MANUAL OF
POLICIES AND PROCEDURES
GRADUATE STUDIES

Communication Sciences & Disorders

With graduate programs in:

Audiology
Speech-Language Pathology

Idaho State University

Pocatello, Idaho
&
Meridian, Idaho

Revised October 2014

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

Special notice for ISU-Meridian students: consult the ISU Meridian Building / Student Handbook for information specific to the Meridian campus. This handbook may be found at http://www.isu.edu/meridian/PDF/student_handbook.pdf

1. Graduate Study Space, Keys, Mailboxes

Students in Meridian may use the adult treatment room when it is not scheduled for clinic use. Full-time graduate students in Pocatello are allowed to use the study carrels available in room 313 and the SLP Materials Room of the Speech-Language and Hearing Clinic. Since there are insufficient study spaces for each student, study carrels are available daily on a first-come, first-served basis. A full-time graduate student is one who is enrolled for a minimum of nine (9) graduate credits during the Fall and Spring semesters and five (5) graduate credits for Summer session. Part-time graduate students (including students completing theses, externship/practicum, and/or other requirements) may also use study carrels when available. Graduate student study areas should be treated as professional office space. Keys, access codes and permission to use secure spaces are not to be given to those outside the department. Students’ friends and relatives may not use secure space.

In Pocatello, keys will be issued to each graduate student for the main door of the Speech-Language and Hearing Clinic and for the study areas. Contact the Student Records Secretary in room 204 for issuance. Keys will not generally be issued for laboratories, clinic rooms, or the main office. In instances where students are using laboratory space for thesis research or research assistance, a key may be provided if the advisor authorizes it. By accepting a key, students agree not to loan the key to any other person nor duplicate it. The Department reserves the right to hold final stipend checks and/or diplomas of students who fail to return keys or who abuse the key policy. In Meridian, the Bengal Card can be used in the security card swipe to access the building in evenings and/or on Saturdays.

Each graduate student is also provided with a mailbox for U.S. mail and Department messages. For Pre-Professionals, mailboxes are in the west hall on first floor; for Audiology mailboxes are in room 117B; for Speech-Language Pathology mailboxes are in room 313; for Meridian Graduate Students mailboxes are in the Materials Room. Since these mailboxes may be the primary means of communication between faculty/staff and students, IT IS IMPERATIVE TO CHECK YOUR MAILBOX DAILY for messages. Because U.S. mail is at times delivered to student boxes, the boxes and contents are protected by Federal Law. Other students, faculty and staff may not remove or read materials placed in a student’s mailbox.
Posters, pictures, etc., should not be attached to office walls or doors. Tape, thumbtacks, etc., should never be used on any surface in the CSD building. Bulletin boards are provided in most offices and should be used for pictures, calendars, etc.

2. Use of Clinical and Laboratory Equipment

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

The Department does not supply audio tape recorders, audiotapes, videotapes, or stopwatches to students for clinical practicum use. Students must purchase their own audio recorders, audio/video tapes and stopwatches for use in their clinical practicum education experiences. The Department recommends a digital audio recording device and two videotapes.

SECTION B - General Office Policy

1. Main Office Policies

Because the Office area houses confidential student records, ASHA requires that this area be off-limits to all students. In all cases, the student is expected to ask one of the office staff to obtain a client file or to use the telephone. (See Departmental Manual of Clinic Policies and Procedures for further clarification.) Students can obtain files from the department office staff. The office staff will not type any student papers, letters, reports, graduation forms, etc., nor photocopy any student materials unless related to Clinical/Departmental business and authorized by a faculty member. (A list of available photocopy machines available on campus may be obtained from the student secretary in the main office.)

2. Departmental Library Policy

The Departmental library in Pocatello is located in the CSD building within the Materials Room. Most of our library holdings represent a memorial collection of books and periodicals donated by the family of the late Dr. Larry Sant, who served as a former chair of the Department of Speech-Language Pathology prior to his untimely death. Other professionals have also donated considerable materials. These holdings are of considerable monetary and sentimental value and ARE NOT TO circulate outside our Department building. We ask that you confine your use of these volumes to the Materials room only!

In Meridian, the department’s collection of books and journals may be checked out. See the ISU Meridian Student Handbook for procedures. Students will also have access to a limited collection in the library jointly shared with Renaissance High School section of the ISU-Meridian building.

3. Inspection of Student Files

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

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

C. Requests to inspect materials in a student’s folder will require a minimum of 24 hours following the time of the approved request. Students may inspect the approved materials in the Departmental office and for a small fee may request the Departmental staff to copy material.

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

4. Computer Policies

The word processing and printer facilities in the CSD office are reserved for faculty and staff. Computers and printers are available for Meridian students in the Meridian computer labs and for Pocatello students in several computer labs on campus. Computers dedicated to clinic use are sometimes made available to CSD Graduate Students only if there is no disruption of the clinic functions.

SECTION C - DEPARTMENTAL ACADEMIC POLICIES

1. General Information

The graduate curricula in Speech-Language Pathology, and Audiology are designed to prepare students for employment as speech-language pathologists, or audiologists in a wide variety of clinical or educational settings. The graduate program has not been designed with one employment emphasis (e.g. public schools, hospitals, etc.). The curricula have been developed in accordance with the academic requirements for certification by the American Speech-Language-Hearing Association (ASHA), and The National Council of Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC). If the student’s undergraduate preparation is adequate, completion of this graduate program should fulfill ASHA and NCATE/CEC requirements. The curricula have not been designed to allow a large number of elective courses. This constraint has been necessary to ensure a balanced education and still meet ASHA and NCATE/CEC requirements. Students may sign up for elective and independent studies both within and outside the Department, but this may mean an additional term of school. (Current outlines of graduate curricula are available from your advisor or student secretary.)

Occasionally, students choose to extend their program of study by enrolling for fewer courses during a semester. In general, the Department is receptive to these requests for curriculum modifications. However, the student should be aware that any modifications that extend the student’s program of study may limit clinic and externship opportunities (for example, ASHA requires that coursework in a given disorder area must be taken prior to or concurrently with actual clinical involvement in that disorder area). In addition, stipend support, if available, cannot be counted on for additional terms in
school. Other forms of financial aid, including student loans, may have requirements that are compromised by extending the program. It is the student’s responsibility to be aware of all ramifications of curriculum modification.

A student who withdraws from all classes during a semester or who chooses not to attend the program for one semester will be considered to have withdrawn voluntarily from the program. If the student provides documentation of a medical reason for the withdrawal, the student will retain the right to return to the program for up to one full year. Before re-entering the department following medical withdrawal, the student will be required to provide a letter from a health care provider stating that the medical issue has been resolved satisfactorily and that the student is fit for graduate study. A student who withdraws for other than medical reasons may use the petition process to request a leave of absence for a specified length of time. The faculty will consider the merit of the student’s reasons for withdrawal and the potential for the student’s eventual success in deciding whether to grant a leave of absence. Any restrictions or conditions for the student’s return must be specified when the leave is granted. If approved, the leave of absence will preserve the student’s right to return to the program. In all other cases, a student who voluntarily withdraws from the program will be required to re-apply for admission and will be considered competitively with other applicants at that time.

Other modifications and deviations from the graduate curricula must be approved by the faculty in advance. Students, in conjunction with their academic advisor, must file a formal petition for program modifications. Petition forms are available in the Department’s main office. The faculty will try to be flexible when they can, but program standards and considerations are thoroughly discussed before approval.

