



**RUSH UNIVERSITY  
MEDICAL CENTER**

**Department of  
Communication Disorders and Sciences**

# **STUDENT MANUAL**

**2025-2026**

**DEPARTMENT OF COMMUNICATION DISORDERS & SCIENCES  
STUDENT MANUAL  
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## **Department of Communication Disorders and Sciences**

### **MISSION STATEMENT**

The Department of Communication Disorders and Sciences at RUSH University Medical Center integrates outstanding graduate education, superior patient care, excellence in research and scholarship, and service to diverse communities.

### **VISION STATEMENT**

The clinical and graduate education programs of the Department of Communication Disorders and Sciences will be recognized as among the best in the United States.

### **I CARE VALUES**

Innovation • Collaboration • Accountability • Respect • Excellence

## **RUSH DIVERSITY, EQUITY, AND INCLUSION (DEI)**

At RUSH University System for Health, we are committed to establishing a climate that:

- Honors and respects our differences
- Delivers fair treatment and equitable access to care, opportunities and resources for patients, staff, students, and faculty
- Actively engages and partners with RUSH internal and external communities as leaders and decision-makers in the work
- Advances racial justice and equity by dismantling barriers, righting injustices, being actively anti-racist and promoting equity in health care, in learning, in research and in our communities across the RUSH system.

The Communication Disorders & Sciences (CDS) department at RUSH University is committed to providing excellent student training and patient care to everyone, regardless of race, ethnicity, gender, sexuality, socioeconomic status, age, or ability. In our research efforts, we are committed to enhancing scientific knowledge and clinical care practices that will benefit all members of society. In clinical education, students have an opportunity to observe and engage in equitable patient care throughout their program, as part of on– and off-campus clinical placements, local and regional community outreach and volunteer opportunities, and international humanitarian trips.

## **CDS PROGRAM GOALS**

The programs in audiology and speech-language pathology are based on the philosophy that professional education is optimized by drawing upon the patients, staff, and other resources of an academic medical center. The resources at RUSH University enrich and enhance faculty and student research and scholarship, and they provide unique opportunities for multidisciplinary collaborations. The clinical skills of RUSH students are fostered and developed through didactic courses, clinical observation and instruction, and supervision by practitioner-teachers. The department faculty is supplemented by the expertise of physicians, scientists, and other health care practitioners within the medical center.

The goals of the academic programs in audiology and speech-language pathology are to generate and disseminate new knowledge in communication disorders and sciences and to prepare graduates who:

- Synthesize contemporary knowledge of speech and hearing science and apply it in the assessment and management of a broad spectrum of communication disorders
- Implement evidence-based protocols for the evaluation and treatment of individuals with communication disorders
- Utilize and contribute to new knowledge in the profession and discipline
- Function as professional level speech-language pathologists or audiologists in healthcare and other settings
- Are eligible for clinical certification from the American-Speech-Language-Hearing Association
- Are eligible for Illinois state licensure within the profession

## **PROGRAM ACCREDITATION**

*The Doctor of Audiology (Au.D.) education program in audiology and the Master of Science (M.S.) education program in speech-language pathology at RUSH University are accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, at 2200 Research Boulevard, Rockville, MD 20850-3289, (800) 498-2071 or (301) 296-5700. If you have questions, comments, or concerns about the Department's compliance with accreditation standards, please contact the CAA.*

**DEPARTMENT OF COMMUNICATION DISORDERS AND SCIENCES**  
**Faculty and Staff**

Uzma Akhtar, Ph.D., Au.D., Assistant Professor, Audiology  
Allison Albers, M.A., Instructor, Speech-Language Pathology; SLP Clinic Manager  
Mary Bacon, M.S., Associate Professor Emerita, Speech-Language Pathology  
Suma Devanga, Ph.D., Assistant Professor, Speech-Language Pathology  
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Patricia McCarthy, Ph.D., Professor Emerita, Audiology  
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Richard Peach, Ph.D., Professor Emeritus, Speech-Language Pathology  
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Joshua Sevier, Au.D., LLM, Assistant Professor, Audiology  
Valeriy Shafiro, Ph.D., Professor, Audiology; Department Chair  
Robin Stoner, Au.D., Assistant Professor, Audiology, Externship Coordinator  
Joshua Teitcher, M.S., Instructor, Speech-Language Pathology  
Shannon M. Theis, Ph.D., Associate Professor, Speech-Language Pathology; SLP Program Director  
Amy K. Winston, Au.D., Assistant Professor, Audiology; Audiology Program Director  
Megan Worthington, Au.D., Assistant Professor, Audiology; Audiology Clinical Education Manager  
Kristen Vincent, M.S., Instructor, Speech-Language Pathology

**CDS Administration**

Jania Murphy, CDS Program Coordinator  
Cielo Colon, SCOPE Speech & Hearing Clinic Coordinator

**Clinical Education**

Elizabeth Rotert, SLPD, Instructor, Speech-Language Pathology

### **CDS STUDENT MANUAL DISCLAIMER**

The CDS Student Manual is published for the faculty and students in the Audiology and Speech-Language Pathology programs. The Department reserves the right to add, amend, delete, or deviate from any specifications in the Manual at any time and to apply such changes to registered and accepted students. Students are responsible for reading this Manual and for reading the RUSH University Catalog. Students are also responsible for adhering to all Department, College, and University policies and regulations.



# **CDS DEPARTMENTAL POLICIES, PROCEDURES, AND REQUIREMENTS**

## **TECHNICAL STANDARDS FOR THE AUD AND MS-SLP PROGRAMS**

Rush University is committed to promoting inclusivity by supporting and educating students who are representative of the national population. Our core values—Innovation, Collaboration, Accountability, Respect, and Excellence (I CARE)—translate into our work with all students. The Rush MS-SLP and AuD programs actively collaborate with students to develop innovative ways to ensure accessibility and create a respectful, accountable culture through confidential and specialized accessibility support.

The Rush Communication Disorders and Sciences Department prepares students to become skilled and compassionate providers of audiology and speech-language pathology services. The following technical standards outline essential skills, abilities, and behavioral characteristics required for successful participation and progression in the AuD and MS-SLP programs. By upholding these technical standards, the Rush MS-SLP and AuD programs ensure that all students are prepared for the dynamic and demanding nature of professional practice while maintaining a commitment to inclusivity, accessibility, and academic excellence. Students may achieve these technical standards with or without reasonable accommodation. Reviewing these standards can help determine if an accommodation is needed to fully access and successfully engage in the Rush AuD and MS-SLP programs.

Rush University is dedicated to ensuring that qualified students who identify as having disabilities have equal access to the MS-SLP and AuD programs through reasonable accommodations in accordance with the Americans with Disabilities Act (ADA). Any student who, after review of the technical standards, determines that they require reasonable accommodations to fully engage in their program are encouraged to contact the Office of Student Accessibility Services (OSAS) to confidentially discuss specific accommodation needs.

Marie Ferro-Lusk, MBA, MSW, LSW  
Director, Office of Student Accessibility Services  
AAC 901  
Phone: (312) 942-5237  
Marie\_Lusk@rush.edu  
Website: <https://www.rushu.rush.edu/student-life/office-student-accessibility-services>

Given the clinical nature of the MS-SLP and AuD programs, time may be needed to implement the accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged. Failure to meet technical standards can result in implementation of a remediation plan; failure to comply with the remediation plan or subsequent/continuous failure to meet these standards may result in dismissal from the program.

The following technical functions are required of all students enrolled in the Rush MS-SLP and AuD programs:

**Acquire Fundamental Knowledge**

- Through the use of some or all sensory modalities, students will acquire information from material presented in courses, such as in lectures, group discussions, lab-based activities, and physical demonstrations.
- Through the use of some or all sensory modalities, students will acquire information from written documents and computer systems (e.g., literature searches, health records review, and data retrieval).
- Through the use of some or all sensory modalities, students will identify relevant information presented in various formats (e.g., paper documents, slides, audio files, videos with audio description, and computer presentations).
- Through the use of some or all sensory modalities, students will recognize and assess changes in patient status, including mood, activity level, cognition, and verbal and non-verbal communication.

**Interpreting Data and Information**

- Students will interpret and use information from a variety of sources (e.g., diagnostic test results, formal and informal observations, findings from other subjective and objective assessment tools), to determine the need for additional evaluations or services and/or to develop an appropriate (re)habilitation/treatment plan.

**Collective Safety**

- Students must possess the psychomotor skills necessary to provide or assist in holistic audiology/speech-language pathology care and perform or assist with procedures and treatments.
- Students will provide audiology/speech-language pathology services in a manner that is appropriate and physically safe for themselves and their patients.
- Students will use any and all necessary universal precautions appropriate to the practice setting and patient status when providing audiology/speech-language pathology care.
- When presented with an emergency, students will support necessary emergency response intervention and/or activate the emergency response intervention system to ensure patient safety.

**Communication Skills**

- Students will draw from a variety of strategies to communicate effectively and sensitively with patients, families, and peers based on their own needs and those of others.
- Students will modify communication styles to meet the cultural and linguistic needs of patients and families, including through interpreters or translated materials.
- Students will provide and receive feedback that promotes effective and respectful professional communication.
- Students will draw from a variety of strategies to communicate effectively with faculty, preceptors, clinical supervisors, staff, and all members of the healthcare team during clinical, community, volunteer, and other learning experiences.
- When conducting an evaluation, assessment, (re)habilitation, or treatment session with a patient, students will respectfully and appropriately elicit relevant information (e.g., medical history, current symptoms/status) required to facilitate patient care.

### **Clinical and Professional Judgement**

- Students will measure, calculate, reason, analyze, and synthesize data related to diagnosis and treatment of patients and populations to determine qualification for services, develop treatment/(re)habilitation plans, assess progress towards goals, and determine appropriate termination of services.
- Students will exhibit proper judgment and professional reasoning across academic and practice settings, according to the SLP/AuD scope of practice.
- Students will demonstrate the organizational and time-management skills necessary to complete their responsibilities in a timely and accurate manner according to the speech-language pathology/audiology role.
- Students will synthesize information, problem solve and think critically to determine the most appropriate theories, assessments, and/or interventions to utilize with a patient.

### **Professional Interactions and Attitudes**

- Students will maintain mature, sensitive, and effective relationships with patients, families, students, faculty, staff, preceptors, and other professionals under all circumstances.
- When presented with a conflict in a relationship with a fellow student, faculty, staff, preceptor, clinical supervisor, patient, or patient family member, students will work to identify and utilize strategies to address the conflict and maintain effective, professional relationships.
- When presented with an unsafe relationship or situation, students will identify and utilize policies and/or interpersonal strategies to protect themselves, patients, family members, and others as appropriate.
- Students will utilize diplomacy skills and collaborate with the patient and any additional involved parties, while following appropriate protocols, to advocate for patient's needs.
- Students will possess the emotional stability required to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

### **Ethical Principles**

- Students will demonstrate integrity, accountability, interest, and motivation in their education and clinical practice.
- Students will demonstrate understanding of and intent and desire to follow professional ethical guidelines (e.g., [ASHA Code of Ethics](#), [AAA Code of Ethics](#), the Rush University [Student Code of Conduct](#), and the [Rush University Honor Code](#)).
- When presented with an ethical conflict, students will utilize the appropriate reporting procedures and lines of communication to discuss the issue and come to a resolution based on code(s) of ethics for the profession and collaboration with other professionals.

## **FORMATIVE ASSESSMENT**

Formative assessment is a process for evaluating the student's learning throughout the program. It is a shared responsibility between the student and all academic and clinical faculty with whom the student interacts. Formative assessment takes place throughout the plan of study and includes designated projects, papers, presentations, lab activities, and other assignments completed as part of courses. Key indicators of formative assessment and formative assessment activities are identified by instructors on course syllabi.

Formative assessment is a process for determining whether special steps need to be taken to remediate academic and/or clinical deficiencies and assist a student in being successful in future semesters. Formative assessment is distinct from academic probation, which is a formal status determined by grades earned in academic coursework. It also is distinct from clinical probation.

In some cases, the process of formative assessment may indicate that a remediation plan is needed in order to assist a student in being successful in future semesters. If a remediation plan is needed, students are expected to comply with those recommendations.

When a student's performance on a formative assessment activity is unsatisfactory, the instructor evaluating that performance will determine the proper remediation activity and what constitutes successful completion. This instructor will also keep the student's academic advisor informed about requirements and completion.

