuropathologies of Speech	3			
CSD 6630	Fluency Disorders	3	Total 6600 Level: 60		
CSD 6632	Craniofacial Anomalies	2	TOTAL CREDITS Click here to enter text		

CSD 6634	Voice Disorders	2
CSD 6639	Neuro. of Lang. & Cognition	3
CSD 6648	Professional Issues: SLP	3

Student	Date
---------	------

Advisor	Date
---------	------

Program Director	Date
------------------	------

Graduate Dean	Date
---------------	------

OHS Dean	Date
----------	------

umber = # of credits
R = currently
registered for P = planned
credits
IP = **in** progress

Communication Sciences and Disorders
Master's Program in Speech-Language Pathology
PROGRAM OF STUDY SUPPLEMENT

Student Name: _____

Advisor: _____

Planned Graduated Date: _____

Do you intend to walk in the Graduation Ceremony: Yes ___ _ No _____

Section A: For Thesis Students Only

Thesis Advisor: _____

Second Department Committee Member: _____

Out of Dept. Member - GFR (Graduate Faculty Rep): _____

Student & Advisor may proceed to schedule Oral Exam (defense) when ready

Section B: For Non-Thesis Students Only

What two faculty members will read your paper for Objective 1 of the Comprehensive Portfolio Exam?

Student must complete Comprehensive Portfolio Exam before scheduling Oral Exam

APPENDIX H

Idaho State University

Department of Communication Sciences & Disorders

SUMMARY OF PROCEDURES AND DEADLINES FOR FILING

<u>Procedure</u>	<u>Under the Direction of</u>	<u>Deadline</u>
Externship Application	Clinic Director or Online Coordinator	December 10 for Summer Externship May 1 for Fall Externship October 1 for Spring Externship
Final Program of Study Graduation Application	Department/Grad School Graduate School	Semester before intended graduation semester
Diploma Fee	Registrar's Office	January for May Graduation May for August Graduation
Knowledge Inventory	Program Faculty & Department Director of Graduate Studies	January for May Graduation May for August Graduation
Oral Comps (Non-thesis)	Department /Grad School	Fall of year three for Audiology Portfolio complete by Spring midterm for SLP Portfolio complete at least two weeks before Orals Scheduled individually to occur at least 2 weeks prior to the end of Spring semester for Audiology & SLP
Thesis Orals	Department/Grad School	Scheduled individually to occur at least 2 weeks prior to the end of Spring semester

NOTE:

**RESPONSIBILITY FOR BEING AWARE OF AND MEETING ALL DEADLINES ULTIMATELY RESTS
WITH THE STUDENT.**

APPENDIX I

Idaho State University

Department of Communication Sciences & Disorders

CHECKLIST FOR GRADUATION

FINAL PROGRAM OF STUDY. Must have Departmental approval by student and academic advisor by the end of the Fall Semester in the final academic year of the student's program. The department will forward this to the Graduate School one semester before intended semester of graduation.

PAYMENT OF \$20 GRADUATION/DIPLOMA FEE. Must be paid prior to graduation. **THIS MUST BE PAID AT THE OFFICE OF REGISTRATION AND RECORDS,** Mail Stop 8196, Pocatello, ID 83209-8196.

COMPREHENSIVE WRITTEN EXAMINATIONS. Deadline varies by program. It must be completed before the final oral defense.

THESIS OR DISSERTATION DRAFT TO COMMITTEE MEMBERS. Copies in substantially final form must be given to all committee members, including GFR, at least two weeks prior to oral defense.

ORAL EXAMINATION (NON-THESIS). Must be held no later than two weeks prior to graduation. A schedule of the oral exam must be submitted to the Graduate School no later than 14 days prior to exam.

SUBMISSION OF FINAL THESIS OR DISSERTATION CLEARANCE TO THE OFFICE OF GRADUATE STUDIES. Required materials for thesis/dissertation clearance must be turned in **two** weeks after the oral defense.

CHANGE OF GRADE FORMS FOR ALL INCOMPLETE/IN-PROGRESS GRADES. Must be received by the Office of Registration and Records two days after the semester ends.

CAPS AND GOWNS. Information packets are available and can be picked up at the following locations: ISU Alumni Association, Twin Falls Resident Center, Soda Springs Resident Center, Office of Registration and Records at ISU, and the Graduate School at ISU. For other information concerning Caps and Gowns, contact the ISU Alumni Association at 282-3755.

IF YOU DO NOT COMPLETE REQUIREMENTS for the intended graduation date: You must update your application information with the Graduate School for the subsequent semester and pay a \$20 reprocessing fee. If you do not reapply, your file will be placed in inactive status.

FOR MORE GRADUATION INFORMATION YOU MAY REFER TO:

<http://www2.isu.edu/graduate/graduation.shtml>

APPENDIX K
SLP STUDENT ADVISING

TIER 1	TIER 2	TIER 3
Administrative Assistants	Team Advising	Individually Assigned Advisor
Pocatello Administrative Assistant	On-campus Academic Faculty Member and Clinic Coordinators	All Faculty for On-campus and Online Students
Hannah Akina (Meridian)	Online Academic Faculty Member and Online Clinic Coordinator	
Online and Affiliation Agreement Specialist, Immunization Specialist		
Advising Duties	Advising Duties	Advising Duties
<ul style="list-style-type: none"> ● Class Registration Support ● Track Prerequisites - Student Records Specialist ● Background/Fingerprint ● Affiliation Agreements and Immunizations ● Maintain student records 	<ul style="list-style-type: none"> ● Group Advising Sessions (1-2 meetings/semester) ● General information applicable to all students ● Typical programs of study ● Timelines ● Electives ● Group Tracking Sheet for each Advising session to be signed and placed in student file 	<ul style="list-style-type: none"> ● Meet with students when receive 1 or more B- grades ● Petitions ● Assist with modifying programs of study ● Thesis/Capstone Projects – note that the thesis advisor will not be the student’s Tier 3 Advisor ● Graduation program of study sign-off ● Oral Exams ● Individual Tracking Sheet for each meeting with student to be signed and placed in student file

Questions re: Clinic or Clinical Hours: Please see your Clinic Coordinator or the Clinic Director.

Appendix L

CSD Standards of Professional Conduct

Report of Violation

Date: _____

Student Name: _____

Faculty member citing violation: _____

Student Academic Advisor: _____

Information regarding the nature of the violation of the CSD Standards of Professional Conduct:

Communication with student regarding the concern about the violation (date of notification and how notified):

Method for remediation of violation (if applicable):

Faculty Member Signature: _____

I acknowledge that this violation occurred and that I have been given the necessary resources to remediate this violation:

Student Signature: _____ Date: _____