2. Advising
Each student entering the graduate degree program in Speech-Language Pathology or Audiology will be assigned an advisor who will be responsible for reviewing the academic background of the student and recommending an appropriate sequence of courses. Students with justifiable reasons may request a change of advisor by submitting a written request to either the Department Chair or the Director of Graduate Studies. The original advisor will be consulted before a change is approved. A thesis advisor will usually become the faculty advisor upon the student’s election of the thesis option. Faculty loads and student’s interests will be considered in both the initial assignment and in any change of advisor assignment.

All students in the Department are highly encouraged to meet with an advisor before registering for classes each semester. Only faculty assigned to a course may authorize the release of a registration block, upon approval of a petition. The student should address questions regarding requirements, policies and procedures to the advisor first. When necessary, the advisor will be responsible for presenting student petitions. Students must seek out the advisor when assistance is needed, advisors do not call and schedule appointments, but will do so when requested by a student.

3. Academic Performance Standards
According to University regulations, no student may be granted a graduate degree who does not have a 3.0 grade point average upon completion of all academic work (see page 15, ISU Graduate Catalog, 2007-2008). In addition, the Department of Communication Sciences & Disorders will terminate the graduate program of any student who has received grades of “C+” or lower in two or more courses or if that student’s overall GPA falls below 3.0. Grades for one or more credits of clinical practicum are given equal consideration with grades obtained from classroom courses. In individual cases, a more stringent policy of minimum allowable grades may be applied, as in the case of students admitted on
conditional status. If a student’s graduate education is terminated for reasons of poor academic performance, she/he may reapply for admission no sooner than one full semester following the semester of the termination.

4. Prevention and Remediation Policy for Academic Coursework

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

A. Concerns at Midterm:

1. All faculty submit midterm grades of B- or lower to the department chair.

2. Department chair sees that a list of students and grades are distributed to the faculty.

3. If a student has one (or more) B- in any academic course, the student receives a letter from the Director of Graduate Studies stating that their performance is in the borderline range. The notice will recommend that the student meet with his/her instructor and/or advisor to identify strategies or resources to improve the grade. The letter will also remind the student of the GPA requirement to stay in the graduate program.

4. If at midterm, a student receives one (or more) grades of C+ or lower, the student will receive a letter of concern from the Director of Graduate Studies. Within one week of receiving the letter, the student is responsible to contact the involved instructor(s) to schedule a meeting. The student must also contact his/her academic advisor to determine if it would be beneficial for said advisor to be involved in the meeting.

The student is expected to: identify possible problems across classes and propose objectives or actions that can be taken to improve performance. The instructor will document this meeting in the student’s cumulative file. If necessary, the student will compile the determined plan of action in written form to place in his/her permanent file for future reference by both parties.

5. The instructor reports back to the Program by the next Program meeting as to the student’s disposition and continued recommendations for the current semester.

B. Concerns at end of the Semester:

1. If a student has one (or more) grade(s) of B- or lower in any academic course, the student receives a letter from the Director of Graduate Studies stating that their performance is in the borderline range.

The notice will recommend that the student meet with their instructor and/or advisor to identify strategies or resources to improve the grade. The letter will also remind the student of the GPA requirement to stay in the graduate program.

2. If a student receives a C+ or lower, the student will receive a letter of concern from the Director
of Graduate Studies. Within one week of the new semester, the student is responsible to contact the involved instructor and academic advisor to schedule a meeting to complete a plan of action.

The student is expected to identify possible problems across classes and purpose objectives or actions that can be taken to improve performance. The advisor will document this meeting in the student’s permanent file. The student will compile the determined plan of action in written form to be approved by the Program and filed in his/her permanent file for future reference by both parties. Students are required to demonstrate a plan for meeting the minimum skill/knowledge competencies covered in the course and may potentially do so through completion of additional assignments, projects, tests, etc. which do not impact the final grade received. The student will schedule a meeting of this group at semester midterm to note progress and make additional suggestions per the needs of the student.

3. The advisor reports back to the Program as to disposition and continued recommendations for the current semester.

C. Additional Notes:
   1. It should be noted that a B-, while deemed a passing grade, is considered to be “at-risk” for failing and should be considered worthy of receiving preventative and supportive attention by the faculty and student(s) themselves.

   2. If a student withdraws from a course or clinic to avoid having an unacceptable grade posted, s/he will be required to meet with his/her advisor to determine a plan for re-entry to the program, or program modification. Those who withdraw from clinic before a failing grade is posted, will reenter clinic on a remediation plan, as outlined in the “Manual of Clinic Policies & Procedures.” The documentation from the failed course/clinic will remain in the student’s file.

   3. It is the responsibility of the student to initiate a service request from the ADA Office in order for a faculty member to make accommodations in a given course. Such accommodations, which may include instructional and assessment aspects of a course, are determined on an individual basis. Please contact the ADA Office in order to determine if you are eligible for such services: likewise, it is the student’s responsibility to keep the ADA Office informed if the remediation policy applies.

5. Graduate Clinic Performance Standards

With the exception of students involved in prerequisite coursework, all full-time graduate students, in SLP or Audiology, are required to be involved in clinic during each semester in which they are enrolled. Graduate students in Speech-Language Pathology or Audiology deemed by the faculty not to have made satisfactory progress in the acquisition of clinical skills may be required to enroll for further credits in CSD 602, 603, 604, 605 or 705 in addition to the minimum number of credits required of all students.

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

The Idaho State University Department of Communication Sciences & Disorders strives to promote professionalism among students as it fosters an environment committed to excellence in education and the practice of speech-language pathology. The professions of Speech-Language Pathology, Audiology and Sign Language Interpreting require adherence to impeccable ethical standards. Students represent the university and department as well as their future professions and are expected to act with honor and integrity at all times, including times in the classroom, in clinical practice settings, and in the community, as well as in all written and oral communication. Students are expected to demonstrate respect towards faculty members and their fellow students, thereby creating an environment conducive to learning. Any form of academic or professional misconduct violates the standards expected of students.

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

Students will be held accountable for standards regarding professional and ethical behavior specified in the Communication Sciences and Disorders SLP Clinic Manual and the Idaho State University Student Handbook, which are updated regularly. Depending on the offense, any violations of professional or ethical behavior standards may result in probation, a failing grade, and/or expulsion from the program. A consensus of clinical and academic faculty will be reached regarding the consequence for the behavior. Instructors', supervisors', and advisors' input will be considered in the process of determining the consequence for the behavior.

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

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

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

1. There will be a meeting of the relevant course instructor, clinical supervisor, or advisor with the student. During this meeting, the faculty member will share with the student the concern about the ethical violation.

2. If the ethical violation warrants more consideration, a sub-committee meeting will be held. Typically, the faculty advisor, department chairperson, and one additional faculty member appointed by the department chair will meet to discuss the case and to ascertain what consequences are necessitated. The student will be able to respond to questions and share his or her perspective during this meeting.

3. If the sub-committee of faculty, upon review of the case details and facts, deems the ethical violation to be serious enough to warrant dismissal from the program, the entire SLP program faculty will meet to ascertain the decision to dismiss. The departmental faculty will meet in a closed session to determine the consequence of the unethical behavior. If repeated offenses of inappropriate behavior are observed, this will also be taken into consideration in determination of consequences.

4. If the student is dismissed, the typical university procedures for appealing a dismissal will be in effect. Refer to “Appeal of Grade or Dismissal” at http://www.isu.edu/graduate. Instances of unprofessional and/or unethical behavior, notes of official meetings addressing these instances, and the ultimate decision regarding consequences for the behavior(s) will be documented in the student’s academic file.

