Academic Policy Manual
(2019-2020)
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Mission Statements

Mission Statement for the University of Louisville:

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

Mission Statement for the University of Louisville School of Medicine:

• To be a vital component in the University of Louisville’s quest to become a premier, nationally recognized metropolitan research university,
• To excel in the education of physicians and scientists for careers in teaching, research, patient care, and community service, and
• To bring the fundamental discoveries of our basic and clinical scientists to the bedside.

Mission Statement for the Section of Speech-Language Pathology:

The mission of the speech-language pathology faculty is to provide the highest quality academic education, facilitate student access to a variety of clinical populations and settings, expand the scientific base of speech-language pathology through basic and applied research and maintain student diversity and community partnerships.

The mission statement for the speech-language pathology section incorporates the general missions of the University and the School of Medicine and focuses them within the discipline of speech-language pathology. As an educational program accredited in both audiology and speech-language pathology in the state of Kentucky, we strive to provide the academic background and clinical experience which will enable our graduates to meet the diverse communicative needs of the citizens within a multicultural and metropolitan society. The preparatory phase portion of the program supports institutional effectiveness by providing an opportunity for geographically restricted, non-majors, part-time, and non-traditional students to earn prerequisites to enter the degree program. Our program is also designed for speech-language pathologists who are sensitive to medical/practitioner ethics as they apply to delivery of our services, as well as to issues of cultural diversity (e.g., dialectal differences among speakers, deaf culture) and ethnicity. Our goal is to provide comprehensive, state-of-the-art health care in speech-language pathology in collaboration with other university disciplines and community resources in the Louisville metropolitan region. Finally, we see as our mission, contribution to the scientific knowledge base in communication sciences and disorders through basic and applied research on the part of each of our faculty.

The academic goals of the program are to:

1. provide the theoretical basis for the practice of speech-language pathology.
2. prepare students to enter the professions thoroughly trained to provide patient care using appropriate communication modalities.
3. present major philosophical points of view on issues in the field so students may integrate and formulate their own practice approach.
4. bring contemporary technology to bear in all situations where it is feasible and cost-effective with respect to patient care, record keeping, graduate student training and research.
5. instill in each student the realization that continuing education is a career obligation.
6. instill each student with an understanding of the broader cultural, social, political, and economic milieu in which they will practice as professionals.

The clinical education goals of the program are to:
1. provide competencies for state-of-the-art diagnostic and therapeutic techniques over a wide range of disorders in various clinical and educational settings.
2. provide practicum opportunities over a diverse clinical population.
3. instill in each student the notion that he/she is a member of a “team” of professionals each of who brings his unique skills and expertise to bear on the patients/client’s care.
4. partner with various community service settings to provide comprehensive evidence based patient care.

Policy Statement (Graduate Program in Communication Disorders)

This document will serve as a Policy Statement for the Graduate Program in Communicative Disorders effective 8-1-90. Revisions to these policies/procedures are made annually by the faculty and staff upon majority vote. Revisions to this document may include input from full-time, non-probationary, graduate student members of the University of Louisville’s Chapter of the National Student Speech-Language-Hearing Association (NSSLHA).

The reader should also become familiar with specific policies and procedures pertaining to clinical practicum as found in the Clinic Policy Manual. Additionally, the reader is encouraged to study the general policies of the Graduate School (See the latest edition of the Graduate Catalog).

Admission of Students

The Graduate Program in Communicative Sciences and Disorders consists of two separate sections: Speech-Language Pathology and Audiology. The speech-language pathology section offers a Master of Science degree (MS) and the audiology section offers a Doctor of Audiology degree (AuD). Separate application and acceptance are required for admission to each section. Entrance into one section does not guarantee automatic admission to the other section.

The following requirements will apply to all students, whether they wish to be full-time or part-time students. The Preparatory phase can be completed on a part-time basis, not to exceed two years. **Students cannot complete the Core phase on a part-time basis.** It is expected that students will follow the current curriculum sequence.

Students in speech-language pathology must be admitted into either the preparatory phase or the core program. The preparatory phase is designed for students with an undergraduate degree in a major other than speech-language pathology. With the exception of undergraduate students at the University of Louisville, with junior or senior status, and enrolled in a degree program, admission into the preparatory phase courses is restricted to those students formally accepted into the program. Students with post baccalaureate status will not be permitted to enroll in the preparatory phase classes. Admission into the University of Louisville preparatory phase and completion of required courses with a 3.50 or better guarantees matriculation into the core sequence.
Formal application to the core program is required by students who have completed: (a) preparatory courses completed at another university; (b) elective courses while obtaining an undergraduate degree at UofL; or (c) completion of an undergraduate program in speech language pathology. These three classifications of students must meet all core admission requirements and compete with all candidates from other universities who have completed an undergraduate degree in speech-language pathology.

Admission into both the preparatory and core programs is competitive. In order to be considered, an applicant must have an undergraduate cumulative grade point average of at least 3.0 on a 4.0 grade point scale. The applicant’s combined Verbal and Quantitative scores on the Graduate Record Examination must be at least 290 though 300 is preferred. The average GPA and GRE of students accepted to either program fluctuates yearly based on the applicant base. Current GPA and GRE mean scores can be found on the program’s website under the Admissions Requirements section. At least three letters of recommendation must accompany the application for admission. At least two of the three letters must be from academic advisors/instructors in the student’s undergraduate or graduate school program. For those students who graduated more than five years prior to application, letters of recommendation should address learning ability, work ethic and professionalism. These letters should be obtained from employers or other professional references.