The student's academic advisor serves as the coordinator of formative assessment. The advisor gathers information each term and is responsible for designing a remediation plan if necessary (with student input) if deficiencies in student performance remain following instructor-directed remediation. The academic advisor tracks information about completion of the remediation plan. The Program Director tracks formative assessment activity for all semesters, regardless of whether a remediation plan was required.

All formative assessment requirements must be satisfactorily completed in order to graduate.

## **ACADEMIC ADVISEMENT**

Each student is assigned an academic advisor who is a member of the faculty in their program in Communication Disorders and Sciences. Advisors are available to provide information and support to students throughout their graduate studies. Advisors strive to counsel, listen, and assist students on a timely and continuing basis throughout their degree program. Often, students turn first to their academic advisors if they have questions or concerns. Information about additional support services is provided at RUSH University Orientation and is also available in the RUSH University Student Handbook and the RUSH University website. If a student has concerns about advisement, they are encouraged to first approach the advisor to address the issue(s). If no resolution can be reached, the student may contact the Program Director to discuss the matter. In instances where the Program Director is also the academic advisor, the student may contact the Department Chair regarding their concerns. The Program Director and Department Chair have the discretion to change the advisor assignment if deemed appropriate.

## **REMEDIATION PLANS**

A remediation plan is developed when a student's performance does not meet expectations in classroom work, clinical work, or both. Criteria for implementing a remediation plan include not only academic or clinical grades, but also the other types of performance evaluations that are considered under formative assessment and technical standards. Depending on the area of concern, the student, instructor, and academic advisor or Clinical Education Manager work together to design a plan that will enable the student's understanding and performance to meet expectations. Remediation plans utilize a number of different methods such as private tutoring, repeating or auditing coursework,

lifestyle changes, academic counseling, independent study, and/or repeating clinical experiences. These methods are only examples, and there may be other approaches utilized to meet the needs of an individual. Students are expected to comply with remediation plans; failure to comply may result in dismissal from the program.

### WRITING EXPECTATIONS

Each student's writing skills will be assessed in both academic and clinical settings. Assistance and feedback are provided to students whose writing skills need to be strengthened. When necessary, a student may be required to enroll in a writing class, purchase books or other writing materials, and/or complete other assignments as directed by the faculty as part of a remediation plan to improve writing skills. Any expenses incurred are assumed by the student.

### GENERATIVE ARTIFICIAL INTELLIGENCE USAGE GUIDELINE

If expectations and/or parameters surrounding use of generative artificial intelligence (AI) are not specified in the course syllabus, students are expected to inquire about the use of these tools from individual instructors. Permission to use generative AI for the completion of required coursework should not be assumed.

### STUDENT ACCESSIBILITY POLICY

***Please do not make requests for accommodation to individual faculty members, lecturers, or course directors.***

RUSH University is committed to attracting and educating students who will help to make the health care profession representative of the national population, including individuals with disabilities. In keeping with RUSH University's mission to promote diversity among its student population and providing equal access to its facilities, programs, services and learning opportunities, the University encourages students with disabilities to engage the Office of Student Accessibility Services as soon as they begin their program. Students should feel free to contact **Marie Ferro-Lusk, Manager of Student Accessibility Services** for RUSH University to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively; students are encouraged to register with the Office of Student Accessibility Services as soon as they begin their program. Additional information can be found online at the Office of Student Accessibility Services website or by contacting the Office of Student Accessibility Services. In order to respect student privacy and ensure a thoughtful interactive discussion, students should not make accommodation requests to individual faculty members, lecturers, or course directors; instead please contact:

Marie Ferro-Lusk, MBA, MSW, LSW  
Director, Office of Student Accessibility Services  
AAC 901  
Phone: (312) 942-5237  
E-mail: [Marie\\_Lusk@rush.edu](mailto:Marie_Lusk@rush.edu)  
Website: <https://www.rushu.rush.edu/office-student-accessibility-services>

## ATTENDANCE AND ABSENCES

Attendance is expected for all class meetings and clinical assignments. In the case of absence for a clinical experience, the student must follow the policy contained in the Clinical Education Manual for their program. In the case of absence for a class meeting or event, the student must communicate with the instructor. If the course syllabus includes instructions about attendance/absence, those must be followed. Attendance may be considered by instructors in the assignment of grades, as indicated on course syllabi.

An absence will be excused if a student (1) is under mandated quarantine, (2) has a documented communicable illness, or (3) has formal accommodations through RUSH Office of Student Accessibility Services for a health concern that can interfere with class attendance and the student communicates to the course instructor at least one hour in advance of the start of a course meeting that they will be unable to attend. The absence will be considered unexcused if no advance notice is given. Access to virtual class attendance will be extended in cases of documented communicable illness. Virtual course attendance may also be allowed in cases of extenuating circumstances, at the discretion of the course instructor with approval from the Program Director. Any student who misses class is responsible for (1) following up with the instructor and/or classmates to get missed material and (2) making arrangements to make up any missed assignments or exams.

## ACADEMIC/SCHOLASTIC DISHONESTY

Academic/scholastic dishonesty is not tolerated within the Department of Communication Disorders and Sciences at RUSH University. Academic/scholastic dishonesty in any form is considered unprofessional conduct.

Examples of academic/scholastic dishonesty that would subject a student to disciplinary action include but are not limited to the following: cheating; plagiarism; collusion; gaining or seeking unfair advantage in relation to any work submitted; helping others to gain an unfair advantage; removing examination materials from a secure examination area; the unauthorized downloading or copying of examinations that are given online; fabricating assigned academic work, including clinical assessments and presenting them as authentic; facilitating academic dishonesty; and unauthorized examination behavior.

- Plagiarism refers to any attempt by students to use the work, words, or ideas of others without proper attribution, or any attempt to pass off the work, words, or ideas of others as their own. Such acts are considered plagiarism whether they occur intentionally or unintentionally. Acts of plagiarism include but are not limited to the following:
  - Presenting any phrase or extracts, verbatim, without using quotation marks and without any reference to the author
  - Paraphrasing all or part of an author's work and presenting it without any, or with inadequate, reference to the author
  - Copying or paraphrasing all or part of another student's work or otherwise presenting another student's work as their own
- Collusion is an agreement or cooperation in order to cheat or deceive for a fraudulent purpose. Collusion applies to students (past, present and future) who intentionally cooperate in order to gain an unfair advantage in the gaining of an award, qualification or grade

- Cheating is using unauthorized materials, including electronic devices, or obtaining unauthorized help from another person in any work submitted for academic credit
- Fabrication is inventing information or citations in any academic or clinical activity or related documentation
- Facilitating academic dishonesty is providing unauthorized material or information to another person
- Unauthorized examination behavior is, for example, conversing with another person, passing or receiving material to or from another person, temporarily leaving an examination site to visit an unauthorized site or without permission, or manipulating the physical or electronic testing environment to unfair advantage. *These examples are not inclusive of all possible unauthorized examination behaviors.*

Per RUSH University policy, disciplinary actions for issues of academic/scholastic dishonesty are imposed by the program/college. In the Department of Communication Disorders and Sciences, the penalties for acts of academic/scholastic dishonesty are as follows:

You will receive a grade of “F” for the course and will be required to meet with the instructor and CDS Department Chair to discuss the offense and consequences, which can include dismissal from the program. If you are allowed to continue in the program, you will be required to repeat the course before graduating.

Students are urged to discuss questions regarding academic integrity with instructors and advisors.

The student can grieve decisions made regarding academic/scholastic dishonesty issues. Refer to the CHS Student Academic Appeal and Grievance Procedures in the RUSH University catalog. Any formal student complaints will be confidential. Students filing a complaint will be free of any retaliation by the department.

## **ACADEMIC APPEAL AND GRIEVANCE**

The CDS department policy follows procedures outlined in the College of Health Sciences (CHS) *Student Academic Appeal and Grievance Procedures*. As stated in the CHS policy, the appeal procedure may be used if a student believes that a rule, procedure, or policy has been applied in an unfair or inequitable manner, or that there has been unfair or improper treatment by a person or persons. Appeals specific to grades (assignments, exams, course grades) are limited to issues of due process that include (1) differential treatment and (2) actions not in accordance with course policy.

The CHS Student Academic Appeal and Grievance procedure can be found at:

[http://catalog.rush.edu/preview\\_entity.php?catoid=9&ent\\_oid=210#student-academic-appeal-and-grievance-procedures](http://catalog.rush.edu/preview_entity.php?catoid=9&ent_oid=210#student-academic-appeal-and-grievance-procedures)

Sequence of steps for other appeals (not related to course grades/assignments):

Seek resolution with the individual (e.g., the faculty member involved). For broader program issues, seek resolution with the Program Director (AuD or SLP as appropriate). If the student is not satisfied with the outcome, Steps 2 through 5 of the CHS Student Academic Appeal and Grievance procedure are followed.

## STUDENT COMPLAINT POLICY AND PROCEDURES

RUSH University embraces a philosophy of respect and accountability as supported by the I CARE values (Innovation, Collaboration, Accountability, Respect and Excellence). Rooted in these I CARE values, the Student Complaint Policies and Procedures are intended to promote a supportive and equitable process to assist students with submitting complaints.

Student complaints regarding services, academic programs, improper conduct, or other challenges impacting the student's experience may be addressed informally such as following up with the specific staff or faculty affiliated with a particular issue. In the case where a student feels their complaint would be best handled through formal procedures, RUSH University offers a process for students to confidentially submit their formal complaints through the [Student Complaint Portal](#).

Complaints can be submitted through the online Complaint Portal or via a toll-free call center: **833-625-3778**. Students have the option to submit a complaint anonymously or to identify themselves in their complaint. The [Student Complaint Portal FAQs](#) provide additional information about the Complaint Portal and how it works to support students and maintain their anonymity while facilitating the review and investigation necessary for resolution.

Additional details may be found in the [University Student Complaint Policy](#).

***No retaliation or reprisal shall be tolerated against a student for submitting, in good faith, a complaint either on an informal or formal basis.***

## READMISSION

A student who has withdrawn from a degree program or has been dismissed may apply for readmission. The department follows the broad parameters of the readmission policy of the College of Health Sciences (CHS).

The student applying for readmission must submit an application for this purpose to the Office of Admissions. A student applying for readmission must include with the application a letter that addresses specific issues that led to withdrawal or dismissal and how these have been resolved.

The application for readmission will be reviewed by the department Student Progress and Promotion Committee. This committee may decide to admit, admit with conditions, or deny.

A student who is readmitted with conditions must agree in writing to meet any/all conditions set forth by the Student Progress and Promotion Committee.

A student who is readmitted must meet all policies and degree requirements in place at the time of re-entry.

## ELECTIVE COURSEWORK AND INDEPENDENT STUDY

Elective coursework enables students to take course offerings in other departments in the university. Elective coursework may expand the student's knowledge in special areas and may be a valuable adjunct to thesis research and investigative projects. The student should select formal coursework that complements the study of audiology or speech-language pathology. Students should consult with their academic advisors regarding any anticipated elective coursework.



Students are encouraged to pursue independent study with faculty members within the Department of Communication Disorders and Sciences and from other departments. In some cases, independent study work may be utilized as part of a formal remediation plan. In such cases, the proposed independent study and instructor must be approved by the student's academic advisor and the Program Director.

### **PRAXIS EXAMINATION**

Both AuD and SLP students are required to pass the PRAXIS prior to receiving their degrees. The faculty advisors suggest that speech-language pathology students take the PRAXIS at the end of the Fall Semester of Year 2 or beginning of Spring Semester of Year 2, and that audiology students take it in the Spring semester of their third year or during the fourth year. If an AuD student plans to complete an externship in a state other than Illinois, they must contact the Audiology Clinical Education Manager to determine provisional licensure requirements for that state. The PRAXIS is administered by the Educational Testing Service (ETS).

Information and guidelines for these examinations are available from the CDS department, and students may also obtain information directly from ETS. It is important to register early for the examination. Students are to ensure that PRAXIS scores are sent to RUSH (code RA0067). Students are responsible for all PRAXIS fees. If a student does not pass the PRAXIS, the student is advised to follow up with their advisor so that support and resources may be made available for further study.