Other Professional Conduct:

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

Attendance Expectations:

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

A/V Recordings of Courses:

For courses that are offered via distance learning, information may be made up by viewing recordings of classes missed. Students are held responsible for understanding and adhering to an individual Instructor’s policy for requesting a recording of a class.

It is not the policy of CSD to allow a student to use recordings of classes on a long-term or multiple-time basis. Students are expected to attend and participate in class at the scheduled class time. Video encoding may be offered as a means of making up information for the occasional missed class, but not to accommodate work schedules, accommodate bus or other commuting schedules, allow for a reduced number of commuting days, or to accommodate ongoing typical family constraints (e.g. children’s school
schedules, spouse’s work schedule, etc.).

At the discretion of an individual instructor, recording may be allowed for a period of up to two weeks for temporary constraints that have been placed on a student. This is not an assumed policy. A student must make arrangements with the course instructor. Some courses are not conducive to video review, and, in order to protect the students’ best interest, this decision is left to the discretion of the instructor.

To request recording of a course on a regular basis (i.e. more than two weeks of class or for more than two non-consecutive class periods), a student must file a petition to the CSD faculty. This petition will be submitted to the Director of the appropriate Program (i.e. Audiology or Speech-Language Pathology) for a decision to be made by faculty at the Program level. Petitions can be obtained at the student services window in the CSD office.

A petition will only be approved in extraordinary circumstances and if recorded course viewing is appropriate for the learning needs of the course being petitioned. Additional requirements in conjunction with viewing recordings may be required by the instructor (e.g. turning in outlines of notes taken from the viewing of tapes).

CSD faculty support Distance Learning approaches to teaching, since they provide opportunities for educational outreach to multiple geographic locations. Distance Learning venues are not simply recorded or televised venues for learning, but involve completing specifically designed online activities or attending live classes to allow for active learning through participation and live discussion. Approval of a petition to permit recording of a course on a regular basis will be the exception, rather than the rule.

**General Dress and Deportment:**

Since the Department maintains a major speech-language and hearing clinic, students are expected to dress and behave in a professional manner at all times, even when not directly involved in clinical duties.

7. **Thesis/Non-Thesis Option**

All students in the graduate program must elect either the thesis or non-thesis option. Students who wish to consider a thesis should assess their ability to assimilate technical information, deal with abstract concepts and thinking, and to write clear concise papers. The advisor will then add input with regard to the student’s ability to complete a thesis. If the thesis option is chosen, the student must obtain the permission of the academic faculty member who will serve as the thesis director before enrolling for any thesis credits. The thesis advisor may impose requirements such as completing a portion of the writing prior to granting approval for the student to take thesis credits. Such requirements would most likely be to demonstrate that the student has identified a general area of inquiry and has the ability and dedication to complete the thesis. In the event that a student who has a thesis in progress decides to change to the non-thesis option, the student must obtain permission of the thesis director and petition the School of Graduate Studies to convert thesis credits to Independent Study or Masters Paper credits. Students who are approved to do a thesis are exempted from the written comprehensive examination but are required to complete an oral examination in defense of the thesis. Students who take the written comprehensives are also required to take an oral comprehensive examination following successful completion of the written exams, as noted below.
8. Written Comprehensive Examinations
   a. For Students in the Doctoral of Audiology Program
      The Audiology Praxis Examination is used in part to fulfill the written comprehensive examination requirement. Students complete this examination at the end of the summer semester in their second year. Students must obtain an overall score of 600 to pass the examination.
      Additionally, any subtest category score that is below the “Average Performance Range” (middle 50%) will be required to remediate those area(s) in written form and successfully respond to questions in those areas in their oral defense (Clinical Project).
   b. For Students in the Master of Speech-Language Pathology
      The written comprehensive examination in Speech-Language Pathology is a portfolio assessment. The student will compile evidence of achievement for each of seven objectives. Objectives 1 and 2 will be evaluated by two faculty members, objectives 3-7 will be reviewed by one faculty member each. Approval of all seven objectives comprises the successful completion of the written exam. The objectives and the methods for completion are detailed in Appendix B.

9. Oral Examination for Non-Thesis Students
   Oral Examinations may be scheduled upon successful completion of the written examinations. Oral comprehensive exams are generally scheduled during the final spring semester for Speech-Language Pathology students. If conditions are given to the student because of problems noted in the written comprehensives, these conditions must be satisfactorily completed prior to scheduling the oral examination. The oral examination is to be of a general nature and must include the Graduate Faculty Representative (GFR). The GFR is a member of the graduate faculty of the University outside the Department, appointed by the Graduate School. The student is responsible for sending a copy of the written exams to the Graduate Faculty representative with instructions for that representative to return the questions at the time of the student’s oral examination. If the student passes the oral examination, the graduate degree will be granted upon completion of all remaining academic and clinical requirements. If the student fails, conditions may once again be required. One condition may be termination of graduate study without granting of the degree. Failed oral examinations may be repeated one time at the discretion of the orals examination committee. The date of the oral examination retake will be determined by the examination committee. (See Oral Examination Policy in Appendix C.)

10. The Master’s Thesis
    All students who elect the thesis option must prepare a thesis prospectus under the guidance of the thesis advisor. The format is generally left to the discretion of the advisor but should include at least the following information: review of literature; statement of the problem(s); and research design including subjects, instrumentation, procedures, and methods of data analyses. These sections should be sufficiently complete to permit the committee, which includes the Graduate Faculty Representative, to make an adequate judgment of strengths and weaknesses of the design. When the prospectus is completed, the thesis advisor will convene a meeting of the student’s committee. A copy of the prospectus must be provided to all committee members at least one week prior to the prospectus meeting. The committee meeting will be for the purpose of evaluating the design of the study and indicating areas of needed improvement. The suggestions of the committee are to be taken under advisement by the student and his/her thesis advisor. The committee must approve the prospectus before the student proceeds with the project.
The thesis is then to be completed following the guide lines established by the Graduate School (thesis guide lines are included in *A Manual for Preparing Thesis and Dissertations* available from the Graduate School). The 2001 edition of the *Publication Manual of the American Psychological Association* (available in the ISU Library and the CSD department office) is the currently accepted style manual for publications in the area of speech, language, and hearing and applies to theses from the Department of Communication Sciences & Disorders. Five bound copies of the thesis are required: two copies are to be submitted to the Graduate School, one to the Department Chairperson, one to the thesis advisor, and one for the student.

11. **Oral Examination for Thesis Students** (See Appendix C)

When the thesis is completed, an oral examination should be scheduled and a copy is to be submitted to each of the committee members sufficiently in advance of the oral examination (approximately two weeks) to permit thorough reading. In addition, the Graduate School requires that all oral exams be scheduled at least two weeks prior to the end of the semester in which the student expects to graduate. The oral examination will provide the student with an opportunity to defend the thesis. The committee will then determine if the student has passed or failed. At the discretion of the committee, conditions may be placed on the student ranging from minor typographical corrections to more substantive alterations. It should be remembered, however, that if the committee approved the prospectus and the student is faithful in following that design, it would be unfair for the faculty to fail the student for what later may appear to be design errors.

12. **Masters Paper/Clinical Project**

Audiology students must complete a Capstone Project. Guidelines for the project are given in Appendix D.

An approved Masters Paper may be completed for elective credit for non-thesis students in Speech-Language Pathology. Format of the Masters Paper is to be in accordance with instructions contained in the Guidelines for Preparation of Masters Paper given in Appendix E.