Admission to the program and continuance in the program is contingent upon the ability of the student to meet essential functions. The program has defined essentials functions in Appendix A. Students who require special accommodations for health and/or learning issues should notify the Disability Resource Center (502-852-6938). The Disability Resource Center will notify the program of all reasonable accommodations. Students must notify the program upon admission or within two weeks of a new onset of a condition that would require an accommodation. The accommodations must be sufficient to meet the essential functions as defined in Appendix A.

A formal admission interview may be required of some applicants. The purpose of the interview will be to determine the candidate’s preparedness for graduate work in communicative disorders, to add detail to application materials, to judge the student’s ability to communicate effectively (in English for foreign nationals), to evaluate the student’s intentions/plans to complete all phases of the training program in a timely fashion, and to answer the student’s questions about the program and the profession. The applicant should also read the general requirements for admission to the Graduate School.

Knowledge and Skills Acquisition (KASA)

All students who apply for certification from the American Speech-Language-Hearing Association (ASHA) are required to have received their graduate degree in speech-language pathology from a competency based program (i.e. a program based upon demonstration of competencies rather than number of courses taken or clinical practicum hours obtained). The online software program—Calipso—will be used to track all students’ progress in acquiring the knowledge and skills necessary for competency at the University of Louisville. Students must purchase access to Calipso in order to access their records. Calipso will be updated periodically for each individual student throughout the course of the program. The student may review their academic or clinical progress by accessing their Calipso record at any time during the program. The final completed KASA document will be printed as a PDF and maintained in the student’s permanent record. All original signatures on the KASA document will be stored in the student’s permanent record for a period of seven years.
Policy on End of the Semester Clinical Documentation

Clinical documentation is entered into Calipso by either a student and clinical supervisor. The full record is available to the individual student and to the university faculty. Clinical hours must be entered into Calipso on a routine basis. All documentation must be entered into Calipso by posted deadlines which will vary by semester.

Policy on Submitting Final (i.e. Graduation) Paperwork

The Program Director will sign the Standards for Clinical Certification Verification Form. This ASHA document is a required part of the certification application. The document will be signed after review of each student’s record in Calipso verifying completion of all academic and clinical requirements. An original signature by the Program Director is required by ASHA. Effective 2019, ASHA also allows certification paperwork to be completed electronically. Nonetheless, the original form will be provided to the student at graduation to submit with the application to ASHA following completion of the nine-month clinical fellowship. It is critical to safeguard this document for future submission to ASHA.

Academic & Clinical Incomplete, Withdrawn or Dropped Courses

According to the Graduate School policy, a grade of “I” means work in the course is incomplete and the Instructor has approved a time extension to complete the work. An “I” in CMDS 611 is an exceptional circumstance as the supervisor and the Director of Clinical Education must agree to the time extension. In both situations, if the work is not completed by the end of the next term the “I” becomes an “F” unless the Instructor/Director of Clinical Education approves a requested extension. This extension will also need to be approved by the Graduate Studies. Dropping or withdrawing from a course, including practicum, is different from an incomplete. For an incomplete, all coursework, clinical hours, and competencies will be recognized once the requirements are satisfied.

Academic Probation

The graduate school Catalog states: “A student whose program GPA or overall graduate GPA falls below a minimum level of academic quality (3.0 on a 4.0 point scale) will be placed on probation until the student regains a 3.0 average or is dismissed.” Students are ordinarily not permitted to continue on probation for more than one semester. A student on probation must maintain a cumulative 3.0 GPA for each subsequent semester. A second semester on probation at any time during the program will result in either recommendation of dismissal from the program or repetition of the class at the time it is offered at the University of Louisville.

The program’s requirements for repetition of a graduate course are as follows:
• As the Graduate School does not allow more than six (6) credit hours of C-, C, or C+, courses may need to be retaken to earn credit for graduation.
• The program requires repetition of a graduate course with a C- or below regardless of the overall GPA.
• Grades of C in CMDS 611 may not be repeated even though they count as part of the six (6) credit hours as noted above. (This program policy supersedes The Graduate School.)
Clinical Probation

Students who earn a C or lower in clinical practicum (CMDS 611) are immediately placed on clinical probation. Students on clinical probation may be placed in practicum with a faculty member (or another designated supervisor) for a semester. A new clinical assignment will be given following a meeting to document satisfactory performance with the faculty member, student and Director of Clinical Education. A student will be recommended for dismissal from the program if a second C or lower is earned in CMDS 611 at any time during the program. A grade of C earned in CMDS 611 will not be removed from the transcript by retaking the course.

Dismissal/Retention of Students

Students who are on academic probation for two semesters will be recommended for dismissal from the program. Students will be recommended for dismissal from the program if they receive a C grade in clinical practicum in any two semesters irrespective of overall GPA. This program policy supersedes the Graduate School's policy of allowing 6 hours of C be used to fulfill graduate degree requirements.

Breach of professional conduct, violation of HIPAA rules and regulations, violation of the ASHA Code of Ethics, plagiarism, cheating, a breach of the School of Medicine Honor Code (Appendix C) or Medical or the Graduate School’s research ethics will result in appropriate due process and possible dismissal.

Students dismissed for just cause may petition the faculty and the Graduate School for reinstatement with contingencies (remedial coursework, special assignments, modified practicum rotations, etc.). Reinstatement decisions and contingencies rest with the faculty and the Dean of the Graduate School.