### **STUDENT SERVICE REQUIREMENT**

The College of Health Sciences has developed a professional and community service requirement for all students as part of their academic programs. During the course of their degree program, each AuD and SLP student is required to complete at least 16 contact hours of approved professional and/or community service. Appendix V provides a log for students to use to keep track of their volunteer hours. Those AuD students who join the Student Audiology Association (SAA) are required as a part of that membership to complete community service hours; appropriate documentation should be submitted to the SAA leadership. Those AuD students who are not members of SAA should complete and document the 16 hours service requirement and provide the completed form to their academic advisors prior to degree conferral. SLP students are required to turn in to the SLP Program Director a copy of their signed volunteer logs prior to degree conferral.

### **SELF-STUDY MODULES**

Students are required to complete self-study modules and tests annually on selected healthcare topics. Often, off-campus clinical sites require that these educational modules be completed before a student is accepted for the site. Students will receive information on how to access the appropriate modules and a schedule for completion of the modules.

### **PROFESSIONAL MEETINGS**

Professional meetings and workshops occur throughout the year in Chicago, as well as in other national locations. These meetings often provide opportunities to hear and meet leaders in research and clinical practice. Students are encouraged to attend such events but must first discuss the

meeting and schedule with their academic advisors and the Clinical Education Manager. Students also are encouraged to make presentations at professional meetings, and their academic advisors are ready to provide information about the process of submitting and presenting. See the “Student Presentations and Publications” section in this manual for further directives.

If a student wishes to attend a professional event that conflicts with a class meeting or a clinical schedule, they must consult with their academic advisor, the course instructor and/or clinical supervisor, and the Clinical Education Manager before being excused from those activities.

## STUDENT PRESENTATIONS AND PUBLICATIONS

Student research and scholarship are encouraged and supported. Student research and scholarship may lead to presentations, abstracts, and publications at local, state, national, or international levels. Examples of such work include clinic cases, data-based research, or literature reviews. If the name/logo of RUSH University appears on any document related to work that occurred while the student was enrolled at RUSH University, even if the only reference is the student’s RUSH affiliation, the following policy applies. If the student’s work is not related to a topic within the discipline/profession and the name/logo/affiliation of RUSH University is not on the document, this policy does not apply.

In most cases, student research/scholarship is done in collaboration with department faculty. Examples include theses, investigative projects, work conducted as a Research Assistant, or work done as an independent study. In these cases, the department follows guidelines for authorship credit and other matters related to collaboration as found in the *Publication Manual of the American Psychological Association* (current edition).

When student research/scholarship is conducted independently, or with individuals not employed at RUSH University, **the student must obtain approval from a departmental faculty sponsor before submitting, presenting, and/or publishing research results.** This applies to any oral presentation, poster session, or publication, in any stage, whether refereed (reviewed by an outside panel of experts) or not. Examples include:

- Submitting an abstract/summary for a presentation
- A poster session presentation
- Submitting an article, book chapter, or other written product

The student is responsible for identifying a sponsor. The sponsor’s approval should be documented in the student’s permanent file. If the sponsor is not the student’s academic advisor, **the academic advisor should also be informed.**

## CONFLICT OF INTEREST

All of us at RUSH University Medical Center—including students, faculty, employees, corporate officers, medical, nursing, and professional staffs—must use our best efforts and judgment to avoid any influences that could compromise patient care, research, business transactions, objectivity, or integrity. Conflicts of interest (COI) are defined as circumstances that create a risk that professional judgments or actions may be unduly influenced by a secondary interest. As a RUSH student, you will learn about COI

that may arise from clinical, research, and institutional conflicts, and you are expected to avoid and/or report such conflicts. Information regarding the RUSH University Conflict of Interest Office and COI policies can be found here:

<https://www.rushu.rush.edu/research/office-research-compliance/conflict-interest-office>

### **CRIMINAL BACKGROUND CHECKS**

Programs offered in the College of Health Sciences often require that clinical rotations, practicums, internships, or other learning experiences be successfully completed in hospitals and other health care facilities to meet program requirements. Because use of these facilities is required, students must be able to successfully complete their assigned rotations to fulfill the academic requirements of their program.

Hospitals and other health care facilities often have policies requiring criminal background checks for employees, students, and volunteers. These facilities may refuse to accept individuals for clinical practicum or other experiential rotations based on past criminal convictions.

Students should be prepared to comply with the policies and procedures at any facility where they are assigned as part of their educational program and may not request facility assignments in an effort to avoid specific requirements. Expenses related to criminal background checks are the responsibility of the student. Students who have certain types of information in their criminal background checks may be ineligible to complete rotations in specific facilities. Students who are not allowed to participate at assigned facilities, or who are terminated from rotations based on the results of a criminal background check, will be unable to complete the program requirements for graduation and will be subject to dismissal.

Persons with certain types of criminal convictions may not be eligible for state licensure and/or national registry or certification. In addition, many employers perform criminal background checks and may not hire individuals with certain types of criminal convictions. Any criminal activity that occurs after enrollment must be reported to the Clinical Education Manager immediately. Failure to do so may result in dismissal from the program.

### **DRUG TESTING AND SUBSTANCE USE/ABUSE**

The Communication Disorders and Sciences department follows all RUSH University and RUSH University Medical Center policies regarding substance use/abuse and drug testing. In addition to complying with RUSH University policies, students in external clinical practicum placements are expected to meet all requirements of the external practicum site regarding drug testing and any applicable site-specific substance use/abuse policies.

### **POLICIES ON PROFESSIONAL TITLES**

The Department of Communication Disorders and Sciences (CDS) at RUSH University endorses the ASHA official position (LC 41-72) which discourages the use of the term “therapist” in describing the person who delivers services to individuals with communicative disorders. Furthermore, CDS endorses the use of the title speech-language pathologist (LC 10-76) for those qualified individuals who work to prevent, assess, diagnose, and treat disorders of speech, language, and other cognitive abilities, social

communication, and swallowing in children and adults. Consistent with these positions, students in CDS are required to use the official title of speech-language pathologist in all of their academic and clinical activities and in all professional interactions when referring to a member of the profession of speech-language pathology.

Students should address faculty members and staff using the appropriate titles (e.g., Dr., Ms., Mr., etc.). However, in some clinical environments, it may be appropriate for students to address clinical faculty and clinical educators by their first names. In these environments, the clinical educator will determine how they wish to be addressed by the student. Erring on the side of more formal designations is preferred in the professional environment. Use of formal designations is expected in the departmental activities (with the exception of specific clinical environments as previously mentioned).

### **CLASSROOM ATTIRE EXPECTATIONS**

Students are expected to dress in a manner that is consistent with the medical center environment in which the University operates. When travelling to and from classrooms and the Student Clinical Lab, students will move through spaces shared with patients, visitors, University and Medical Center staff, faculty, and health care providers. Given this, students are expected to maintain professional appearance and demeanor at all times.

### **ONLINE/VIRTUAL COURSE ETIQUETTE**

When participating in an online meeting or course, students are expected to behave in a professional and courteous manner at all times. Appropriate online/virtual course etiquette includes:

- Keeping the video camera on, unless otherwise allowed by the instructor
- Using a professional picture as a “placeholder” when the video camera is off
- Keeping the microphone on mute unless speaking
- Obtaining permission from the instructor in advance if there is a reasonable request to forgo use of audio or video modalities
- Taking the meeting/class in a setting that is conducive to learning and listening; the environment should be free of excessive noise and visual distractors
- Refraining from eating on camera, unless otherwise allowed by the instructor
- Remaining engaged and participating in meeting/course activities and exchanges

### **CELL PHONES**

Students are expected to abide by medical center, department, and course instructor rules about the use of cell phones. Cell phone use is not permitted in many areas of the hospital. Students should check with their clinical supervisor about whether it is permissible to have a cell phone in the clinical area. Cell phones should be turned off during course instruction. Inappropriate use of cell phones is discourteous and disruptive and may be hazardous in a medical setting.

### **ID BADGE ACCESS**

Access to CDS student room in the clinic area, the Student Clinical Lab, the SCOPE Speech & Hearing Clinic, and other labs requires an activated RUSH Student ID. Room access is explained at CDS new student orientation. Questions regarding room or building access should be directed to the CDS department coordinator.

## EMAIL AND INTERNET

Students are expected to check their RUSH email accounts **at least once per day**. Students should use RUSH University email for their communications with faculty and others in the university. This email goes through a secure server. All department email communication will be addressed to students' RUSH University accounts.

## PHOTOCOPYING AND PRINTING

Photocopying machines for student use are available in the library and in a number of student study areas. The copy machines located in the clinic area and on the 10<sup>th</sup> floor of the Armour Academic Center are NOT available for student use. Printing may be done in the METC and the Student Lounge(s) located throughout the Armour Academic Center. Some costs may apply. Students should not use Student Clinical Lab (SCL) or OAB student clinical room printers for printing of personal documents.

## STUDENT, ALUMNI, AND EMPLOYER SURVEYS

At various times, the Department and College seek formal feedback from students, alumni, and employers of graduates. This feedback is used for department self-assessment and to plan ways to improve the AuD and SLP programs. Formal course evaluations are an important aspect of program assessment. CDS students evaluate their courses each term using an online system known as IDEA. Students in the program may also meet periodically with the Program Director or Department Chair to discuss their assessment of the programs. They also may be surveyed about their assessment of department and university resources. At graduation, students will complete an exit survey. After graduation, the new graduates will be surveyed about how well RUSH prepared them for their positions.

Students and graduates are urged to participate in all of these meetings and surveys. This valuable input helps to strengthen the programs and to ensure that the needs of students and graduates are being met.

## STUDENT CLINICAL LAB (SCL)

The Student Clinical Lab (SCL), located on Lower Level I of the OAB building, is designed for use by both SLP and AuD students. It contains equipment and materials similar to those that the students will use in their clinical practices. Lab assignments for various courses are often completed in the SCL. Since many people use the SCL, it is important to respect the schedules and needs of others and to work quietly. Lockers (unsecured) are available to store backpacks, bags, or other materials while you are working in the SCL. Please do not bring excessive materials into the table and work areas of the SCL. **No food or drinks are allowed in the SCL.** The SAA and NSSLHA groups are responsible for maintaining the SCL on a rotating basis.

## TRAINEESHIPS, STIPENDS, ASSISTANTSHIPS, AND WORK-STUDY

Traineeships and stipends are often available for selected students via agreements with Veteran's Administration (VA) Medical Centers and other institutions. For the VA, student trainees are selected

by the staff at the VA. Students agree to spend a specified number of on-site hours at the VA. SLP students usually accept VA traineeships during their final semester of enrollment. Audiology students may accept VA traineeships during the second, third, or fourth years.

The selection of a student for a traineeship or stipend is an honor for the recipient. A student's performance in a traineeship is also a reflection on RUSH University and this department. The student's acceptance of a traineeship must be made in writing to the appropriate Clinical Education Manager. In addition, the student must inform the Financial Aid Office about the award.

Students engaged in traineeships must make a commitment to fulfill all assigned duties and hour requirements of the traineeship. These requirements may exceed regular internal/external clinical education requirements. Should a student feel that they are unable to fulfill any or all of the requirements of the traineeship, they must first meet with the appropriate Clinical Education Manager to discuss the matter. If, following this meeting, the student remains steadfast in wishing to discontinue participation in the traineeship, they must petition the Department Academic Affairs Committee, which will hear the request and make a recommendation consistent with university policies. Failure of a student to appropriately petition the Department Academic Affairs Committee could result in a grade of an "F" for that semester of clinical education.

Student assistantships are sometimes available through the department and through individual faculty who have grant funding. All students enrolled in CDS are considered eligible for such awards. Work-study positions are available at the university, and the Office of Student Financial Affairs provides information about eligibility and the location of work-study positions.

## **STUDENT HEALTH INSURANCE**

RUSH University requires all students to be covered by a health plan in order to promote health and well-being while protecting the individual from undue financial hardship that a medical emergency could cause. For information about the Student Health Insurance Plan, students should consult the RUSH University Catalog and contact the Office of Financial Affairs. Periodically, students will be required to verify that their health insurance is current.