13. **Programs of Study, Application for Graduation, and Diploma Fee**

One semester before intended semester of graduation, a Program of Study must be filed with the Graduate School. The department student secretary will prepare a Program of Study for each student. This Program of Study should be reviewed with great care under the guidance of the student’s advisor and with the assistance from the department student secretary. The Program of Study specifies the coursework to be completed for the degree as well as other pertinent information. See samples in Appendix F. It requires approval, by signature, of the student, the student’s advisor, CSD Program Director, Associate Dean of the School of Rehabilitation and Communication Sciences, and Dean of the Graduate School.

The student will be held responsible at graduation time for what is on this Program of Study. The Graduate School clears students for graduation by comparing the Program of Study with student transcripts (they must agree). After submitting a Program of Study, students are strongly advised to refer to it frequently to make sure they are on track. If changes should need to be made to the Program of Study, it is very important that the department student secretary and the CSD Director of Graduate Studies be notified at once so the necessary paperwork can be submitted to the Graduate School.
Also during the semester prior to the intended semester of graduation (for example, during the Spring semester for intended August graduation), all students must (a) file an Application of Graduation with the Graduate School, and (b) pay a diploma fee to the Registrar’s Office. NOTE WELL: Late filing of either of these documents may delay your graduation until the following semester. (Departmental due dates for applications for graduation and programs of study are given in Appendix G of this manual. A summary of this and other deadlines is shown as Appendix H.)

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

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

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

15. Timing of Masters Thesis and Externship

The masters thesis is to be completed before the student begins the clinical externship (section B-13). When exceptions to this policy are recommended by the masters thesis director, the faculty reserves the right to approve/disapprove the beginning of the externship contingent on satisfactory progress on the masters thesis and/or other Departmental requirements.

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

16. Graduate Teaching Assistant Evaluation Policy

Graduate Assistant positions are generally considered to be the most desirable form of financial aid. These positions serve dual purposes: to provide a valuable opportunity to the students who serve in these positions and to support the department with necessary work tasks. Students are awarded these positions on the basis of their past achievements, and therefore a student is right to feel honored if offered an assistantship. The faculty must try to select students who will contribute to the department by completing assigned tasks with quality work and who will demonstrate a commitment to assisting the department. Procedures for evaluating Graduate Assistants are in Appendix I.
17. **Procedures to be used for Appeals by Graduate Students**

Graduate students who wish to appeal either a grade or dismissal from the graduate program must follow the procedures established by the Graduate School. (A copy of the procedure is included in the 20013-2014 edition of the *Graduate Catalog*, pages 15-17.)

18. **Ethical Practices and Academic Dishonesty**

Acts of academic dishonesty are predictors of future unethical behavior. The student who plagiarizes on papers or lies to supervisors is not only losing the full benefit of instruction but is going down a path that leads to unethical professional behavior. The ASHA Code of Ethics may be found online at [http://www.asha.org/docs/html/ET2003-00166.html](http://www.asha.org/docs/html/ET2003-00166.html).

Acts of academic dishonesty that are detected will be dealt with to the maximum extent allowed by University policy. Such acts include, but are not limited to, plagiarism, cheating on tests or assignments, lying to supervisors, instructors, clients, or parents, and deliberate or continued abuse of Department/Clinic policies and procedures. Students should be familiar with the content of the academic integrity tutorial available on the Library webpage at [http://www.isu.edu/library/research/ait/aitsitemap.html](http://www.isu.edu/library/research/ait/aitsitemap.html). The University policy on academic dishonesty is available at [www.isu.edu/fs-handbook/part6/6_9/6_9.html](http://www.isu.edu/fs-handbook/part6/6_9/6_9.html). Copies of the University Guidelines on Academic Dishonesty, and the ASHA Code of Ethics are available in the main office.

19. **Grievance and Due Process Procedures**

If, during your studies within the Department of Communication Sciences & Disorders, you feel the need to express a grievance, there are a number of avenues available to the student. Should you not feel comfortable approaching your faculty advisor with situations or problems you are welcome to discuss problems with the Chair of the Department. In consultation with you and in light of University policy a course of action will be identified to address your concerns. You are encouraged to consult the Graduate Catalog. The Speech-Language Pathology and Audiology Programs are accredited through the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA). The CAA is responsible for ensuring that the Department of Communication Sciences & Disorders meets the academic and clinical standards set by ASHA, and should be viewed as your advocate. You should feel free to contact the CAA office if you have concerns about the program. The CAA may be contacted by phone (301-296-5766) or by mail (Tess Kirsch, ASHA National Office, 2200 Research Boulevard, Rockville, MD 20850-3289). Information concerning CAA function may be found at [www.capcsd.org](http://www.capcsd.org).
Appendix A

Idaho State University
Department of Communication Sciences & Disorders

WRITTEN COMPREHENSIVE EXAMINATIONS
DOCTOR OF AUDIOLOGY PROGRAM

Description
The Doctor of Audiology program uses a combination of both formative and summative examinations to monitor progress as well as assess whether or not the student has developed a sufficient knowledge-base and the necessary audiology skills for practice. Formative assessments are completed periodically throughout the course of the program in the form of final examinations, skill assessment modules (SAM), clinic and externship evaluations, Knowledge and Skill Acquisition (KASA) evaluation, and periodic written and presentation assignments.

In addition to these formative assessment components, doctoral students in audiology are required to complete a comprehensive examination in the Praxis series (Audiology 0304) offered by the Educational Testing Service (ETS). This comprehensive examination probes content knowledge in the following areas:

1. Basic Human Communication Processes
2. Prevention and Identification
3. Behavioral Assessment and Interpretation
4. Electrophysiological Measurement and Interpretation
5. Rehabilitative Assessment
6. Rehabilitative Technology
7. Rehabilitative Management
8. Professional Issues
9. Psychometrics
10. Research

Oral Comprehensive Examination
Completion of the written Praxis comprehensive examination satisfies the first part of the summative evaluation for the Doctor of Audiology degree. The second part of this summative component is an oral evaluation of the same content areas. Students are instructed that their performance on the Praxis provides a guide and basis for preparation for their oral examination. For each of the areas listed above, if a student performs below the middle 50th percentile, there is a “high probability” that the specific area will be explored further in the oral examination. If the student performs in the middle 50th percentile on any given area, there is an “average
probability” that those areas will be explored further in the oral examination. If they performed above the 50th percentile on any given area, students are instructed that there is a “low probability” that there will be further questioning during their oral examination.

**Timing**

The curriculum for the doctoral degree in audiology is set such that the majority of the content knowledge areas are completed in the first 24 months of the student’s degree program. The majority of the audiology skill development occurs in the final 24 months of the degree program. As such, the students generally complete their comprehensive examination in the summer or fall of their 3rd year. The oral comprehensive evaluation component is completed in combination with the presentation and defense of their clinical project, typically in the spring of their 3rd year.

**Summative Evaluation Performance: Process and Consequences**

Students must earn a score of 600 or more to pass the examination. If a student does not achieve a passing score, they must prepare and retake the examination. Failure to achieve a passing score on the second attempt will initiate a full review of the students’ performance in the program and could result in outcomes ranging from a modification of the course of study, to dismissal from the audiology degree program. Students will not be allowed to proceed to the defense of their clinical project or begin their 4th year clinical externship until they have successfully completed both parts the evaluation.
APPENDIX B
Revised October 2014

Idaho State University
Department of Communication Sciences & Disorders

COMPREHENSIVE PORTFOLIO EXAMINATION
POLICY SPEECH-LANGUAGE PATHOLOGY

General Purpose
The Comprehensive Examination is a capstone experience designed to guide the Master’s candidate in the completion of degree requirements and the transition to a professional career. While successful completion of academic courses and varied clinical practicum experiences develop specific knowledge and application skills, completion of the Comprehensive Portfolio Examination enhances the graduate program by focusing broadly on preparation to begin the professional career. The candidate has the opportunity to demonstrate special preparation for a particular work setting or clinical population. The objectives address aspects of preparation that supersede the boundaries of specific classes and clinical assignments. Planning for completion of the Portfolio Examination should take place throughout the Master’s degree program and should be coordinated with completion of the ASHA Knowledge and Skills Assessment (KASA). The candidate and the academic advisor should review both of these tools (portfolio and KASA) during routine advising meetings every semester.