Academic and Clinical Timelines

The typical course sequence is five semesters, including one summer. The typical preparatory sequence adds two semesters to the typical course sequence. Physical and mental health concerns (Appendix A) as well as other approved extenuating circumstances, which interrupt the projected schedule, will change the date of graduation.

Unsatisfactory academic or practicum performance is likely to extend the length of the program. The Graduate School publishes deadlines for completion of all requirements, which ultimately determines the date of graduation.

Prerequisite Coursework

Several graduate courses have “prerequisites”. These will be found in the Graduate Program Catalog. Students must successfully complete all prerequisite coursework before proceeding with other courses. “Successful” is taken to mean at least a C grade or better irrespective of the overall grade point average at the time. Students will not be permitted to choose coursework “a la carte”. The curriculum is offered in a logical sequence with prerequisites preceding other didactic offerings. The student is expected to adhere to the sequence as presented.
Remediation for Students with Speech, Language, Voice, and/or Hearing Problems (Including Non-Standard Dialects)

All students entering the program will be screened for communication proficiency within the first semester of the program. Students must demonstrate communication competence consistent with ASHA’s Standard IV-B for Certification in Speech-Language Pathology. Students must “demonstrate communication skills sufficient to achieve effective clinical and professional interactions with clients and relevant others.” Students must be able to write and orally communicate per the following guidelines: “Students must demonstrate speech and language skills in English, which at minimum, are consistent with ASHA’s most current position statement on students and professionals who speak English with accents and non-standard dialects.” This policy also applies to all types of communication differences and disorders with the potential to impact clinical competence. Students must also be able to “write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence” (ASHA, 2005). Students identified as having speech, language, voice, or hearing problems and those with non-standard dialects will be counseled by the faculty concerning the likely effect of that difference upon their professional practice. If, in the opinion of the faculty and staff, a student’s performance in classes, clinics, or in the profession will be hampered by persistent speech, non-standard dialect, language, voice, or hearing differences, the student may be advised to reconsider his/her choice of profession or enter a program to facilitate remediation of the difference. If the majority vote of the faculty determines that the student’s communication significantly interferes with delivery of therapy following remediation, the student will be recommended for dismissal from the program. Again, please refer to the Essential Functions document (Appendix A).

Transferring Students

Students transferring into the program should consult the Graduate School Catalog for general instructions and regulations concerning transfer of credit hours. The Graduate School allows transfer of 6 hours without petition for additional credit hours. Transfer credits should have been earned in the past three years.

Students must supply official transcripts, course syllabi, and/or catalog descriptions of courses to substantiate their request for transfer credit. A student completing preparatory phase courses, as an undergraduate, is not considered to be a transfer student.

Transferring students must complete a minimum of 325 clock hours of supervised clinical practicum in residence at the University of Louisville. Fifty hours of practicum experience and 25 hours of clinical observation may be transferred from previously attended accredited institutions.

Class Attendance

Class attendance is mandatory and may be tracked via Blackboard. Students are expected to attend special seminars outside of scheduled classes, guest lectures, laboratory sessions and demonstrations. All planned absences must be pre-approved in writing by the instructor. The student must directly communicate with the instructor prior to the start of class or leave a message on the program number at 852-5274. The secretary will deliver the message to the instructor. Absences may be excused for the following reasons: (1) illness, (2) accident, or (3) death of an immediate family member. Please refer to the class syllabus for specifics. A student should notify the instructor about an accident as
soon as the situation allows. The student must contact the instructor for guidance concerning make-up of the missed material. An unexcused absence or failure to attend class will adversely affect your grade or may result in an incomplete in the course. Any unexcused absences may result in a reduction of a whole letter grade for the class.

Tardiness

Students are expected to be on time for the start of class. Students should make plans to be early to class. Faculty will keep records of chronic offenders and this information will go in the student’s file. The information may be used for personal references or placements in practicum sites. More than two unexcused late arrivals will result in the final grade being reduced by a half a letter grade.

Practicum Attendance

Students are expected to successfully complete the entire course of practicum for the semester for which they are enrolled. Any deviation from this policy must be approved by the Director of Clinical Education and the on-site supervisor. Proper notification and documentation of the supervisor and Director of Clinical Education is expected when absence is unavoidable (see clinic manual). All absences must be made up. More than two absences (excused or unexcused) will result in a whole letter grade reduction.

Holiday Policy

University clinics and classes will be canceled during University holidays. Clinics at practicum sites will honor University holidays unless otherwise agreed upon by the supervisor and student. See the University Calendar for specific dates. The student is also advised to become familiar with the University's guidelines for cessation of classes and clinic responsibilities during inclement weather. Upon assignment of a practicum site, a student should become familiar with specific guidelines concerning attendance during inclement weather. Closure of the University does not guarantee that a practicum site will be closed. The student is expected to be at the practicum site if it is open. Additionally, practicum students will follow their site’s fall and spring break schedules (if applicable) and not UofL’s.

Academic and patient care responsibilities take priority and precedence over most personal circumstances. Second year graduate students will not be given special leave to prepare for comprehensive examinations, defense of a thesis, or completion of the ASHA praxis exam. Absence from practicum sites is permitted for scheduled written and/or oral comprehensive exams or for defense of the thesis. Reasonable absences for a job interview are allowed during the final semester of the program; however, permission will be at the discretion of the site's supervisor. There is no guarantee that the site supervisor will approve the leave request. Additionally, the student should also notify the Director of Clinical Education. See the clinic manual for more details.