## **SOCIAL MEDIA POLICY**

Please refer to the RUMC Policy on Social Media to understand your obligations when engaging in social media and making any reference to RUSH. The policy can be found here:

<https://insiderush.rush.edu/departments/DiagnosticServices/Echo/Policies%20and%20Procedures/Social%20Media%20Policy.pdf#search=social%20media%20policy>

## **UNIVERSITY AND COLLEGE STUDENT SUPPORT RESOURCES**

RUSH University provides a multitude of student support services to facilitate student wellness and academic and professional success. Among these are:

### **Office of Student Accessibility Services (OSAS)**

The Office of Student Accessibility Services supports RUSH University's goal of promoting diversity among its student population. RUSH University is committed to attracting and educating students who

will help to make the population of health care professionals reflective of the national population, including individuals with disabilities.

OSAS provides accommodations for students with a documented disability as defined by the [ADA and Section 504 of the Rehabilitation Act of 1973](#). Students with physical, chronic health conditions, temporary conditions/injuries, sensory, learning and/or psychological disabilities are encouraged to engage this office for support.

You can find information about OSAS, including how to apply for accommodations here: [Office of Student Accessibility Services](#).

You may also schedule an appointment with OSAS to discuss accommodations-related questions or concerns:

Marie Lusk, OSAS Director: [Book time with Marie S Ferro-Lusk](#)

### **Center for Academic Excellence (CAE)**

RUSH University's Center for Academic Excellence provides specialized support in writing, statistical data analysis, and mathematics, alongside individualized academic coaching focusing on metacognition, study skills, test-taking strategies, and time management. The Center for Academic Excellence offers both one-on-one workshop meetings and virtual asynchronous support, tailored to meet the diverse needs of each learner.

You can learn more about the Center for Academic Excellence and schedule an appointment with one of CAE's Academic Specialists here: [CAE](#).

### **The RUSH Center for Clinical Wellness (CCW)**

The CCW provides counseling and case management services to RUSH University students free of charge. Their mental health professionals can provide direct support and also help you get connected with community psychiatry providers, as/if appropriate. You can learn more about the Center for Clinical Wellness here: [CCW](#).

You can schedule an appointment at the Center for Clinical Wellness here: [Schedule CCW Appointment](#).

Additional information about the CCW, their appointment process, and other frequently asked questions can be found here: [What to Expect](#).

### **Student Assistance Program (SAP)**

This support program is partnered with ComPsych Guidance Resources. ComPsych counselors and social workers provide 24/7 support for students and their family members. Information about this program can be found here: [SAP](#). You can contact SAP by phone (877-465-1324) or online: [www.guidanceresources.com](http://www.guidanceresources.com).

### **Student Development, Culture, & Holistic Wellbeing**

The College of Health Sciences has a dedicated faculty member for student wellbeing. Ms. Kenya Johnson, Director of Student Development, Culture & Holistic Wellbeing is available to provide student support and discuss any unique personal and professional development issues. You can schedule a meeting with Ms. Johnson here: [Student Meeting](#).

**Student Affinity Groups**

Additionally, the Student Diversity & Community Engagement office has several student affinity groups as a resource for students of various ethnic, racial, religious, and gender identities. More information about these groups can be found here: <https://www.rushu.rush.edu/student-life/student-affairs/student-diversity-and-community-engagement>



# **AUDIOLOGY PROGRAM POLICIES, PROCEDURES, AND REQUIREMENTS**

## **AUDIOLOGY STUDENT LEARNING OUTCOMES**

Upon completion of the program, the student will:

- Demonstrate advanced problem solving/critical thinking competencies by passing comprehensive exams in the four content areas.
- Attain a Level 3 on all core clinical professional skills as assessed by the Record of Skill Performance.
- Achieve a rating of 4 (Proficient) or 5 (Independent) on a minimum of 75% of all rates clinical skills as measured by the Record of Skill Performance.
- Exhibit competent oral and written communication skills as demonstrated by successful completion of the Investigative Project.
- Demonstrate improved cultural competence as measured by the Cultural Competence professional practice scale in the Record of Skill Performance.
- Demonstrate analytic and integration skills by successful completion of the comprehensive Formative Assessment Inventory.

## AUDIOLOGY CURRICULUM

### YEAR 1: FALL

AUD 602	Anatomy and Physiology of Hearing and Balance	3
AUD 606	Introduction to Neuroscience	3
AUD 613	Acoustics and Psychoacoustics	2
AUD 621	Clinical Methods in Audiology	2
AUD 622	Clinical Observation	1
AUD 623	Audiologic Assessment	3
<b>Total Semester Credits</b>		<b>14</b>

### YEAR 1: SPRING

AUD 607	Pathophysiology	3
AUD 614	Acoustic Phonetics and Speech Perception	2
AUD 640	Basic Amplification	2
AUD 650	Vestibular Assessment and Rehabilitation	3
AUD 690	Practicum I	1
CHS 610	Research Methods in Health Sciences	2
<b>Total Semester Credits</b>		<b>13</b>

### YEAR 1: SUMMER

AUD 611	Embryology and Genetics of the Auditory System	1
AUD 630	Electrophysiologic Assessment I	3
AUD 660	Pediatric Audiology	2
AUD 691	Practicum II	1
CDS 576	Issues in Counseling	2
<b>Total Semester Credits</b>		<b>9</b>

### YEAR 2: FALL

AUD 592	Grand Rounds	1
AUD 615	Pharmacology	2
AUD 637	Electrophysiologic Assessment II	2
AUD 641	Adult Amplification	3
AUD 645	Adult and Geriatric Rehabilitative Audiology	3
AUD 692	Practicum III	1
<b>Total Semester Credits</b>		<b>12</b>

### YEAR 2: SPRING

AUD 592	Grand Rounds	1
AUD 663	Pediatric Amplification and Habilitation	2
AUD 664	Educational Audiology	2
AUD 665	Auditory Implants	2
AUD 672	Seminar in Current Professional Issues	1
AUD 800	Internship I	3
<b>Total Semester Credits</b>		<b>11</b>

**YEAR 2: SUMMER**

AUD 651	Vestibular Seminar	1
AUD 667	Auditory Processing	2
AUD 670	Seminar in Hearing Conservation	1
AUD 671	Seminar in Supervision and Mentorship	1
AUD 801	Internship II	3
CHS 605	Introduction to Ethics in Healthcare: Interdisciplinary Perspectives	2
<b>Total Semester Credits</b>		<b>10</b>

**YEAR 3: FALL**

AUD 642	Amplification Seminar	1
AUD 673	Practice Management Across Settings	2
AUD 682	Investigative Project Planning Seminar	2
AUD 802	Internship III	3
CHS 601	Introduction to Biostatistics	2
<b>Total Semester Credits</b>		<b>10</b>

**YEAR 3: SPRING**

AUD 683	Investigative Project	3
AUD 803	Internship IV	5
<b>Total Semester Credits</b>		<b>8</b>

**YEAR 3: SUMMER**

AUD 850	Externship I	7
<b>Total Semester Credits</b>		<b>7</b>

**YEAR 4: FALL**

AUD 851	Externship II	7
<b>Total Semester Credits</b>		<b>7</b>

**YEAR 4: SPRING**

AUD 852	Externship III	7
<b>Total Semester Credits</b>		<b>7</b>

**Total credits for Degree Program 108**

## DEGREE ACADEMIC PROGRESSION

**Academic probation** is assigned to a student who earns a single-term academic grade point average (GPA) between 2.5 and 2.99 (A = 4.0), and/or whose cumulative academic GPA falls between 2.5 and 2.99 at any time. The academic GPA is calculated for all non-clinical coursework. A remediation plan to address probation will be developed by the student's academic advisor and the student and will be documented in the student's program file. A student must earn a single-term academic GPA of 3.0 or greater at the end of the semester for which the student is on academic probation and a cumulative academic GPA of 3.0 or greater by the end of the first academic year to continue in the program. A student who incurs a semester academic GPA below 3.0 after being removed from academic probation will be dismissed from the program, even if the cumulative academic GPA is 3.0 or greater.

A student who earns a grade of D or F in a required course must repeat that course or an equivalent course that has been approved by the student's program and transferred from an outside institution. In a repeated course, the new grade will replace the earlier grade in the cumulative academic GPA. Failure to receive a grade of C or greater in a repeated course will result in dismissal from the program.

A student must receive a grade of C or greater in an approved transfer course in order for it to be accepted as an equivalent for the course for which the student received a grade of D or less. Credit for a transferred course is not included in the calculation of the cumulative academic GPA. The course for which the student earned the grade of D or less will remain on the student's transcript and will be used to calculate the academic GPA. This may impact the student's minimum GPA requirement for graduation.

A student will be dismissed from the program if any of the following conditions are met:

1. A student earns a grade of D or F in two or more required courses, regardless of the grade earned in a repeated course and regardless of the cumulative academic GPA.
2. A student earns a single-term academic GPA of less than 2.5 at any point during their course of study.
3. A student fails to meet the stated criteria for the Comprehensive Examination.

A cumulative academic GPA of 3.0 or greater is required for graduation. Clinical practicum, internship, and/or externship grades are not included in this calculation.

Updated 08/09/2021

## **DEGREE CLINICAL PROGRESSION**

### **Clinical Probation**

Clinical probation is assigned to a student who earns a grade of C or less in a clinical practicum, internship, or externship. Although the clinical contact hours may be used to meet the CFCC (ASHA) requirements, the student may be required to repeat the clinical education course before progressing further in the clinical sequence.

A remediation plan to address clinical probation will be determined by the student, the student's academic advisor, and the Clinical Education Manager, and will be documented. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.

### **Clinical Progression**

In the AuD program, A grade of B or higher is required to pass a clinical course. Students receiving a grade of C or less in any AuD clinical course prior to the final externship semester will be placed on clinical probation and are required to repeat and pass the practicum before progressing further in the clinical sequence. Any earned clinical contact hours may be used to meet the ASHA Council for Clinical Certification requirements.

Students receiving a grade of C in their final externship semester will be placed on probation and are required to register for one credit of continuing enrollment in the following semester to complete remediation and achieve good standing before graduation. Students receiving a grade of D in their final externship semester will be placed on probation and are required to repeat the course. Students receiving an F in the final externship semester will be dismissed from the program.

For students placed on clinical probation at any time during the AuD clinical sequence, a remediation plan to address clinical probation will be determined jointly by the student, the student's academic advisor, and the Clinical Education Manager; this remediation plan will be documented. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.

The faculty reserves the right to request the withdrawal of any student whose conduct or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the program.

## **AUDIOLOGY GRAND ROUNDS**

Audiology students and faculty meet once a week during the Fall and Spring Semesters for Grand Rounds presentations and/or Student Development sessions. AuD students receive academic credit for these sessions by registering for AUD 592 in the Fall and Spring Semesters of the second year. Attendance is expected at all Grand Rounds sessions even during semesters when students are not registered for the course.

Grand Rounds provides opportunities for students to think "on their feet," to help integrate theory and practice, and to defend particular clinical decisions to other professionals. Rather than simply

presenting interesting cases for review, the idea with each case is to emphasize diagnostic or therapeutic dilemmas, to challenge one another, and to highlight areas of professional controversy. Evidence-based clinical practice is emphasized. Typically, each student will have one opportunity to present a case for Grand Rounds. At the beginning of the academic year, students are provided with a syllabus (AUD 592) that includes directions, information, timeline, and presentation format.

Students are expected to display professionalism in appearance and comportment during their Grand Rounds presentations. Business casual dress is required for students on the day of their presentations.

Students are expected to attend all sessions of Grand Rounds. Excused absence may be obtained from the AUD 592 course director as appropriate and ordinarily is granted only for reasons such as religious holidays, personal and/or family emergencies, and illnesses. Students are required to complete a written assignment to make up for the absence. Information about the required assignment is in the course syllabus.

## **INVESTIGATIVE PROJECT**

Students enroll in AUD 683: Investigative Project during the Spring Semester of the third year of the AuD Program. However, students are encouraged to begin thinking about the project early in the program. Students complete CHS 601: Biostatistics, CHS 610: Research Methods, and AUD 682: Investigative Project Planning Seminar courses before initiating the Investigative Project. In addition, the project prospectus needs to be approved by the Project Director, in consultation with the Investigative Project (IP) committee, during the Fall semester preceding enrollment.

The objectives of the Investigative Project are to:

1. synthesize a body of literature related to a specific topic or problem in audiology or hearing science;
2. cultivate professional writing skills;
3. acquire didactic skills for dissemination of professional information; and
4. develop organizational and verbal tools needed for professional presentations.