Specific portfolio objectives, methods, and approval criteria are detailed in a following section.

Administration
All Speech-Language Pathology Program faculty will be involved in evaluating candidate portfolios. Candidates must document when they have met each objective by obtaining signatures from two faculty members (Objectives I) or one faculty member (Objectives III-VI) and recording the names and dates for approval on the Approval Record Page. For Objective I, students may ask one academic and one clinical faculty member of their choosing to serve as “readers”. Students are advised to approach faculty for this purpose early in the fall semester. For Objectives III-VI one specific faculty member per location (Pocatello/Meridian/Online) will be assigned to be the default readers for each objective to ensure consistency of feedback and evaluation; the names of the faculty members assigned to each objective will be made available to students by the director of the SLP program by October 1 of each year. A candidate who wishes to deviate from the preapproved methods for a specific objective must work with his or her academic advisor to submit to the Speech-Language Pathology Program a petition that clearly describes the proposed alternative and the rationale for this alternative.

Candidates are advised to consult with faculty members as they are in the process of meeting objectives. Especially for the evidence based practice case study (Objective I) the candidate should speak to appropriate faculty members to obtain their agreement to serve as consultants and evaluators for these projects. It is expected that students will consult with the identified faculty members throughout the development of the paper or case study, so that these projects are continued opportunities for collaborative learning. Put another way, once a faculty member has begun reviewing a paper or case study that same faculty member should be involved until the paper or case study is approved by that
faculty member. It would not be appropriate for the candidate to complete a project completely independently and simply present it to faculty for assessment.

Evaluation
Throughout the Graduate Program, as a candidate completes work on a particular objective, the materials should be submitted to the required faculty members. It is at this time that faculty will evaluate the materials and determine if the candidate has or has not met the requirements. If the two faculty members do not both agree that the Objective I is satisfactorily completed, then the candidate will be given feedback to assist in continuing work on that objective.

In several cases (especially for Objectives II, III, and IV), documentation of activities is required. Some flexibility will be necessary, and guidance will be provided by approving faculty. In general, photocopies of documents proving participation are expected (e.g., receipt for attendance at conference or sign-up sheet for volunteer activities). For activities that are supervised (e.g., participation in team meetings), a brief statement of the candidate's participation with the signature of the supervisor should be submitted.

For all participation activities (e.g., active membership in NSSLHA), the candidate should submit a detailed description of what was done (including dates, time, location, etc.) and a brief commentary on the relevance and value of that activity.

Time Frame
The faculty will orient students to the Comprehensive Portfolio Examination within the first month of the fall semester of their first year of study. Students are advised to plan early for completion of components of the portfolio. For Objectives I, it is preferred that a complete draft be submitted to the two faculty readers during the fall semester of the second year of graduate study. These complete drafts must be submitted no later than January 15, and the revisions must be completed by March 1 of the second year of study. Students are reminded that faculty members must be given sufficient time to review the drafts. Objectives III through VI must be submitted and approved by Feb. 15. Students who meet these deadlines can reasonably expect to finish the program on schedule. Students who fail to meet these deadlines will most likely be delayed in completing the program and graduating. All six objectives must be completed and the total portfolio compiled before the student can proceed to plan and schedule the Oral Examination. See Appendix C: Oral Examination Policy. As noted, candidates must successfully complete the oral examination before beginning the clinical externship. Students must complete all portfolio objectives at least by March 1 of their second year of study so that there will be sufficient time to compile the portfolio, schedule the oral examination with two weeks prior notification, and complete the oral examination at least two weeks before the end of the semester in compliance with policy of the School of Graduate Studies.

When each of the objectives has been completed and approved, the Approval Record Page will be submitted to the Program Director. The Program Director will then notify the Dean of the School of Graduate Studies that the Candidate has successfully completed the Written Exam and may proceed to the Oral Comprehensive Exam. A copy of the completed Approval Record Page will be placed in the student’s Department file.

Submission of Comprehensive Portfolio Examination
Candidates should submit to the Speech-Language Pathology Program one electronic version of the portfolio once all objectives have been met. Each oral exam committee member may be asked their preference for a bound copy or an electronic copy. These can be submitted through the candidate's academic advisor. Contents should be ordered with a copy of the completed Approval Record Page
Specific Portfolio Objectives, Methods, and Approval Procedures

**Objective I:** The Master’s candidate will demonstrate professional writing ability.

**Purpose:** The Master's candidate will demonstrate 1) the ability to conduct evidence-based research that is related to the assessment and treatment of one of her/his clients; and 2) the ability to write a professional paper that demonstrates synthesis/application of information and critical clinical reflection.

**Method:** This objective consists of two critical components: research and case analysis with reflection, all complying with the most recent APA Style Manual guidelines. You need to get approval from your first and second reader regarding topic before completing your paper for submission. This paper will present a summary of a case for a client with whom the student has worked, preferably in the second semester of clinical practice (for online students preferably in the on-campus clinical placement). The paper will provide the following elements: (a) a brief definition and description of the disorder/situation/problem; (b) identification of the potential areas of treatment within the disorder; (c) critical review of the evidence within the literature that supports or fails to support the assessment/treatment approach you chose; (d) identification of the model for evidence based practice upon which you are basing your analysis; (e) a summary of the client’s case that includes demographic/introductory case information, assessment results (if you were not the person to perform the original assessment, include sufficient information from that assessment to allow the reader to understand the elements involved in treatment; and specific goals, treatments and outcomes; (f) reflection on the assessment and treatment processes, including identification of strengths and weaknesses; (g) references; (h) a listing of databases searched along with search terms for the topic; and (i) an appendix that includes your initial treatment plan and final clinical summary for that client, purged of PHI.

It is entirely possible that, upon reflection, you will feel that a goal, the evaluation process, objective, treatment, or task was inappropriate for the client. In this case address this directly within the paper by providing alternatives supported by evidence. This reflects your evolution as a clinician rather than a deficiency to be ignored or hidden. Your frank recognition of shortcomings of a given semester's treatment is a welcome product of reflection, not a deficiency.

**Approval:** Must be approved by two faculty members, one clinical faculty member and one academic faculty member.

Note: The paper should be approximately 20 pages in length (excluding the appendix & references). Papers of substantially shorter or longer length can be approved by the faculty mentors on a case by case basis.
Objective II: The Master's candidate will demonstrate the potential to become a leader in the profession.

Method: The candidate must document activities with receipts or signed statements from faculty, supervising SLP’s, administrators, or other individuals who oversee these activities. The candidate will also describe the significance of the activities, which might include what the Candidate learned, the professional application, or expectations for leadership in the future. Activities must total at least 20 points with some representation from each of the following areas.

- **Professional Organizations:**
  
  Active membership and participation in NSSHLA – 5 pts.
  
  Membership in ISHA – 5 pts.
  
  Holding office in professional organization – 10 pts.
  
  Serving on a committee, board, or as liaison for professional organization – 10 pts.
  
  Serving on a CSD committee (e.g., Student Advisory Committee or Tenure and Promotion Committee) – 5 pts.