Some practicum sites require additional attendance at in-services or documentation training prior to beginning practicum. It is the responsibility of the student to contact the supervisor well in advance to schedule these additional requirements. In some cases this requirement may fall outside of official semester dates. Your inability to participate in these requirements may jeopardize placement at sites with such requirements. Students must plan ahead since absences from class or current clinical placement(s) is not permitted.
Leave of Absence

A student may request or the program may recommend a leave of absence from the program. All such requests or recommendations will be documented in writing and placed in the student’s file. A leave of absence will be no longer than one year. Graduation will be affected by a leave of absence.

Employment Prior to Graduation

Academic and clinical requirements must be completed before the clinical fellowship is initiated. Applicants may apply for certification upon completion of coursework and practicum with the authorization of the Program Director. A letter from the Program Director must also be sent to the Kentucky State Licensure board.

In order to exercise this option, the student must request permission in writing from the Director of Clinical Education and the Program Director. Leave from clinical sites will be arranged by the Director of Clinical Education and is not the student’s prerogative. This request must be received no less than three weeks prior to the date of projected employment. Granting of requests depends on clinical and departmental needs. Leave will not be granted more than two weeks prior to graduation. Students will receive written notification of departmental response to the request in writing and should not arrange employment prior to notification.

Dress Code

Professional grooming and attire are expected in academic and all clinical settings on Monday-Friday. Because clinical teaching opportunities (hospital consults, etc.) arise spontaneously and precipitously, the students should always be prepared to respond appropriately. Leggings, blue jeans, cutoffs, shorts (including Bermuda shorts), sweatshirts, tops with spaghetti straps, revealing tops and short skirts are inappropriate. Tops should not reveal bare midriff/or buttocks when bending over to work with the client. If your attire is not appropriate, you may not be allowed to see patients on a particular day. Make up should be appropriate for the workplace, nails should be clean and trimmed, and no scented lotions, colognes, or perfumes are permitted. Body art and body piercings must be covered and may be prohibited at certain sites. Acrylic nails or tips are not permitted at any practicum site. Fingernail length must be 1/4 inch or less. Failure to adhere to the above appearance guidelines will result in a full letter grade reduction.

Program Communications

All email communication to students will be through the university email address. Students are expected to check this account daily.

Professional/Medical Liability

In order to be enrolled in clinical practicum assignments, the following items must be completed prior to entry into clinical practicum:
  • TB (“Mantoux”) test
• CPR certification
• Blood borne pathogens (universal precautions) training
• Transfer training
• Hepatitis B Vaccination
• HIPAA Training
• Malpractice Insurance
• Influenza Vaccination

Students are required to remain current in the above areas during the core program or they will be immediately withdrawn from clinical responsibilities. Students should be advised that some practicum sites may require an unannounced or announced drug screen which may be at the student’s expense.

The Hepatitis A vaccination is also highly recommended and may be required to participate in certain practicum sites. Proof of other vaccinations may be required by outside practicum sites. Failure to comply with outside site requirements will prevent placement at the site or a delayed start date.

Council on Academic Accreditation (CAA) Contact Information and Complaint Processes

Students should contact the Program Director with any concerns or questions related to the academic and/or clinical education components of the program. Students may also contact the American Speech-Language-Hearing Association (ASHA), Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at 2200 Research Boulevard (#310), Rockville, Maryland, 20850; telephone: (888) 321-2742. Complaints submitted to the CAA must include the following information:

• The complaint must be against an accredited education program or program in Candidacy Status in speech-language pathology and/or audiology,
• The complaint must relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards,
• The complaint must include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA,
• The complainant must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge,
• The burden of proof rests with the complainant and must include his/her name, address, and telephone contact information and the relationship to the program in order for the Accreditation Office to verify and communication with the source of the complaint, and
• All complaints must be submitted—in writing— to the CAA Chair via the aforementioned address; complaints will not be accepted by email or fax.

Background Checks

Increasingly, practicum sites require criminal background checks. Fees for this requirement are the responsibility of the student. Some practicum sites may require their own background checks. Again, any associated fees will be the responsibility of the student.
ASHA Code of Ethics

The Graduate Program in Communicative Disorders will conduct all clinical affairs in accordance with the ASHA Code of Ethics. Students are expected to become familiar with these regulations and will be held to the same standards. A copy of ASHA’s Code of Ethics is found in Appendix C. Students should also read the ASHA policy statements regarding supervision of student clinicians and fees for services provided by student clinicians.

Ethics in Research

The faculty, staff, and students will adhere to the guidelines promulgated by the University of Louisville’s Research Committee as found in its document entitled “Ethical Conduct and Reporting of Research”. A copy of this document is available in the program office and on the University of Louisville website. Student research assistants, and all students involved in any level of research must be held accountable for the ethical conduct of research.

Ethics in the Classroom

All students are expected to be familiar with the American Psychological Association (APA) guidelines regarding source acknowledgement when using other persons’ ideas, research, presentations, or products in written, oral, or any other media presentation or summary (ASHA Code of Ethics, 2016). Take home exams are expected to be independent work.

UofL Policy (Drug-Free Institution)

The University of Louisville is committed to protecting the safety, health and well-being of all staff, faculty, students and other individuals in our workplace. We have established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol and drug-free environment. As a recipient of federal grants and contracts, the university gives this notice to students, faculty and staff that it is in compliance with the Drug-Free Workplace Act of 1988 (Pub. L. 100-690, Title V Subtitle D) and the Drug-Free Schools and Communities Act Amendment of 1989. Students, faculty and staff are herein notified of the standards of conduct that will be applicable while on university property, business, and/or at university sponsored activities. This policy is incorporated and is a part of the official University of Louisville Policies and Procedures. You may view the University of Louisville Policy Statement as a Drug-Free Institution on the Human Resources web site: http://louisville.edu/hr/policies/the-university-of-louisville-policy-statement-as-a-drug-free-institution.