The typical investigative project format follows one of three options:

- a) Systematic Review
- b) Experimental Project
- c) Professional/Clinical Project

Regardless of the option chosen, student projects are expected to be disseminated through a presentation at a relevant local, state, national, or international meeting and/or submitted for publication to a professional/scientific journal. The decision about the submission process for each project will be made jointly by the student and faculty members involved in the project.

The idea for the project is developed in conjunction with a CDS faculty member; however, it is the student's responsibility to determine possible topics. If the student knows the area in which they would like to complete the project, the student should approach a faculty member who is teaching, conducting research, or providing clinical service in the area. If the student is uncertain as to the area they would like to investigate, the student may want to approach various faculty members with possible ideas that have been preliminarily explored and to discuss various topics. The topic and

selected committee members must be determined by the end of the Fall semester of the third year, at which time the student and the Project Director complete and sign the *Investigative Project Agreement Form* (see Appendix IX).

### **Systematic Review**

Students complete a systematic review under the guidance of a faculty member with a primary appointment in the RUSH Communication Disorders and Sciences department. An optional, second faculty member can be part of the project committee. Adjunct faculty may serve on the committee but not as the Project Director. The project culminates in a professionally written paper and presentation of a formal poster to the department. Dissemination of the project findings at local, state, or national meetings or professional/scientific publications is expected.

### **Experimental Project**

The experimental project option affords the student the opportunity to direct hands-on, clinic- or lab-centered research. The project is data based and may be an original or replication study. The methodology for this project is expected to be carefully planned and controlled. However, the sample size may be limited. The project culminates in a professionally written paper and presentation of a formal poster to the department. Dissemination of the project findings at local, state, or national meetings or professional/scientific publications is expected.

Students complete an experimental project under the guidance of a faculty member with a primary appointment in the RUSH Communication Disorders and Sciences and another committee member. At least one member of the committee must hold a Ph.D. degree. Adjunct faculty may serve on the committee but not as the Project Director. Family members cannot serve on committees.

### **Professional/Clinical Project**

Students complete a professional/clinical project under the guidance of a faculty member with a primary appointment in the RUSH Communication Disorders and Sciences department. An optional, second faculty member can be part of the project committee. Adjunct faculty may serve on the committee but not as the Project Director. These projects address issues related to a professional or clinical need. The students will develop the question, research the available information, consult with experts or other professionals, and develop a solution or outcome that answers the question. The need and background for these projects are thoroughly researched and the methodology is carefully designed. The project culminates in a professionally written paper and presentation of a formal poster to the department. Dissemination of the project outcomes at local, state, or national meetings or professional/scientific publications is expected.

### **Suggested Timetable for Projects**

The following outline is a general timetable for completing the Investigative Project. The timetable should be taken as a guideline, realizing that there is variability among projects, committees, and individual students.

1. **Prior to beginning the project:** The student should discuss the project topic with a faculty member. Typically, the student should start developing possible topics for the project no later than Spring Semester of the first year.
2. **Spring Semester of the first year to Summer Semester of the second year:** Student discusses topic ideas with the academic advisor and other faculty as appropriate.

3. **Fall Semester of the third year:** Students take AUD 682: IP Planning Seminar. While enrolled in AUD 682, the Project Director is identified and assigned, and committee members are selected.

Working with their respective Project Directors, students will have identified the final topic and will have completed the *Investigative Project Agreement Form* by the end of AUD 682: IP Planning Seminar.

4. **Fall Semester of the third year:** Student works with the IP Director to develop a timeline for completion of the project. The student completes the prospectus defense by the end of the semester. A 2-3-page prospectus is expected, and the prospectus will be presented to the student's committee during a face-to-face meeting. If needed, a project application is filed with the IRB no later than the end of the Fall Semester for experimental projects. This step is combined with the AUD 682: IP Planning Seminar in the Fall Semester of the third year.
5. **Spring Semester of the third year:** For experimental projects, the IRB approval is received, and data collection has begun.

A course syllabus will be provided by the Project Director for AUD 683: Investigative Project course that will specify further grading criteria based on how the student achieves learning objectives, meets timelines, participates in committee meetings, and completes the written manuscript and formal poster presentation.

6. **First week of March in the Spring Semester of the third year:** For all projects, students are expected to complete writing the first three chapters (Introduction, Literature Review, Methods) by the first week of March in the Spring Semester of the third year. At this time, the Project Director will alert the Audiology Clinical Education Manager if any student has not completed the three chapters and is not in a position to complete the IP on schedule. In this case, the start of the student's Externship will be delayed, and the Externship may need to be re-arranged for a different site pending availability. This may delay the student's graduation.
7. **Middle of the Spring Semester of the third year:** During the 7<sup>th</sup> week, students enrolled in AUD 683 present a five-minute update on their projects to AuD students and faculty.
8. **End of Spring Semester of the third year:** For all projects, analysis of data or description of outcomes, completion of writing, and formal poster presentation of the project to faculty and students will be completed in April. The professionally written paper in current APA style and formatting is submitted to the department by the last day of classes during Spring Semester.

If the IP is not completed by the end of the Spring semester, the student will not begin AUD 850: Externship I during Summer Semester. The externship will be delayed pending availability of an appropriate site, and the student's graduation will also be delayed.

9. **Spring Semester of the third year through Spring Semester of the fourth year:** IPs are expected to be submitted for a presentation at a local, state, national or international meeting and/or for publication in a professional/scientific journal.



**Investigative Project Presentation Expectations**

Students are expected to display professionalism in appearance and comportment during their IP update and final poster presentations. Business casual dress is required.

**Investigative Project Formatting Guidelines**

The following formatting guidelines listed below must be followed when preparing the project manuscript. For questions not covered by these guidelines, please refer to the current APA guidelines for research articles submitted for publications.

1. Title page must include title, author, committee members, and date submitted.
2. Abstract – about 150 words (between 100 and 200).
3. Running head – a shortened version of the title and the last name of the author on each page in the page header.
4. All pages must be numbered.
5. Sections headings in bold and appear in the following order: Introduction, Literature Review (maybe combined into one), Methods, Results, Discussion, Conclusion (the last two can also be combined), References, Collected Figure captions, Figures, Tables, Appendix (if any).
6. Acknowledgments, if any, follow directly after the discussion section.
7. References in text and in the bibliography, section must follow the current APA format.

**Updated 6/15/2023**

## COMPREHENSIVE EXAMINATIONS

As part of the degree requirement, AuD students must successfully pass an oral Comprehensive Examination. The purposes of the oral Comprehensive Examination are to help students integrate their knowledge and to provide an additional opportunity for students to develop their oral presentation skills. The exam takes place in the first week of the Spring Semester of the third year.

### Format of the Examination

Committees composed of at least two AuD faculty members conduct each examination. The length of each examination is approximately one hour. Students are assigned to a committee and an exam time randomly. Students are not informed of the composition of their individual examination committee until the time of examination.

### Examination Questions and Scoring

Students are asked a minimum of four questions. Five areas are scored: relevance, content, organization, evidence, and professionalism. Each oral response is assigned a grade of “high pass” (HP), “pass” (P), or “no pass” (NP) by the faculty member asking the question. An overall HP is awarded to any student who receives a high pass on all of their Comprehensive Exam questions. Each student earning an overall HP will receive a special award from the department highlighting this achievement. The *Evaluation Form for Oral Comprehensive Exams—Audiology* (see Appendix VII) is used for scoring results.

### Pass/No Pass Process

Students must pass all of the oral examination questions posed to them. The results of the examination will be communicated to all students after the completion of all exams. If a student does not pass all questions, the following procedures apply. Committee members and questions may change for the retake examination(s).

**First Retake:** Students will be retested in the content area(s) not passed during the first week of February in the same semester.

**Second Retake:** Students will be retested in the content area(s) not passed during the first week of March in the same semester.

Any student not passing an entire Comprehensive Examination after the second retake is automatically dismissed from the program.

**Updated 7/23/2022**

## INTERRUPTED PROGRAM

Any student who wishes or needs to interrupt their program must fulfill the following requirements:

1. Meet with their academic advisor and the Program Director and work out a plan of action **before** leaving the program.
2. Complete all degree requirements within 8 years of the beginning of the first semester in which the full-time student is enrolled in the program.
3. Follow all appropriate leave of absence/withdrawal procedures and policies as defined by RUSH University.

## TRANSFER OF CREDIT POLICY

The issue of transfer credit will be addressed only after the student is accepted into the program. Students should check with their academic advisors about the feasibility and process for transferring credit.

Students wishing to transfer a course should complete a Petition to Transfer Credit form, available online or in the Office of the Registrar. The transfer of credit process should be initiated no later than one semester prior to when the required course is offered and completed prior to the first day of that semester. The Office of the Registrar will inform the student and his/her advisor when a formal decision has been made regarding whether or not the credit will transfer. Specific directions can be found on the form.

Transfer credit will only be accepted from an accredited college/university. Graduate-level courses must be completed with a "B" or better to be awarded transfer credit. This policy also applies to courses taken while a student-at-large at RUSH. Undergraduate-level courses cannot be transferred to meet the requirements of a course taught at the graduate level at RUSH. Courses taken while an undergraduate and requested to receive transfer credit at RUSH must be over and above the 120 credit hours need for the baccalaureate degree.

The faculty may approve graduate level transfer credit at the grade of B or better, not to exceed 35 semester hours. The instructor who teaches the equivalent course at RUSH and the Program Director recommend whether or not to approve credit for transfer.

## AUDIOLOGY STUDENT AWARDS

As part of the Commencement ceremonies, the faculty may present student awards.

The Outstanding Student Award is awarded to the student who has exhibited exemplary performance and professionalism throughout his/her/their entire graduate program.

The Audiology Student Award for Clinical Excellence is given to the graduating student who, in the opinion of faculty, best exemplifies the RUSH values of Innovation, Collaboration, Accountability, Respect, and Excellence throughout their clinical education experiences.

The Dean's Award is awarded to the student(s) with a 4.0 cumulative grade point average in the graduating class. No departmental nominations are necessary.

The CHS Faculty Award is given to a student, nominated and voted upon by the faculty, who best exemplifies the following:

1. Encourages and supports classmates in achieving program goals and helps other students be successful.
2. Values the work of others in patient care, scholarship, and service.
3. Demonstrates enthusiasm for learning.
4. Shows potential for future leadership in the profession.

The Outstanding Research Award is given annually to the graduating student whose research endeavors are considered to be of the highest merit as evidenced by presentations and publications.

The Doctor of Audiology Comprehensive Examination Award is given to any student who achieves a "High Pass" score on all Comprehensive Examination questions.

## STUDENT SIGNATURES ON CHARTS, DOCUMENTS, EMAILS

CDS Students are to use the following format when representing their position at RUSH University Medical Center. These descriptors are to be used on emails, other correspondence, chart notes, and other documents.

Jean Doe, B. S. (or other degree designator)  
Graduate Student Clinician  
Audiology  
RUSH University

## SPEECH-LANGUAGE PATHOLOGY PROGRAM POLICIES, PROCEDURES, & REQUIREMENTS

### SPEECH-LANGUAGE PATHOLOGY STUDENT LEARNING OUTCOMES

The speech-language pathology program will provide students with the knowledge, skills, and aspirations to:

1. Demonstrate skills and proficiency in applying contemporary principles of clinical practice in the assessment and management of communication and swallowing disorders.
2. Demonstrate an awareness and appreciation of cultural and linguistic diversity in clinical populations and environments.
3. Engage in interprofessional practice in clinical service delivery.