- **Professional Service**
  
  Presentation at the Kasiska College of Health Professions Research Day – 10 pts.
  
  *Voluntary participation in health and career fairs – 5 pts.
  
  Presentation to professional group – 10 pts.
  
  Presentation to community group – 10 pts.
  
  *Voluntary service involving professionally related sites or clients – 5-10 pts.
  
  (e.g., volunteer at long term care facility, volunteer in preschool center)

- **Prevention Activities:**
  
  Development and distribution of informational packet regarding typical development – 10 pts.
  
  Development and distribution of informational packet regarding a specific delay or disorder – 10 pts.
  
  Development and distribution of informational handout regarding the role of speech language pathologists for physicians, other professionals, and parents – 10 pts.
  
  Development of extensive home program for an individual client and or disorder – 10 pts.
  
  Public awareness presentation to community group – 10 pts.
  
  *Voluntary participation in screening /identification program – 5 pts.

Approval: Must be approved by one faculty member.

Note: *Voluntary means unpaid and that time spent is not counted toward required practicum hours, nor is it part of any required course assignment.
Objective III: The Master’s candidate will demonstrate participation in service activities related to the profession of speech language pathology and demonstrate the potential for leadership.

The candidate must demonstrate and document service in each of the following three core areas: Professional Organizations, Professional Service, and Prevention Activities.

Activities are given a range of point values from 5 to 10 points, depending on the amount of time and effort involved in completion of the tasks. A total of 20 points are a minimum requirement. Pre-approval from your assigned Objective III reader is needed for some activities. Your reader has the authority to approve full or partial point values based on the significance of each activity. Service activities that resulted in payment or clinical hours do not qualify for this objective requirement. In addition, service cannot be part of a course assignment.

Include the following in your description of service related activities:

- Title of the service area, i.e., Professional Organizations, Professional Service, Prevention Activities
- Point Value, i.e., 10 points.
- Description of each activity.
- Date of service.
- Place of service.
- Include appropriate signatures verifying your participation. Obtain signature on the date of the actual activity whenever possible.
- Include 1-2 paragraphs describing the significance of the service.

- What did you learn from the experience that you will apply in future professional activities?
- How did this experience add to your leadership skills?

Below is a list of examples of activities that meet the requirement in a specific category.

Professional Organizations

Active member in local university sponsored chapter of NSSLHA. Demonstration of attendance at 2 or more meetings and participation in 1-2 activities. If only 1 activity is completed then the significance must be beyond 3 hours of service. Submit a signed statement from the president of the local chapter verifying paid membership in good standing. 5 points.

Active member in the national organization of NSSLHA; copy of membership card. 5 points.

Membership in state association for speech language pathology pertaining to the state you reside in; copy of card. 5 points.

Holding office in relevant professional organization. 5 points. Signature Required

Service on a committee, board or as liaison of relevant professional organization. 10 points. Signature Required.
Professional Service

Presentation at an in-service, professional conference, grand rounds, team meeting or other relevant group meeting consisting of 3 or more participants. Presentation must be 20 minutes or more and include handouts. Submission of a copy of the handouts to the assigned Objective III reader is required for approval. 10 points. Signature Required.

Volunteer service at skilled nursing facility, hospital, school, or community group or other approved facility for 5 or more hours. 5 points. Signature Required. Include attendance sheet as appropriate for the facility.

Active participation in a walk for awareness of communication disorders, i.e., Apraxia Awareness Walk, Walk for Multiple Sclerosis. 5 points. Signature Required. Pre-approval from Objective III reader required.

Chair of event which includes organization that promotes the awareness of a communication disorder. 10 points. Signature Required.

Participation in a career or student fair and handouts are dispensed about the profession of speech language pathology or information about a specific communication disorder. 2 hours or more required for completion. 5 points. Signature Required.

Prevention Activities

Development and distribution of an informational brochure, pamphlet, video or website related to a topic pertaining to prevention of a communication disorder or other disability. Creation of an instructional teaching video on assessment or intervention. Include a copy of the material. 10 points. If you choose to work on this in a group then 5 points may be assigned. Pre-approval from Objective III reader required.

Development of an extensive home program as well as distribution of the program to the appropriate person, i.e., parent, spouse of client, or client. Must contain 5 or more suggested practical activities with descriptions that are user friendly. 10 points.

Public awareness oral presentation to a community group as well as written handouts to a community group consisting of 3 or more in attendance. 10 points. Include attendance sheet as appropriate for the facility. Signature Required.

Voluntary participation in a hearing or speech and language screening at a school consisting of 2 or more hours of service. Not applied to any clinic or audiology requirement. 5 points. Signature Required.

Approval: Must be approved by one faculty member.
**Objective IV:** The Master's candidate will demonstrate professionally-related database research skills and the ability to critically evaluate scholarly research articles using the Evidence Based Practice framework.

**Method:** During the course of the masters degree program, the student will conduct a variety of research-based literature searches in peer-reviewed journals using library-based databases on topics related to communication disorders and clients (e.g., assessment and treatment techniques, approaches, programs, etc.) and complete an **Evidence Based Practice Article Review Form** for each one.

1. One will be completed for each disorder-oriented course unless otherwise indicated by the professor (11), and
2. One will be completed for one client per semester whether on or off campus (5).
3. At least five of the total EBP Reviews should be completed related to the client and/or topic area that the student has chosen for Objective 1 (5). This will help prepare the student for Objective 1. (These may overlap with article reviews in 2 & 3 above).
4. Each student will complete at least 16 -21 (21 is the maximum) article reviews prior to turning in their final Objective IV for their portfolio.

Students are responsible for filling out the **Article Tracking Form** to document completed EBP Article Reviews EACH semester. The Tracking Form and all EPB Article Reviews are to be turned in to the faculty reader for Objective IV for signature of their final spring semester by February 1st (or the 4th week of their last semester before externship) and then placed in the final portfolio. The portfolio reader will be evaluating the reviews for adequate effort and improvement over the course of the student’s graduate studies.

**Approval:** Must be approved by one faculty member. Please contact the assigned reader to determine whether the preferred method of turning in this Objective is via e-mail (electronic) or hard-copy.

**Objective V:** The Master's candidate will demonstrate preparation to advocate for individuals with disabilities.

**Method:** The candidate must document activities and discuss the significance of at least one of these activities. Significance might include what the candidate learned, the professional application, or expectations for future participation. The candidate will submit documentation of at least 3 different activities from the following list:

- Attending a support group
- Participating with practicum supervisor in an IEP
- Participating with supervisor in an IFSP
- Participating with practicum supervisor in collaborative meetings with other healthcare professionals
- Attending a discharge planning meeting
- Writing a description of a real or hypothetical situation with reflection on the role of advocacy in this situation
- Actively assisting a client in obtaining other professional and/or support services
- Actively assisting a client to obtain funding for special services or equipment, e.g., an AAC device
Assisting in preparation of a proposal for external funding, e.g., a grant proposal

**Approval:** Must be approved by one faculty member.

**Objective VI:** The Master's candidate will demonstrate preparation to secure and maintain a professional position.

**Method:** The candidate will submit a professional resume and either a passing grade on the Praxis Exam or a statement of when and where the Praxis Exam will be taken. The candidate will also submit a short essay describing their professional plans and demonstrating the candidate's preparedness to interview for positions in the type of setting desired. The essay should include:

- Short and long term professional plans
- Reflection on the nature of professional practice in the desired work setting, including any significant issues the candidate expects to encounter
- Review of the academic and clinical practicum experiences that have prepared the candidate for the desired professional career
- Summary of plans to complete the CF