Scholarships, Traineeships, and Work Study

All financial aid will be awarded on the basis of academic excellence (undergraduate and graduate) and/or financial need at the time of admission into the core phase of the program. In order to be considered for financial aid the student must complete a formal application. This also applies to students completing the preparatory phase and matriculating into the core program. Generally, the award will be renewed throughout the program. Overall factors influencing the awarding of financial assistance are:
• grade point average,
• enrollment in the core phase of the program,
• the needs of the Graduate Program in Communicative Disorders,
• the availability of funds, and
• the faculty’s perception of the student’s overall worthiness for such consideration.

All financial awards and tuition remissions will be made and withdrawn at the discretion of the faculty and, where necessary, in consultation with the Dean of the Graduate School. All forms of financial aid will be withdrawn from students during those periods of time that their GPA falls below 3.0. Because this aid may be redistributed to other students, the Graduate Program in Communicative Disorders cannot guarantee that financial aid will be reinstated to students after their GPA is restored to the 3.0 level. Continued receipt of program financial aid is dependent upon merit considerations and initial factors influencing the awards of financial assistance. Financial aid is not necessarily guaranteed for the entirety of the student’s program.

Degree Requirements/Certification Requirements/Licensure

All candidates for the Master of Science Degree in Communicative Disorders will complete coursework and practicum obligations to fulfill the requirements for Kentucky State Licensure and ASHA’s Certificate of Clinical Competence in Speech-Language Pathology (see clinic manual Appendix C). Additionally, they will fulfill all requirements imposed by the University of Louisville.

Research Project (Thesis)

Students may complete a thesis as their summative assessment from the program. Students will finalize this decision after completion of CMDS 600 and consultation with the instructor. It is recommended that an advisor and the topic be selected by the second semester of the student’s enrollment. Students should identify a committee chair from the Graduate Faculty. The chair should be from the Section of Speech-Language Pathology or an affiliate, and at least two other Graduate Faculty members. The project committee chair and the committee will guide the student in all aspects of the research and make known their expectation regarding the timely completion of each phase of the research. The project committee chair has the right to withdraw his/her support if it becomes clear that the student’s progress is unsatisfactory. The student is expected to inform the Director of Clinical Education, at least six weeks prior to the summer semester of year one since the project may necessitate an altered clinical placement.

Comprehensive Exam

A written comprehensive exam is required for non-thesis students (summative assessment). The following guidelines may help the speech-language pathology student understand the process.

I. Comprehensive Exam Content
   A. Questions will be gleaned from topics covering the entire curriculum and practicum experiences.
B. Questions will require the student to integrate information across multiple topical areas, to identify and solve clinical problems, to draw conclusions from clinical data, and/or to formulate appropriate strategies for patient care.

C. Questions will be written by the faculty of the section of speech-language pathology.

D. An example comprehensive exam question format is as follows: (One Hour) Mrs. X suffered a CVA and has been referred to you for a complete differential diagnosis. This patient exhibits slurred speech, swallowing difficulty, aphonia, and questionable cognitive abilities. Please outline your approach to a complete diagnostic evaluation of Mrs. X.

II. Exam Format
A. All graduating students are required to take and pass the written comprehensive exam no later than two weeks prior to scheduled University graduation. Check the University calendar for graduation date. Failure to meet the deadline will result in a deferred graduation date.

B. The written comprehensive exam will consist of an eight-hour written component, completed onsite.

C. The written comprehensive exam will be divided into two, four-hour sessions on consecutive days.

D. The written comprehensive exam will generally be taken in the Spring semester of the second year.

E. Each written comprehensive question will include a suggested time limit (i.e. 30 minutes, 1 hour, etc.) Students will use their own judgment and monitor their own progress during the examination. Failure to attempt to answer a question due to poor time management or inadequate knowledge of the subject matter will count as a failure. Students will have only one additional opportunity to pass the content area. Failure of the second written attempt will require completion of any oral comprehensive exam per the given topic or topics. If a student fails the oral comprehensive exam, the student will be required to repeat the course or courses regardless of the grade or grades earned previously.

F. The written comprehensive exam will be completed in a university computer lab. The timed exam will be presented via Blackboard. The faculty members will retrieve their questions and grade them via Blackboard.

III. Comprehensive Exam Scoring
A. Each written comprehensive question will be evaluated by the faculty member with expertise in the content area.
B. Each individual written answer will be scored according to the posted rubric. See Appendix E.

C. All written questions must be passed in order for the summative assessment to be complete. Students will be given one opportunity to retake the written examination on one or more failed questions. If the second attempt is also failed, the student must complete an oral exam with a minimum of two faculty members present. If the student also fails the oral exam, an “Individual Remediation Plan” (IRP) will be devised by the faculty and will include completion of additional coursework and deferred graduation. See Appendix D for the IRP format.