### Curriculum for the Master of Science in Speech-Language Pathology (Non-thesis track)

*Semester Plan for Students Entering Fall 2025*

FIRST YEAR		Credit Hours
FALL TERM		
SLP 506L	Clinical Methods Lab	1
SLP 537L	Anatomy Lab	2
SLP 521	Language Disorders in Children I: Birth through Age Five	3
CHS 610	Research Methods in Health Sciences (online)	2
SLP 526	Speech Sound Disorders	2
AUD 606	Introduction to Neuroscience	3
SLP 511P	Speech-Language Pathology Practicum I	1
IPE 502	Interprofessional Patient Centered Teams	0
<b>Total Semester Credits</b>		<b>14</b>
SPRING TERM		
SLP 522	Language Disorders in Children II: Age Six through Adolescence	3
SLP 558	Dysphagia	3
SLP 567	Dysarthria	3
SLP 523L	Instrumentation Lab	1
SLP 564	Aphasia	3
SLP 512P	Speech-Language Pathology Practicum II	2
IPE 502	Interprofessional Patient Centered Teams	0
<b>Total Semester Credits</b>		<b>15</b>
SUMMER TERM		
SLP 568	Cognition of Acquired Language and Communication Disorders	3
SLP 563	Voice Disorders	3
SLP 524	Fluency, Dysfluency, and Stuttering	2
SLP 542L	Tracheostomy and Ventilator Lab	1
SLP 503L	Auditory Skills Lab for the Speech-Language Pathologist	1
CDS 576	Issues in Counseling	2
SLP 513P	Speech-Language Pathology Practicum III	3
<b>Total Semester Credits</b>		<b>15</b>

**SECOND YEAR****Credit Hours****FALL TERM**

SLP 510	Professional Issues in Speech-Language Pathology	2
SLP 582	Topics in Research Methods in Communication Disorders	1
SLP 562	Craniofacial Anomalies & Genetic Syndromes	2
SLP 535	Clinical Issues in Cultural and Linguistic Diversity	2
SLP 540	Head and Neck Cancer Management	2
SLP 592	Applied Topics in Communication Disorders	1
SLP 589P	Speech-Language Pathology Practicum IV	4
<b>Total Semester Credits</b>		<b>14</b>

**SPRING TERM**

SLP 590P	Speech-Language Pathology Practicum V	9
<b>Total Semester Credits</b>		<b>9</b>

**Total Credits for Degree Program 67***Updated July 17, 2023***Curriculum for the Master of Science in Speech-Language Pathology (Thesis track)***Semester Plan for Students Entering Fall 2025***FIRST YEAR****Credit Hours****FALL TERM**

SLP 506L	Clinical Methods Lab	1
SLP 537L	Anatomy Lab	2
SLP 521	Language Disorders in Children I: Birth through Age Five	3
CHS 610	Research Methods in Health Sciences (online)	2
SLP 526	Speech Sound Disorders	2
AUD 606	Introduction to Neuroscience	3
SLP 511P	Speech-Language Pathology Practicum I	1
IPE 502	Interprofessional Patient Centered Teams	0
<b>Total Semester Credits</b>		<b>14</b>

**SPRING TERM**

SLP 522	Language Disorders in Children II: Age Six through Adolescence	3
SLP 558	Dysphagia	3
SLP 567	Dysarthria	3
SLP 523L	Instrumentation Lab	1
SLP 564	Aphasia	3
SLP 512P	Speech-Language Pathology Practicum II	2
IPE 502	Interprofessional Patient Centered Teams	0
<b>SLP 900</b>	<b>Independent Study</b>	<b>2</b>
<b>Total Semester Credits</b>		<b>17</b>

SUMMER TERM		
SLP 568	Cognition of Acquired Language and Communication Disorders	3
SLP 563	Voice Disorders	3
SLP 524	Fluency, Dysfluency, and Stuttering**	2
SLP 542L	Tracheostomy and Ventilator Lab**	1
SLP 503L	Auditory Skills Lab for the Speech-Language Pathologist**	1
CDS 576	Issues in Counseling**	2
SLP 513P	Speech-Language Pathology Practicum III	4
<b>SLP 598</b>	<b>Thesis</b>	<b>2</b>
<b>Total Semester Credits</b>		<b>18</b>

SECOND YEAR		Credit Hours
FALL TERM		
SLP 510	Professional Issues in Speech-Language Pathology**	2
SLP 582	Topics in Research Methods in Communication Disorders	1
SLP 562	Craniofacial Anomalies & Genetic Syndromes**	2
SLP 535	Clinical Issues in Cultural and Linguistic Diversity	2
SLP 540	Head and Neck Cancer Management**	2
SLP 592	Applied Topics in Communication Disorders	1
SLP 589P	Speech-Language Pathology Practicum IV	4
<b>SLP 598</b>	<b>Thesis</b>	<b>2</b>
<b>Total Semester Credits</b>		<b>16</b>

SPRING TERM		
SLP 590P	Speech-Language Pathology Practicum V	8
<b>SLP 598</b>	<b>Thesis</b>	<b>2</b>
<b>Total Semester Credits</b>		<b>10</b>

**Total Credits for Degree Program 67**

\*\* Indicates course may be audited.

Updated July 17, 2023

Students on thesis track will begin with independent study in Spring 1 and continue with thesis credit Summer 1, Fall 2, and Spring 2. Total thesis and independent study hours equal 8 credits. Student may audit a maximum of 4 credit hours in Summer 1 and the remaining credit hours in Fall 2, so that audit hours are = 8. Therefore, credits required to graduate will be equal for thesis and non-thesis students.

## DEGREE ACADEMIC PROGRESSION

Students are expected to adhere to their established plan of study to ensure academic progression. However, special circumstances, such as health issues or other significant life events, may be considered for minor changes to a plan of study on a case-by-case basis. Coursework is carefully sequenced with practicum placement to ensure students have the necessary foundational knowledge prior to beginning the placement. If a student is unable to meet these requirements due to course scheduling or other academic constraints, a Leave of Absence (LOA) may be required. Any revisions to the plan of study must be approved by the Program Director and Clinical Education Manager.

**Academic probation** is assigned to a student who earns a single-term academic grade point average (GPA) between 2.5 and 2.99 (A = 4.0), and/or whose cumulative academic GPA falls between 2.5 and 2.99 at any time. The academic GPA is calculated for all non-clinical coursework. A remediation plan to address probation will be developed by the student's academic advisor and the student, and the plan will be documented in the student's program file with approval from the Program Director. A student must earn a single-term academic GPA of 3.0 or greater at the end of the semester for which the student is on academic probation and a cumulative academic GPA of 3.0 or greater by the end of the first academic year to continue in the program. A student who incurs a semester academic GPA below 3.0 after being removed from academic probation will be dismissed from the program, even if the cumulative academic GPA is 3.0 or greater.

A student who earns a grade of D or F in a required course must repeat that course or an equivalent course that has been approved by the student's program and transferred from an outside institution. In a repeated course, the new grade will replace the earlier grade in the cumulative academic GPA. Failure to receive a grade of C or higher in a repeated course will result in dismissal from the program.

A student must receive a grade of C or higher in an approved transfer course for it to be accepted as an equivalent for the course for which the student received a grade of D or F. Credit for a transferred course is not included in the calculation of the cumulative academic GPA. The course for which the student earned the grade of D or F will remain on the student's transcript and will be used to calculate the academic GPA. This may impact the student's minimum GPA requirement for graduation.

A student will be dismissed from the program if any of the following conditions are met:

1. A student earns a grade of D or F in two or more required courses, regardless of the grade earned in a repeated course and regardless of the cumulative academic GPA.
2. A student earns a single-term academic GPA of less than 2.5 at any point during their course of study.
3. A student fails to meet the stated criteria for the Comprehensive Examination.

A cumulative academic GPA of 3.0 or higher is required for graduation. Clinical practicum, internship, and/or externship grades are not included in this calculation.

*Updated July 17, 2023*

## **DEGREE CLINICAL PROGRESSION**

### **Clinical Probation**

Clinical probation is assigned to a student who earns a grade of C or lower in a clinical practicum, internship, or externship. Although the clinical contact hours may be used to meet the CFCC (ASHA) requirements, the student may be required to repeat the clinical education course before progressing further in the clinical sequence.

A remediation plan to address clinical probation will be determined by the student, the student's academic advisor, and the Clinical Education Manager, and will be documented. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.



## **Clinical Progression**

In the SLP program, a grade of B or higher is required to pass an SLP clinical practicum. Students receiving a grade of C or lower in any SLP practicum prior to the final practicum will be placed on clinical probation and required to repeat and pass the practicum before progressing further in the clinical sequence. Any earned clinical contact hours may be used to meet the ASHA Council for Clinical Certification requirements.

Students receiving a grade of C in their final practicum will be placed on probation and required to register for one credit of continuing enrollment in the following semester to complete remediation and achieve good standing before graduation. Students receiving a grade of D in their final practicum will be placed on probation and required to repeat the course. Students receiving an F in the final practicum will be dismissed from the program.

For students placed on clinical probation at any time during the SLP practicum sequence, a documented remediation plan to address clinical probation will be determined jointly by the student, the student's academic advisor, and the Clinical Education Manager. Failure to achieve a grade of B or higher in any subsequent clinical education course will result in dismissal from the program.

The faculty reserves the right to request the withdrawal of any student whose conduct or performance demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the program.

## **APPLIED TOPICS IN SPEECH-LANGUAGE PATHOLOGY**

Students and faculty meet once a week during the academic year for Applied Topics (Clinical Rounds, Journal Club, or Student Development) sessions. Speech-language pathology students receive academic credit for these meetings by registering for *SLP 592 Applied Topics in Speech Language Pathology* during Fall Semester of Year 2.

Clinical Rounds provide opportunities for students to help integrate theory and practice and to defend particular clinical decisions to other professionals. Rather than simply presenting interesting cases for review, the idea with each case is to emphasize diagnostic or therapeutic dilemmas, to challenge one another, and to highlight areas of controversy. Evidence-based clinical practice is emphasized. Each student will have one or two opportunities to present a case for Clinical Rounds. At the beginning of the academic year, students are provided with a syllabus (SLP 592) that includes a format to help them prepare their presentations. Students are expected to display professionalism in appearance and comportment during their Clinical Rounds presentations. Business casual dress is required for students on the day of their presentations.

As time permits, once or twice per semester, a Journal Club may meet for speech-language pathology. Journal articles are distributed at least two weeks in advance. These articles are discussed and critically evaluated by faculty and students during the meeting. Journal Club provides an excellent opportunity for faculty and students to discuss current research and professional issues. Students are expected to attend all Journal Club meetings, to study the assigned articles, and to participate in discussion as much as possible. Often, students present the articles and guide discussion.

Student Development sessions are comprised of guest speakers who present on various professional, research, or clinical topics. Inter-professional issues are stressed.

Students are expected to attend all sessions of Applied Topics. Excused absence may be obtained from the SLP 592 course director, as appropriate, and ordinarily is granted only for reasons such as religious holidays, personal and/or family emergencies, and illnesses. Students are required to complete a written assignment to make up the absence. Information about the required assignment is in the course syllabus.

## COMPREHENSIVE EXAMINATIONS

As part of the degree requirement, speech-language pathology students must successfully pass an oral comprehensive examination, complete a thesis, or may be selected for a non-thesis option appropriate to the discipline, as recommended by the faculty. The purposes of the oral comprehensive examination are to help students integrate their knowledge and to provide an additional opportunity for students to develop their oral presentation skills. The exams are typically conducted during the first week of the Spring Semester of Year 2 for all students, regardless of final practicum placement.

### Format of the Examination

Oral comprehensive examinations are conducted by SLP faculty members. Students will complete one question with each of four faculty examiners. The length of the examination is approximately 1.25 hours. Faculty examiners and exam times are randomly assigned to students.

Students are not informed of their individual schedule of faculty examiners until the day of the examination.

### Examination Questions and Scoring

For each question that a student completes, five areas are scored: relevance, content, organization, evidence, and professionalism. Each oral response is assigned a grade of “High Pass” (HP), “Pass” (P), or “Did Not Pass” (DNP) by the faculty member asking the question. An overall HP is awarded to any student who receives a High Pass on all of their comprehensive exam questions. Each student earning an overall HP will receive a special award from the department highlighting this achievement. The *Evaluation Form for Oral Comprehensive Exams—Speech-Language Pathology* (see Appendix VIII) is used for scoring results.

### Pass/No Pass Process

Students must pass all of the oral comprehensive examination questions posed to them. The results of the examination will be communicated to students after the completion of all exams. If a student does not pass all questions, the following procedures apply. Committee members and questions may change for the retake examination(s).

**First Retake:** Students will be retested in the content area(s) not passed approximately six weeks after the initial examination, typically the second week in February.

**Second Retake:** Students will be retested in the content area(s) not passed during the third week of March in the same semester.

Students may defer retaking the examination(s) until the following semester. In some cases, exam deferral until the following semester may be the recommendation of the faculty examiners. If the student defers re-examination(s), the student will also defer the graduation and degree conferral date until the following semester. Students will be required to register for one credit of “Continuous

Enrollment,” which will result in a tuition charge. Any student not passing an entire Comprehensive Examination after the second retake is automatically dismissed from the program.