**Approval:** Must be approved by one faculty member.
# Comprehensive Portfolio for Speech-Language Pathology
## A Written Examination for Master of Science Degree

### Approval Record Page

Master’s Candidate Name: 

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Faculty Name (print or type)</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective I:</strong> The Master’s candidate will demonstrate professional writing ability. (Approved by one academic and one clinical faculty member.)</td>
<td>1 ___________________________</td>
<td>_____________</td>
</tr>
<tr>
<td>2. ___________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective II:</strong> The Master’s candidate will demonstrate the potential to become a leader in the profession.</td>
<td>1 ___________________________</td>
<td>_____________</td>
</tr>
<tr>
<td><strong>Objective III:</strong> The Master’s candidate will demonstrate participation in continuing education, reflecting knowledge of strategies for continuing education.</td>
<td>1 ___________________________</td>
<td>_____________</td>
</tr>
<tr>
<td><strong>Objective IV:</strong> The Master's candidate will demonstrate professionally-related database research skills and comprehension of scholarly research articles.</td>
<td>1 ___________________________</td>
<td>_____________</td>
</tr>
<tr>
<td><strong>Objective V:</strong> The Master’s candidate will demonstrate preparation to advocate for individuals with disabilities.</td>
<td>1 ___________________________</td>
<td>_____________</td>
</tr>
<tr>
<td><strong>Objective VI:</strong> The Master’s candidate will demonstrate preparation to secure and maintain a professional position.</td>
<td>1 ___________________________</td>
<td>_____________</td>
</tr>
</tbody>
</table>

Approved: ____________________________________________________________________ _____________

CSD Program Director

Date
Master’s Candidate Name: ______________________________________________________

**Objective I:** The Master’s candidate will demonstrate professional writing ability.

The Master's candidate will demonstrate 1) the ability to conduct evidence-based research that is related to the assessment and treatment of one of her/his clients; and 2) the ability to write a professional paper that demonstrates synthesis/application of information and critical clinical reflection.

The signatures below indicate that the work for this objective has been reviewed and approved for partial completion of the Comprehensive Portfolio Examination for Speech-Language Pathology.

_____________________________  ______________________________
Faculty Signature                Date

_____________________________  ______________________________
Faculty Signature                Date
Objective II:
The Master’s candidate will demonstrate the potential to become a leader in the profession.

The signature below indicates that the work for this objective has been reviewed and approved for partial completion of the Comprehensive Portfolio Examination for Speech-Language Pathology.

_________________________________________  _________________________________
Faculty Signature                      Date
Idaho State University
Communication Sciences & Disorders
Comprehensive Portfolio for Speech-Language Pathology
A Written Examination for Master of Science Degree

Approval Page

Objective III

Master’s Candidate Name: ____________________________________________

Objective III: The Master’s candidate will demonstrate participation in service activities related to the profession of speech language pathology and demonstrate the potential for leadership.

The signature below indicates that the work for this objective has been reviewed and approved for partial completion of the Comprehensive Portfolio Examination for Speech-Language Pathology.

________________________________________  ________________
Faculty Signature                              Date
Idaho State University
Communication Sciences & Disorders
Comprehensive Portfolio for Speech-Language Pathology
A Written Examination for Master of Science Degree

Approval Page

Objective IV

Master's Candidate Name: ________________________________

Objective IV: The Master's candidate will demonstrate professionally-related database research skills and the ability to critically evaluate scholarly research articles using the Evidence Based Practice framework.

The signature below indicates that the work for this objective has been reviewed and approved for partial completion of the Comprehensive Portfolio Examination for Speech-Language Pathology.

_________________________________________  ____________________________
Faculty Signature                        Date
Master’s Candidate Name: ________________________________

Objective V: The Master’s candidate will demonstrate preparation to advocate for individuals with disabilities.

The signature below indicates that the work for this objective has been reviewed and approved for partial completion of the Comprehensive Portfolio Examination for Speech-Language Pathology.

__________________________________________  ________________
Faculty Signature                        Date
Objective VI

Objective VI: The Master’s candidate will demonstrate preparation to secure and maintain a professional position.

The signature below indicates that the work for this objective has been reviewed and approved for partial completion of the Comprehensive Portfolio Examination for Speech-Language Pathology.

Master’s Candidate Name: ____________________________________________

_______________________________________  __________________________
Faculty Signature  Date
APPENDIX C
ORAL EXAMINATION POLICY
Idaho State University
Department of Communication Sciences & Disorders

General Purpose
The oral examination assesses a candidate’s ability to present and discuss professional information, issues, and perspectives. The examination samples both formal presentation ability and discussion ability and allows for evaluation of how well the candidate:
- introduces a topic and organizes information for discussion
- states and supports main content ideas
- reasons and speculates

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

Time Frame
The Graduate School requires that oral examinations be scheduled no later than two weeks prior to graduation for both thesis and non-thesis options. Oral examinations may be scheduled only after required written work is complete. For thesis students, the Oral Exam will be scheduled after the Thesis Advisor approves a near-final draft of the thesis. For non-thesis Masters students in Speech Language Pathology, the oral exam may be scheduled only after the Portfolio Exam is complete. For Audiology students, the oral exam may be scheduled only after written comprehensive exams and the clinical project are complete. Students in Speech Language Pathology and in Audiology will typically have oral exams in the spring semester. Given that the majority of the CSD faculty is not on contract with ISU in the summer months, an inability to meet the suggested timeline may result in a delay of graduation.

Oral Examination Format

**Thesis Option:** For candidates following the thesis option, the examination will include formal presentation of a student’s original research project. The student should consider the use of visuals (e.g., overheads or slides) to facilitate summary of background information, rationale, methods, results, and conclusions. The format utilized for committee questions and comments will influence presentation time. For example, if the student and the thesis director decide to invite committee discussion following the student’s formal presentation, a presentation time guideline of approximately 20-30 minutes is suggested. However, if committee discussion is invited during the student’s summary of the research, the time required for completing the summary may be substantially longer. Discussion topics and questions may range from specific information about analysis procedures and findings to relationships between the student’s research and a variety of professional issues or academic areas.

**Non-Thesis Options:** Candidates will follow one of two possible options: Option A or Option B. Each of these options involves a formal, 20-30 minute, topical presentation as defined below.
**Option A: Masters Paper/Clinical Research Project:** Candidates who have completed an elective Masters paper will present a topic based on the paper. Students should consult with their advisors to determine the nature of the handout provided to committee members, presentation, format, etc.

**Option B: Other Topic:** Candidates whose elective credits do not include a Masters paper will present a topic agreed upon by the student and the chair of the examining committee, typically based upon the candidate’s Objective I or Objective II papers. Additional topics may be an independent study project, class project or paper, or a case study. Students should provide committee members with materials such as a topical outline, prior to the oral examination.

For either option, candidates should plan presentations carefully, preparing speaker notes for their use and handouts and/or audio-visual aids for committee members as appropriate. See “Evaluation Criteria for the Oral Examination” for preparation considerations. In addition to the topical presentation, the examination may also include questions and discussions related to the academic curriculum and/or professional issues.

For both thesis and non-thesis options, the scheduled examination time is two hours, consistent with guidelines of the Graduate School. The chair of the committee will monitor the progress of the oral examination, concluding committee questions and discussion as appropriate. At this time, the candidate will be excused from the meeting and the committee will determine if the candidate completed the examination successfully.