Clinical Responsibilities/Assignments

Students will be assigned a minimum of three practicum locations. Every student will complete a placement in at least one pediatric and one adult setting. Interviews and/or applications may be required by some practicum sites. Four hundred clock hours is a minimum requirement for ASHA certification. For reasons of academic need, clinical necessity, programmatic changes, etc., student’s clinical assignments typically exceed the minimum standard. Practicum placements will be made by the Director of Clinical Education only. Practicum assignments may be modified at the discretion of the faculty and staff as well as for just cause (i.e. academic probation, needed competencies, etc). Students who have received a C in the previous semester clinic rotation will be placed on clinical probation. Students will be expected to accept practicum assignments despite the fact that minimum clock hour requirements have been met.

Computer Access

Computers for student use are in the computer lab in the basement of the MDA building. These computers are to be used for checking email and online research that relates to academic and clinical matters. Students are expected to use personal computers and printers or general university resources for personal computer needs. Personal use includes Powerpoint lecture notes and handouts for class presentations or class projects.

Grievance Procedures

Grievance procedures are outlined in the Graduate School Catalog. In general, grievances should be addressed directly to the faculty/staff member involved. Failing to reach an agreement at that level, the student may appeal to the Program Director of Speech-Language Pathology. Beyond that point, the student may appeal to the Division Chief of the Graduate Program in Communicative Disorders, the Chair of the Department of Otolaryngology—Head and Neck Surgery and Communicative Sciences and Disorders, and the Dean of the Medical School. The program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Grievances concerning accreditation standards should be addressed to the CAA Chair in writing at 2200 Research Boulevard, Rockville, MD 20850-3289 or telephone (301) 897-5700.

Academic Course Credit
All courses in the program are to be taken for a letter grade with the exception of a Pass/Fail grade in CMDS 570 Observation in Speech-Language Pathology and Audiology and CMDS 610 Topics in Audiology and Aural Rehabilitation.

Student Verification (Distance Learning)

The University of Louisville (UofL) uses a combination of course management and resource management technology in conjunction with student code of conduct policies to ensure the integrity of its online learning system and to verify the identity of enrolled students. The UofL has 39 online programs. The protocols for confirming the identity of students depends on a combination of security protocols and faculty verification of students in the classroom and at the remote locations.

UofL issues all students unique and secure user identifications (ID) and passwords when they are admitted as students. Users must change their password after initial activation of their account using specific criteria to create a strong password. Every 180 days, all users with university accounts must reset their password following the same strength requirements. In addition, users must set "Challenge Questions" to allow for password recovery. Challenge questions allow the end user to select from a list of questions and provide a personal answer that only they know. Three questions and corresponding answers are required for password recovery. The use of challenge questions not only expedites the user getting back online, but it also adds an additional layer of security. Previous passwords can never be reused.

Using this secure login and password, students and faculty are able to access online courses via Blackboard (a course management system) as well as library and other university services. Students log into Blackboard using their assigned student ID number to interact with their course instructor and to submit course assignments. The Blackboard system authenticates against a secure central repository (Lightweight Directory Access Protocol [LDAP]) with the use of the unique user identification (ID) provided by the university. All faculty, staff, and students have a unique numeric ID in a central database that allows specific access to the university’s student, financial, and human resources management system (PeopleSoft). This numeric ID is used in conjunction with the User ID to ensure appropriate access to Blackboard, by verifying an individual’s status (active/enrolled or not) based on the course and term of enrollment. As the courses are established each term, the system checks the numeric IDs to ensure they match the student’s course registration. This process ensures that the Blackboard course information and grade book are secure and private. Faculty can use the Blackboard system as their class roster for tracking attendance, completion of course assignments, and posting grades.

All faculty, staff, and students have access to Blackboard as long as their university account status is active. A Blackboard shell is automatically created for each course section each term, and, because Blackboard is integrated with PeopleSoft (UofL’s Student Information System), enrollment in courses occurs automatically, reflecting current official enrollment status. This integration ensures enrollment in the two systems is always synchronized. The User ID and password also verify identity each time the student uses an email account, library services, and other online resources or takes an online examination.

Some UofL programs and courses hold synchronous class sessions via Blackboard Collaborate, a web-conferencing tool. These sessions are housed within Blackboard and require students to login to Blackboard using their secure login. These sessions allow for face-to-face interaction between students and faculty members.

Some courses require students in distance education courses to take a proctored exam or give a proctored presentation. When a course requires a proctored exam or presentation, UofL’s Testing Services Office provides proctoring services. All students taking exams at the Testing Services Office must present photo
identification at the time of the exam to ensure the student taking the exam is the correct student. Students at a distance who cannot come to UofL's Testing Services Office may use a proctor convenient to their location upon the faculty member’s approval of the proctor. Faculty members can arrange for remote proctoring sessions using a software called Respondus Monitor, which is integrated with Blackboard. The software allows the faculty to request a photograph of the student and the student’s identification card. The software also provides a recording of all exam session data, including video, audio, and keystroke information, and prevents pausing or re-taking on the part of the student to faculty along with a report of all suspicious activity flagged during the exam.

The university requires students to follow university’s policies regarding security, plagiarism, and other forms of academic dishonesty. When students receive their email account, they receive an email from Information Technology that says, "Please ensure that you are familiar with the University’s policies and standards located at http://security.louisville.edu/PolStds. Use of this account indicates the acceptance by you of these policies and standards, changes or modifications".

The UofL Student Code of Conduct applies to all students regardless of location and addresses the misuse of technology. In addition, the UofL Student Rights and Responsibilities document outlines for students the definition of academic dishonesty, which includes "Sending a substitute to take one’s examination, test, or quiz" and "Conducting research or preparing work for another student, or allowing others to conduct one’s research or prepare one’s work".