### **SLP Students with Modified Program Sequence**

A student whose Program sequence has been modified by the faculty will be scheduled for their Comprehensive Examination during the first week of the final term of enrollment, or as otherwise arranged. *(Updated 8/5/2023)*

## **OPTIONAL THESIS PROJECT MASTER'S DEGREE IN SPEECH-LANGUAGE PATHOLOGY**

Many students in graduate school choose to do a master's thesis, thereby gaining valuable research experience. A thesis project is data based and may be an original or replication study. Often students present the results of their research at a professional meeting or publish results in a professional journal. The thesis project is optional in the speech-language pathology curriculum and students are encouraged to consider choosing this option. Students exploring the thesis option must not have been placed on academic probation at any time during the course of their enrollment.

### **Academic Credit for Thesis**

The student can receive up to 8 hours of academic credit for the development and execution of the thesis project. In order to allow for the thesis, the student's curriculum may be modified. Such modifications will be decided following consultation among the thesis director, the student, and the Clinical Education Manager to assure that the requisite knowledge and skills and practicum hours for certification(s) and licensure are met. A student's undergraduate experiences, knowledge and skills development, and total clinical contact hours will be considered in planning the changes to the student's program. The 8 semester credits devoted to completing a thesis (2 independent study credits and 6 thesis credits) may be offset by exempting a student from up to 8 semester credits of coursework. Modifications may involve the following:

1. Enroll for 2 credit hours of Independent Study (CDS 900) in Spring Semester of Year 1, as determined with the approval of the director, to begin developing the project. This activity will receive a letter grade.
2. Enroll for 2 credits of Thesis (SLP 598) in the Summer Semester and the Fall Semester of Year 2. Enroll in 2 credit of Thesis (SLP 598) in Spring Semester of Year 2. These activities will receive a letter grade each term.
3. De-select up to 8 credits from a list of courses depending on a student's interests and background (e.g., undergraduate coursework) with the approval of the director, after consultation with the clinical education manager, and student's academic advisor (see list of italicized courses under the Thesis track earlier in this manual).

Clinic practicum hours may be altered. Students selecting the thesis option should schedule an appointment with the SLP Clinical Education Manager at the time they elect to complete a thesis to begin this planning. The Summer Practicum (SLP Practicum 3) may be increased to 4 credit hours. The Spring Year 2 Practicum (SLP Practicum 5) may be reduced to 8 credit hours. These practicum experiences will be scheduled either on campus or at select external sites to facilitate completion of the

thesis. Students may also seek additional practicum opportunities earlier in their academic programs, for example during academic breaks, to accelerate the achievement of the requisite number of contact hours. Students who may potentially alter their practicum hours must be in frequent contact with the SLP Clinical Education Manager to monitor that the requisite contact hours needed for graduation are being attained. Students who do not obtain the needed contact hours will register for additional credit during the following summer semester so that this graduation requirement will be met.

### **Decision to Complete a Thesis and Formation of the Thesis Committee**

Any student with the drive and ability to complete a thesis is encouraged by the faculty to do so. Because of the rigor in completing a thesis, and because of the significant commitment by the faculty, students must demonstrate they are capable of completing such a project. It is expected that students completing a thesis will maintain satisfactory academic progress throughout their program. Initial eligibility for a thesis is at the discretion of the thesis director. Continuation of the thesis project is at the discretion of the thesis director and the thesis committee.

The topic for a thesis is developed in conjunction with a faculty member. If the student knows the area in which they would like to do a thesis, the student should approach a faculty member who is teaching or doing research in that area. If the student is uncertain as to a thesis topic, they may want to approach various faculty members and discuss the possibility of developing a thesis project. Often, as a courtesy, students are advised to speak with all PhD-level faculty about their interest in completing a thesis.

The thesis director must hold a research doctorate (PhD) and have a primary faculty appointment within the Department of Communication Disorders and Sciences (CDS). The student and the thesis director select two additional CDS faculty members from the active, honorary, visiting, or adjunct faculty to complete the committee, with a concentration on faculty with research doctorates (PhD). Students are encouraged to select a fourth member from another department within the university or from outside of RUMC as appropriate for the topic of the thesis. Students should have the *Thesis Proposal Approval form* (see Appendix VI) signed by all committee members prior to beginning data collection.

Following committee approval of the student's prospectus, the thesis director will provide the faculty within the department a brief written description of the proposed project and a list of committee members. The student and the thesis director should consult RUSH University guidelines for the preparation of theses and dissertations, available at the RUSH University library home page. The thesis director is responsible for ensuring that the project has Institutional Review Board approval prior to data collection.

### **The Thesis Process**

The following outline is a general timetable for completing a thesis. The timetable should be taken as a guideline, realizing that there is variability among thesis projects, thesis committees, and individual students. Students may not collect data for the thesis project until the prospectus has been approved by the committee.

1. **Fall Semester of the first year:** Student should discuss a thesis topic with faculty member and begin planning the project. The student should review thesis guidelines of the College of Health Sciences and RUSH University.

2. **Spring Semester of the first year:** Student developing prospectus for thesis and forming the committee.
3. **Summer Semester of the first year/Fall Semester of the second year:** Prospectus meeting should be completed by the first week of Fall Semester. The prospectus should be disseminated to the committee for approval no less than two weeks prior to the scheduled date of the prospectus meeting. If this deadline is not met, a meeting of the committee will be called by the thesis director to discuss the student's work to date, expected timelines for completion, and criteria for continuation.

The purpose of the prospectus meeting is for the committee to determine the feasibility of the topic and the thesis proposal, and to permit the student to proceed only after such determination has been made. The committee shall sign off on the student's proposal and an e-copy should be kept electronically on the department server. The signing of this document signifies that the student has permission to proceed with the study as outlined in the proposal. If substantive changes in the proposal are required, the committee may need to meet again before approving the thesis.

Any substantive changes made to the prospectus following the committee's approval will need to be submitted to the committee for review and approval before the thesis project can continue.

4. **Early Fall Semester of the second year:** IRB approval received.
5. **Fall/early Spring Semesters of the second year:** Data collection and analyses.
6. **Spring Semester of the second year:** Complete writing.
7. **Late Spring Semester of the second year:** Complete oral defense. Copies of the thesis will be provided to the thesis committee, typically two weeks prior to the date of the defense of the thesis. The oral defense of the thesis replaces oral Comprehensive Examinations. The oral defense consists of two parts. First, a public presentation of the research findings is conducted. This presentation should be made known to the university community (see RU catalog) with date and time indicated two weeks before the presentation. The public presentation is followed by a closed, executive session of the thesis committee and the student, at which time the student will officially defend the thesis. Members of the academic community with a doctoral degree may sit in on the executive session but may not participate in the questioning of the student during the closed session unless permitted by the thesis director. Following the closed session, the student will be excused, and the thesis committee will vote on the acceptance of the thesis and discuss any required changes.

Students must obtain approval from the Center for Academic Excellence (CAE) (<https://www.rushu.rush.edu/rush-experience/student-services/center-academic-excellence>) and submit the completed thesis. The final version of the thesis is to be reviewed by the CAE and officially turned into the CAE by a date specified by the CAE. Students and thesis directors must be mindful of both intermediate and final deadlines as established by CAE so that the completion of the thesis and thesis defense are planned accordingly.

The number of pages of a completed master's thesis may vary greatly, depending on the number of tables, figures, and appendices. A typical length is approximately 50-75 pages, including references and

appendices. The thesis findings are expected to be submitted for a presentation to a state, national, or international meeting and/or for publication in a professional/scientific journal.

Students engaging in a thesis project must understand that its completion, or the failure to complete the thesis once the process has begun, may prolong the Master's degree program beyond the typical five semesters. Thesis students must maintain enrollment at RUSH University continuously until all graduation requirements have been completed.

### **INTERRUPTED PROGRAM**

Any student who wishes or needs to interrupt their program must fulfill the following requirements:

1. Meet with their academic advisor and the Program Director to work out a plan of action **before** taking a leave of absence from the program.
2. Complete all degree requirements within 48 months of the beginning of the first semester in which the full-time student is enrolled in the program.
3. Follow all appropriate leave of absence/withdrawal procedures and policies as defined by RUSH University.

### **TRANSFER OF CREDIT POLICY**

The issue of transfer credit will be addressed only after the student is accepted into the program. Students should check with their academic advisors and Program Director about the feasibility and process for transferring credit.

Students wishing to transfer a course should complete a Petition to Transfer Credit form, available online or in the Office of the Registrar. The transfer of credit process should be initiated no later than one semester prior to when the required course is offered and completed prior to the first day of that semester. The Office of the Registrar will inform the student and their advisor when a formal decision has been made regarding whether or not the credit will transfer. Specific directions can be found on the form.

Transfer credit will only be accepted from an accredited college/university. Graduate-level courses must be completed with a "B" or higher to be awarded transfer credit. This policy also applies to courses taken while a student-at-large at RUSH. Undergraduate-level courses cannot be transferred to meet the requirements of a course taught at the graduate level at RUSH. Courses taken while an undergraduate and requested to receive transfer credit at RUSH must be over and above the 120 credit hours need for the baccalaureate degree.

The faculty may approve graduate level transfer credit from accredited universities at the grade of B or better, not to exceed a total of 15 semester hour credits. The instructor who teaches the equivalent course at RUSH and the Program Director recommend whether or not to approve credit for transfer.

## **SPEECH-LANGUAGE PATHOLOGY STUDENT AWARDS**

As part of the Commencement ceremonies, the faculty may present student awards.

The Outstanding Student Award is awarded to the student who has exhibited exemplary performance and professionalism throughout their entire graduate program.

The SLP Student Award for Clinical Excellence is given to the graduating student who, in the opinion of faculty, best exemplifies the RUSH values of Innovation, Collaboration, Accountability, Respect, and Excellence throughout their clinical education experiences.

The Dean's Award is awarded to the student(s) with a 4.0 cumulative grade point average in the graduating class. No departmental nominations are necessary.

The CHS Faculty Award is given to a student, nominated and voted upon by the faculty, who best exemplifies the following:

1. Encourages and supports classmates in achieving program goals and helps other students be successful.
2. Values the work of others in patient care, scholarship, and service.
3. Demonstrates enthusiasm for learning.
4. Shows potential for future leadership in the profession.

The Speech-Language Pathology Comprehensive Examination Award is given to any student who achieves a "High Pass" score on all comprehensive examination questions.

## **STUDENT SIGNATURES**

CDS Students are to use the following format when representing their position at RUSH University Medical Center. These descriptors are to be used on emails, other correspondence, chart notes, and other documents.

Jane Doe, B.S. (or other degree designator)

Graduate Student Clinician  
Speech-Language Pathology  
RUSH University

## **APPENDICES I - IX**

- I. **ASHA Code of Ethics**  
<https://www.asha.org/policy/ET2016-00342/>
- II. **AAA Code of Ethics**  
<https://www.audiology.org/publications-resources/document-library/code-ethics>
- III. **Confidentiality Policy**
- IV. **Release of Information Form**
- V. **Professional and Community Service Log**
- VI. **Thesis Proposal Approval Form**
- VII. **Evaluation Form for Oral Comprehensive Exams (Audiology)**
- VIII. **Evaluation Form for Oral Comprehensive Exams (SLP)**
- IX. **Investigative Project Agreement Form**



## APPENDIX III

### Confidentiality Policy for RUSH University Students

1. **CONFIDENTIALITY:** As a condition of enrollment at RUSH University all students must maintain and safeguard the confidentiality of all patients, personnel, student and financial data and records, whether kept in paper or electronic form (hereafter referred to as “confidential information” or “confidential record(s)”). These records include any and all patient protected health information under the Health Insurance Portability and Accountability Act (HIPAA) and any and all student information under Family Educational Rights and Privacy Act (FERPA).

#### 2. **DISCIPLINARY PROCEDURE:**

For any violation of accessing and/or disclosing confidential information or records, the involved person(s) will be subject to disciplinary action based on the level of the violation. Violations of confidentiality have been divided into the following two categories with the corresponding disciplinary action for each category of violation.

##### **Category 1: Inadvertent Access and/or Disclosure**

This level of violation occurs when a person unintentionally or carelessly accesses or reveals confidential information to others without a legitimate need-to-know. Examples include, but are not limited to:

- Inadvertently leaving a copy of a confidential record in the cafeteria or library
- Leaving a computer unattended in an accessible area with a confidential record unsecured

*Exception:* A Category 1 violation of inadvertent access does not include accessing a confidential record by mistake for a brief duration without any reasonable justification (e.g., requesting of a medical record of a similarly named patient and looking up an incorrect name in the electronic record).