**SUMMARY**

The University of Louisville (UofL) uses a combination of course management and resource management technology in conjunction with student code of conduct policies to ensure the integrity of its online learning system and to verify the identity of enrolled students. The protocols for confirming the identity of students depends on a combination of security protocols and faculty verification of students in the classroom and at the remote locations.
Appendix A (Essential Functions)

Department of Otolaryngology-HNS and Communicative Sciences and Disorders
Section of Speech-Language Pathology
University of Louisville

Essential Functions of Candidates for Graduate Program Admission and Continuance

UofL’s graduate program in Speech Language Pathology (SLP) is accredited by ASHA’s Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Operating within the scope of ASHA standards, the Department has the freedom and ultimate responsibility for (1) the selection of students, (2) the design, implementation, and evaluation of the curriculum, (3) the evaluation of student progress, and (4) the determination of who should be awarded a degree.

Faculty and professional staff in the section of speech-language pathology have a responsibility for the welfare of clients tested, treated, or otherwise affected by students enrolled in the program. The section has the responsibility to the public to assure that its graduates can become fully competent SLP professionals, capable of delivering quality services in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice SLP.

The section of speech-language pathology, as part of the School of Medicine, Department of Otolaryngology-HNS and Communicative Sciences and Disorders, University of Louisville, is committed to the principle of equal opportunity. The University, School, and Section do not discriminate on the basis of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity or expression, marital status, pregnancy, veteran status, or political affiliation. When requested, the University will provide reasonable accommodation to otherwise qualified students with properly certified disabilities. The faculty and professional staff have responsibility for the welfare of students in the section and for the clients the students treat during their graduate program. To meet this responsibility, the section has established academic standards and minimum essential functions (defined on the following pages) that must be demonstrated by students with or without reasonable accommodations in order to participate in the program and to complete it successfully. Students with conditions that may require accommodations will be referred to the Office of Diversity (OD) for a determination of whether the condition is a disability as defined by applicable laws, and for determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodation might jeopardize the safety of clinic clients or the ability of the student to complete the classroom, laboratory, and clinical coursework required for the graduate program. The OD will make this determination with input from the section of speech-language pathology. Whenever possible, reasonable accommodations will be provided for students with disabilities to enable them to meet these standards and ensure that they are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination.
Essential Functions

UofL’s section of speech-language pathology endeavors to select applicants who have the ability to become highly competent SLP professionals. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to insure that the candidate can demonstrate the essential functions of the academic and clinical program required for graduation. Essential functions, as distinguished from academic standards, refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory mastery of the curriculum, and the professional attributes required of all students at graduation. Essential functions can be described in relation to six areas: physical health, motor, sensory, communication, intellectual/cognitive (conceptual, integrative, and quantitative abilities for problem solving and diagnosis), behavioral/emotional, and the professional aspects of the performance of an SLP professional. Each is described below:

Physical Health - The student must possess the physical health and stamina needed to carry out the SLP Program. The student must be able to continuously sit or stand for several hours.

Motor Skills - The student must have sufficient motor function so that he or she can (1) access transportation to all academic settings and clinical affiliations, (2) process relevant academic and clinical information (e.g., take notes during class and during client interviews, type papers and clinic reports, participate in classroom discussions and client counseling sessions, give oral presentations, model the production of speech, etc.), (3) use a computer keyboard to operate clinical and laboratory equipment, and to (4) execute movements required to provide with acuity, accuracy, facility, a complete speech/language and dysphagia evaluations and to provide therapeutic services to clients of all ages and genders across a full range of clinical and educational contexts.

Observation Skills - Students must have sufficient vision and hearing to observe effectively in classroom, laboratory, and clinical settings. Hearing (aided or unaided) must be functional for the speech frequencies. Students must be able to master information presented in course work through lectures, and recorded audio signals, including subtle discriminations involving individual phonemes, phoneme sequences, words, larger language segments, and suprasegmental features of speech. Vision (aided or unaided) must be sufficient to allow for the processing of written materials, projected video segments, laboratory demonstrations, and demonstrations in the clinical training portion of the program. When performing clinical evaluations and treatments, the student must be able to observe a client sufficiently from varying distances to identify nonverbal communication signals (e.g., body orientation, joint attention, facial expressions, conventional gestures, manual signs, proxemics cues). The student must further be able to read a case history and to perform a visual evaluation of various oral, manual, and craniofacial structures (i.e., ear, throat, oral cavity, skull, etc.) and functions (e.g., individual oral-motor movements, swallow patterns, articulatory gestures, manual gestures, facial expressions, visual gaze patterns, body postures, etc.). The student must have sufficient sensory capability to perform all required evaluations and treatment protocols using instruments and tools necessary for accurate, efficient, and timely completion of such activities, including the ability to interpret video swallow studies.

Communication Skills - Consistent with ASHA’s Standard IV-B for Certification in Speech-Language Pathology, the student "must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others." For oral
communication, students must "demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects." For written communication, students must "be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence." (ASHA, 2005).

Information must be communicated in a succinct yet comprehensive manner and in settings in which time available may be limited. These skills require the ability to assess and effectively communicate all relevant information including the significance of nonverbal responses. Also required is the ability to immediately assess incoming information to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. He or she must express his or her ideas clearly and demonstrate a willingness and ability to give and receive feedback.

**Cognitive Skills** - The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level deemed appropriate by faculty and professional staff. These skills may be described as the ability to comprehend, memorize, integrate, analyze, synthesize and apply material. He or she must be able to develop the reasoning and decision making skills needed for problem solving appropriate to the practice of SLP.

**Behavioral/Emotional Health** - The student must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the ability to manage the use of time, and the prompt completion of all responsibilities attendant to the diagnosis and treatment of communication disorders. In addition, he or she must be able to maintain mature, sensitive, and effective relationships with clients, students, faculty, staff, and other professionals under all conditions including highly stressful situations that may be associated with some clinical contexts. The student must have the emotional stability to function effectively under the typical stresses of clinical settings and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must know if his or her values, attitudes, beliefs, emotions, and/or experiences affect his or her perceptions and relationships with others. The student must be willing and able to examine and change his or her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse learning and working environments.

**Professional Skills** - The student must possess physical and emotional health sufficient to carry out the tasks above, must have good judgment, and must behave in a professional, reliable, mature, and responsible manner. The student must effectively manage the use of time and be able to systematize actions in order to complete professional and technical tasks with realistic constraints. He or she must be adaptable, possessing sufficient flexibility to function in new and stressful environments. He or she must be able to critically evaluate his/her own performance, be forthright about errors, accept constructive criticism, and look for ways to improve academic and clinical performance. The student must show respect for individuals of different age, ethnic background, religion, sexual orientation, and disabilities across the diverse spectrum of communicative disorders. The student must exhibit professional behavior by conforming to appropriate standards of dress, appearance, language, and public behavior.
student must uphold the Code of Ethics of the American Speech-Language and Hearing Association and UofL's standards of academic honesty.
Program Participant Agreement Statement

As an accepted student in the section of speech-language pathology (MS) program, my signature below indicates that I have read all 4 pages of the Essential Functions document; that I agree with its contents; that I am committed to the policies expressed therein; and that I may be advised to discontinue the program should I fail to demonstrate all of the Essential Functions despite reasonable accommodations (if recommended by OD) and reasonable levels of support from the faculty.

__________________________________  ______________________
Participant’s Signature     Date

__________________________________
Printed Name

The Essential Functions Policy is adapted from the following sources:
Department of Communicative Sciences and Disorders (2008). Technical Standards in Speech-Language Pathology. University of South Florida. (The document was developed by Ray Hurley (USF’s former CSD program Chair), and obtained on 5/6/09 via e-mail from Jennifer Lister (USF Graduate Coordinator ).
Department of Communicative Disorders (2009). Essential Functions of Candidates for Graduate Program Admissions and Continuance. West Chester University, West Chester, PA.
Department of Communicative Disorders (date unknown). Department of Communicative Disorders, Louisiana State University Health Sciences Center, New Orleans.
Speech-Language Pathology and Audiology Program (2008). Department of Special Education and Clinical Services, Indiana University of Pennsylvania. Received via e-mail on 3/14/09 from David Stein (SLPA Program Director)
Appendix B (School of Medicine Honor Code)

SCHOOL OF MEDICINE
HONOR CODE

As members of the University community and as future members of the medical profession, we recognize
the need to set and maintain the highest standards of conduct. The University has set minimum standards
of student conduct in various policy statements, including, but not limited to, the Code of Student
Conduct and the Code of Student Rights and Responsibilities. The standards of academic conduct
established by the University, as well as those established by the following, shall constitute the Honor
Code, and shall be applicable to all students in the University of Louisville School of Medicine.

As stated in this School of Medicine Bulletin under Ethical and Professional Responsibilities:

“Students are expected to demonstrate honesty and integrity in all aspects of their education and be
considerate and respectful in their interactions with patients, staff, faculty, and peers.”

Students have the following options for making their initial report:
- The Senior Associate Dean for Students and Academic Affairs
- The course director
- The elected student representatives to the Student Promotions Committee
- The elected class officers
- The two elected honor representatives

All reports will then be forwarded to the Student Affairs Office and will be handled through established
procedures, which will often involve the School of Medicine Student Promotions Committee. Students
that have participated in good faith in this established University process will be defended by the
University should lawsuits arise out of the University taking action against the alleged cheater. Similarly,
successful claims against the student will be covered by University insurance.

If the Student Promotions Committee determines that a student is guilty of academic dishonesty or failure
to report academic dishonesty, they will recommend to the Dean the academic punishment for the
student that it sees fit, which could include suspension or expulsion from the academic unit. The Dean's
decision will be final.

The School of Medicine Student Promotions Committee that determines that a student is guilty of failure
to report a breach of ethics may recommend to the Dean appropriate punishment as well.
Appendix C (ASHA Code of Ethics)

ASHA Code of Ethics


The most current version of the ASHA Code of Ethics may be obtained per the following link:

Appendix D (Individual Remediation Plan-IRP)

Individual Remediation Plan (IRP)

Student Name: ___________________________ Date: ___________________________

Faculty Member(s): ___________________________

__________________________________________

__________________________________________

Remediation Topic(s):

__________________________________________

__________________________________________

__________________________________________

Plan of Action:

__________________________________________

__________________________________________

__________________________________________

Plan Completion Date: ___________________________

__________________________________________

Student Signature/Date          Faculty/Member Signature/Date

__________________________________________

Faculty/Member Signature/Date

__________________________________________

Faculty/Member Signature/Date

__________________________________________

Faculty/Member Signature/Date

The Student completed the IRP on the following date: ___________________________.

The Student did not complete the IRP; Future action entails: ______________________________________

____________________________________________________________________________________
Appendix E (Written Comprehensive Exam Rubric)

See Attachment Labeled “Appendix E”.

Revised 6/18/2019