Disciplinary action for this offense is typically administered in a progressive fashion starting with the least severe, but may be issued at any point in the sequence above based on the individual circumstances involved.

##### **Category 2: Intentional and Unauthorized Access and/or Disclosure**

This level of violation occurs when a person intentionally accesses and/or discloses confidential information for purposes other than the care of the patient or outside the scope of a job role, or for other unauthorized purposes. Examples include, but are not limited to:

- Looking up birth dates
- Accessing a public personality’s medical record
- Accessing a relative’s, friend’s, fellow student’s or co-worker’s medical record without proper authorization (i.e., without properly completing and submitting an Authorization for Release of Patient Health Information form (MR Form 1928))
- Discussing or sharing in any form a patient’s information with another person who is not the patient’s health care provider
- Unauthorized delivery of any portion of a patient’s medical record to a third party

*Exception:* A Category 2 violation does not include the intentional access of a confidential record by the following individuals who have the legal right to access the electronic record:

- Individuals accessing their own confidential records
- Parent of a minor child if the minor child does not have the legal right to consent as enumerated in OP & P 0029, Section C.4.b.
- Patient's legal guardian or legal representative as defined by state law (e.g., those who have a power of attorney)

### **Disciplinary Action**

Disciplinary action may be administered in the following order for accessing and/or disclosing confidential information of another person without proper authorization:

First Offense: Issuance of a Written Warning

Second Offense: Final Warning which may be accompanied by a suspension from RUSH

University Third Offense: Dismissal from RUSH University

Approved by RUSH University Council on April 21, 2010

RUSH University reserves in its sole discretion to dismiss an enrolled student even for a first-time offense, depending on the circumstances for a Category 2: Intentional and Unauthorized Access and/or Disclosure violation. For example, when a person discloses confidential information without required authorization, he or she can be dismissed from the University for the first-time offense.

For categories 1 and 2, a student may also receive a higher level of discipline or be dismissed from the University for a first-time offense of a confidentiality violation if he/she has a record of disciplinary action(s) for offenses unrelated to confidentiality violations.

### **Investigation Procedure for All Categories of Suspected Patient Confidentiality Violations**

The following process should be followed when a violation or suspected violation of patient confidentiality occurs:

1. An alleged violation of patient confidentiality shall be reported to the HIPAA Privacy Office at extension 2- 2995.
2. The HIPAA Privacy Officer will alert the Dean of the appropriate College or his/her designee, of instances of unexplained access and/or allegations of violation of patient confidentiality.
3. The HIPAA Privacy officer, in collaboration with the Dean of the appropriate College or his/her designee will review and investigate the alleged violation to determine necessary actions and/or discipline.
4. The student may request a review of any proposed disciplinary action in accordance with the procedures outlined in the RUSH University Catalog.

**Investigation Procedure for All Suspected Confidentiality Violations (Confidentiality Violations of Personnel, Student and Financial Data)**

The following process should be followed when a violation or suspected violation of confidentiality of personnel, student and financial data occurs:

1. An alleged violation of confidentiality shall be reported to the Dean of the student's college.
2. Upon notification of the alleged violation, the Dean of the student's college or his/her designee will review and investigate the alleged violation to determine necessary actions and/or discipline.
3. The student may request a review of any proposed disciplinary action in accordance with the procedures for disciplinary action outlined in the RUSH University Catalog.

Approved by RUSH University Council on April 21, 2010

## APPENDIX IV

### RUSH UNIVERSITY COLLEGE OF HEALTH SCIENCES

Department of \_\_\_\_\_

#### Release of Information

Name of Student (Please print):

Student Social Security No.:

I hereby authorize the Department of \_\_\_\_\_ at RUSH University to release the information indicated below.

Type of letter or information to release:

- ☐ Letter of Recommendation
- ☐ Enrollment Verification
- ☐ Employer – Credentialing Status (i.e. board exam eligibility, etc.)
- ☐ Other (Please write in):

To whom should the letter be addressed (i.e., name of supervisor, name of human resources representative, etc.):

---

Name:

---

Street Address:

---

City, State, Zip Code:

---

*Date letter needed:*

---

Distribution of Letter:

- ☐ Student will pick up letter from Department office.
- ☐ Department to mail letter directly to facility.

No request will be processed until you have given us your permission.

---

**Student's Signature:**

**Date:**

## APPENDIX V

**RUSH University College of Health Sciences**  
**Student Professional and Community Service Requirement**  
**Dept. of Communication Disorders & Sciences**  
**STUDENT SERVICE REQUIREMENT**  
**DOCUMENTATION FORM**

Name: \_\_\_\_\_ Program (circle): AuD      SLP

Advisor: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

ACTIVITY	DATE	HOURS COMPLETED	VERIFICATION SIGNATURE*

Total Hours Completed: \_\_\_\_\_ (16 hrs. minimum)      Date: \_\_\_\_\_

- Signatures from supervisors associated with the experience are required. The signature of a fellow student typically is not acceptable.

## APPENDIX VI

### Master Thesis Proposal Approval Form Department of Communication Disorders and Sciences

The undersigned have examined the thesis proposal entitled:

---

---

Presented by:

\_\_\_\_\_, a candidate for the degree of Master of Science

The undersigned have examined the thesis proposal and hereby approve the proposed project.

(signature)

\_\_\_\_\_  
\* Name (Chairperson) (date)

Rank

Department

University

(signature)

\_\_\_\_\_  
Name (date)

Rank

Department

University

(signature)

\_\_\_\_\_  
Name (date)

Rank

Department

University

(signature)

\_\_\_\_\_  
Name (date)

Rank

Department

University

\* NOTE: Please make only as many spaces for signatures as you have committee members

## APPENDIX VII

### EVALUATION FORM FOR ORAL COMPREHENSIVE EXAMS AUDIOLOGY

NAME: \_\_\_\_\_ I.D. #: \_\_\_\_\_

QUESTION: \_\_\_\_\_

- 1. Relevance:** The student answers the question      **1**      **2**      **3**      **4**  
that is asked without significant assistance.

  - 4 = question asked is answered by the student with no or almost no assistance
  - 3 = question asked is answered by the student with no significant assistance; some cueing provided
  - 2 = question asked is answered by the student, but student needed significant cueing and redirection
  - 1 = student had great difficulty answering the question or could not do so even with significant cueing and direction
  
- 2. Content:** The student's responses reflect in      **1**      **2**      **3**      **4**  
depth of knowledge of the area, accuracy of  
information, and logic.

  - 4 = answer to question was accurate and very thorough, demonstrating depth of knowledge in the content area
  - 3 = answer to question was accurate and complete, showing good, basic knowledge of content area
  - 2 = answer to question was inaccurate in one key point or in several minor details; sound, basic knowledge in the content area was not demonstrated.
  - 1 = answer to question was inaccurate in more than one key area; knowledge in the content area was weak and answer was illogical or contradictory in areas.
  
- 3. Organization:** The student's responses are clear,      **1**      **2**      **3**      **4**  
integrate background information and show  
evidence of synthesis of ideas.

  - 4 = answer demonstrated effective and clear organization of ideas, integrating foundation knowledge (e.g, concepts from speech and hearing science, physiology, etc.).
  - 3 = answer demonstrated organization of ideas and key points. Student able to discuss some foundational knowledge relative to topic area; some prompting may have been needed.
  - 2 = answer was poorly organized and reflected weak knowledge of speech and language foundations
  - 1 = answer was unorganized and confusing and included little or no expected knowledge of speech and language foundations.
  
- 4. Evidence:** The student is familiar with tests,      **1**      **2**      **3**      **4**  
methods and/or references to support responses.

  - 4 = student provided evidence from the literature or other sources to support answer, with no prompting
  - 3 = student provided some supporting evidence, with prompting
  - 2 = student provided a minimal amount of supporting evidence, even with prompting
  - 1 = student could not support answer citing evidence, even with prompting.

5. **Professionalism:** The student demonstrates 1 2 3 4  
 familiarity and facility with the topic and  
 exhibits confidence in her/his answers.
- 4 = student answered question demonstrating confidence and poise throughout the discussion
  - 3 = student remained reasonably poised throughout discussion of question, although was less certain in answer.
  - 2 = student was less than confident in answering the question (with brief loss of composure); may have expressed by word or body language uncertainty in answer
  - 1 = student was unable to remain poised and could not remain composed in answering the question.

**COMMENTS:**

**GRADE:** 19 OR ABOVE = High      Examiner: \_\_\_\_\_  
 14 – 18 = Pass  
 13 – or below = Did not Pass      Date: \_\_\_\_\_

Retake (if needed) scheduled for Day and date: \_\_\_\_\_  
 Faculty to be present: \_\_\_\_\_



## APPENDIX VIII

### EVALUATION FORM FOR ORAL COMPREHENSIVE EXAMS SPEECH-LANGUAGE PATHOLOGY

STUDENT NAME: \_\_\_\_\_ FACULTY EXAMINER: \_\_\_\_\_

Question # and General Content area: \_\_\_\_\_

1. RELEVANCE: 1 2 3 4

The student answers the question asked without significant assistance.

4 = question asked is answered by the student with **no assistance**.

3 = question asked is answered by the student with **some assistance**; **some cueing** provided.

2 = question asked is answered by the student, but student needed **significant cueing and redirection**.

1 = student had **great difficulty** answering the question or could not do so even with significant cueing and direction.

2. CONTENT: 1 2 3 4

The student's responses reflect in-depth knowledge of the area, accuracy of information, and logic.

4 = answer to question was accurate and **very thorough**, demonstrating depth of knowledge in the content area.

3 = answer to question was accurate and complete, showing **good, basic knowledge** of content area.

2 = answer to question was **inaccurate in one key point or in several minor details**; sound, basic knowledge in the content area was not demonstrated.

1 = answer to question was **inaccurate in more than one key area**; knowledge in the content area was weak and answer was illogical or contradictory in areas.

3. ORGANIZATION: 1 2 3 4

The student's responses are clear, integrate background information and show evidence of synthesis of ideas.

4 = answer demonstrated **effective and clear organization** of ideas, integrating foundation knowledge (e.g., concepts from speech and hearing science, physiology, etc.).

3 = answer demonstrated organization of ideas and key points. Student able to discuss some foundational knowledge relative to topic area; **some prompting** may have been needed

2 = answer was **poorly organized and reflected weak knowledge** of speech and language foundations.

1 = answer was disorganized and confusing and **included little or no expected knowledge** of speech and language foundations.

4. **EVIDENCE:** 1      2      3      4  
 The student is familiar with a variety of tests, methods and/or references to support responses.
- 4 = student provided **multiple sources** of evidence from the literature or other sources to support answer, with **no prompting**.*  
*3 = student provided multiple sources of supporting evidence, **with prompting**.*  
*2 = student provided **one source** (e.g., one test, one model, or one published paper) of supporting evidence, even with prompting.*  
*1 = student **could not support answer** citing evidence, even with prompting.*
5. **PROFESSIONALISM:** 1      2      3      4  
 The student demonstrates familiarity and facility with the topic; and, exhibits confidence in her/his/their answers.
- 4 = student answered question demonstrating **confidence and poise throughout** the discussion.*  
*3 = student remained **reasonably poised** throughout discussion of question, although was **less certain** in answer.*  
*2 = student was **less than confident** in answering the question; may have expressed by word or body language **uncertainty** in answer.*  
*1 = student was **unable to remain poised and could not remain composed** in answering the question.*

**COMMENTS:**

**GRADE:**      19 OR ABOVE = High Pass  
                   14 – 18 = Pass  
                   13 – or below = Did not Pass

**Examiner initials:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## APPENDIX IX

### INVESTIGATIVE PROJECT AGREEMENT FORM

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

***At the end of the course, students must submit a prospectus outline (2- 4 pages) with initial literature review submitted to the course director.***

Approximate date for the prospectus defense (if scheduled): \_\_\_\_\_  
(Fall Semester)

Signatures:

\_\_\_\_\_  
Project Director

Date \_\_\_\_\_

\_\_\_\_\_  
Committee Members (if applicable)

Date \_\_\_\_\_

\_\_\_\_\_  
Student

Date \_\_\_\_\_

*Copy to: Student, IP Director, Dr. Shafiro*