**Committee Composition**

**Thesis Option:** A minimum of three faculty members shall serve on the committee for the oral examination of a thesis. If a larger committee is deemed desirable, the total number of the committee should be an odd number to prevent ties from occurring on the balloting. At least two members will be faculty from the Department of Communication Sciences & Disorders and one member will be a Graduate Faculty Representative from outside the department. The chair of the committee must have graduate faculty status. At least two of the CSD faculty serving on the committee for the oral defense of the thesis must hold a Ph.D. Degree, including the director of the thesis. The candidate’s thesis director will serve as the chair of the committee. The candidate may suggest a faculty member for the Graduate Faculty Representative, but the final appointment will be made by the Dean of the Graduate School. The thesis advisor should request that the Director of Graduates submit a request to the Dean of the Graduate School to appoint the advising committee. The Graduate School requires that only identified members of the orals committee are present during the actual questioning, although, observers may be present during the presentation with the approval of the committee.

**Non-Thesis Option:** A minimum of three faculty members shall serve on the committee. If a larger committee is deemed desirable, the total number of the committee should be an odd number to prevent ties from occurring on the balloting. The chair and one additional member of the committee will be faculty from the Department of Communication Sciences & Disorders and one member will be a Graduate Faculty Representative (GFR) from outside the department. The chair of the committee must have graduate faculty status. A clinical faculty member may serve on the committee with permission from the Graduate School. The Director of Graduate Studies will submit to the Dean of the Graduate School a request that includes the faculty member’s current vita. The student may request a faculty member to serve as GFR, but the final appointment will be made by the Dean of the Graduate School. CSD faculty appointments to an orals committee depend on whether the candidate is following Option A or Option B. Procedures are explained below.
Option A: Masters Paper/Capstone Project: Generally, a student’s Masters paper director and the second reader will both serve on the student’s orals committee. The paper director should chair the committee. Refer to Appendix E “Guidelines for Masters Paper”. The advising Committee for the Capstone Project is expected to be the same as the orals committee. Refer to Appendix D “Capstone Project Guidelines.”

Option B: Other Topic: Generally a candidate’s academic advisor will serve as chair of the orals committee, although the advisor may suggest a different CSD chair to match a topic area. Advisors who do not have graduate faculty status may request a specific faculty member to chair the committee based on the candidate’s topical interest. The final appointment of committee members will be made by the department chair, who will consider two appointment criteria: (1) faculty expertise in relation to the candidate’s topic area and (2) equitable distribution of appointments across faculty.

Criteria and Evaluation for the Oral Examination

The Oral Examination consists of two parts: (1) the presentation of the Masters paper or another topic by the student, and (2) questions asked of the student by the members of the examining committee. The student will be evaluated on the presentation and the ability to respond appropriately to questions. The questioning period of the Oral Examination can be further subdivided into those questions directly related to the Masters paper or other topic, and general questions designed to probe the student’s knowledge of theoretical and clinical issues related to speech-language pathology.

The overall oral examination (including the presentation and responses to questions) is evaluated in three areas: (1) Breadth and Depth of Content, (2) Integration, and (3) Form. Each major area is divided into 2 to 4 sub-areas that are rated by the examining committee. Pass criteria for each area and sub-area consist of Exemplary (consistent strength throughout) and Acceptable (many strengths apparent; weaknesses are minor). The fail criteria is Unacceptable (few strengths; major weakness are apparent). In order to pass the Oral Examination the student would need an overall rating of Exemplary (at least two areas rated “exemplary” and no area rated “ unacceptable”) or Acceptable (no more than one of the three areas rated “unacceptable”). Failure to pass the Oral Examination would be noted by having two of the three areas rated as “unacceptable.”

Following the completion of the Oral Examination (topic presentation and responding to questions), the members of the examining committee will evaluate the candidate following the criteria explained above and as listed on the “Evaluation Criteria for the Oral Examination” prior to completing the ballot provided by the Graduate School. Each member of the examining committee will give an overall rating for each of the three areas. If the majority of the committee members judge the candidate as performing as Exemplary or Acceptable, the student successfully completes the Oral Examination. If a majority of committee members judge the candidate as performing as Unacceptable, the candidate does not successfully complete the oral examination. The chair of the Oral Examination committee will collect the evaluation forms which will be filed with the candidate’s departmental records. Copies of the evaluation form may be provided to the student for instructive feedback.

After a candidate’s GFR has been appointed, the committee chair should provide to the GFR a copy of the Oral Examination Policy for Speech-Language Pathology, as well as a copy of the student’s written comprehension examination should the GFR wish to see it. The committee chair may wish to contact the GFR personally to explain evaluation policies possibly unfamiliar to outside members.
Oral Examinations for Online Students

Online candidates are subject to the same policies and procedures as those candidates on the traditional campus, though advance planning (more than 2 weeks notice) may be required in order to secure all necessary components. Online students are welcome to travel to campus to complete oral examinations in person. When this is not feasible, the following policy applies:

1. The candidate will present to the faculty committee using an agreed upon platform (such as Collaborate) for communications during the oral examination.
2. The student will identify and secure a proctor to be present during the oral exam. This proctor should be a professional within the candidate’s community such as school district personnel, a health care professional, a librarian, etc. This person may not be a relative of the candidate nor a close personal friend. The role of the proctor is to confirm that the candidate is presenting material and responding to queries without the aid of outside resources. The proctor will also be present when the results of the examination are presented to the candidate, and ensure that the candidate understands information being conveyed by the faculty committee. The chair of the oral examination committee will communicate with the proctor once identified, and provide information and appropriate paperwork.
3. Students wishing to view the feedback from the Oral examination which are kept on file in the CSD department, may request this information by emailing the student records secretary with a request.

Unsatisfactory Performance in Oral Examination

In the event of an unsatisfactory performance in the oral examination, the candidate should be aware of the following process:

1. The Oral Exam committee chair will typically be the person to convey the results to the candidate. The results are provided after a short conference (10-20 minutes) immediately following the oral exam.
2. Failed oral examinations may be repeated one time at the discretion of the orals examination committee. The date of the oral examination retake will be determined by the examination committee, after meeting with the student and discussing strategies for improved performance.
3. The faculty are supportive of student success, and committed to aiding the student in a more positive oral examination experience.
4. In the event of unsatisfactory performance on the second oral examination, the student is dismissed from the graduate program.
5. Oral examination must be completed prior to beginning the externship experience.
### SLP Oral Comprehensive Exam Scoring Areas, Description, and Criteria

<table>
<thead>
<tr>
<th>Scoring area</th>
<th>Description and examples</th>
<th>Ratings and Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Breadth and depth of content of presentation and responding</strong></td>
<td>1. Range of content from selected areas and knowledge sources that are applied.</td>
<td><strong>Exemplary</strong> <em>(consistent strengths throughout)</em></td>
</tr>
<tr>
<td></td>
<td>2. Development of applied concepts.</td>
<td>1. Range of content is consistently sufficient.</td>
</tr>
<tr>
<td><strong>II. Integration of presentation and responses</strong></td>
<td>1. Sources of knowledge are incorporated into presentation and responses.</td>
<td>1. Presentation and responses incorporate knowledge from several relevant sources.</td>
</tr>
<tr>
<td></td>
<td>2. Relationships between subtopics are made explicit.</td>
<td>2. Presentation and responses are consistently cohesive, with explicit relationships across subtopics.</td>
</tr>
<tr>
<td>3. Independent and/or critical thinking in problem solving.</td>
<td>3. Solid evidence of independent critical thinking about the problem is present.</td>
<td>3. Some evidence of critical thinking about the problem is apparent.</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Expression and justification of conclusions.</td>
<td>4. Conclusions are sound and supported well.</td>
<td>4. Ability to express conclusions and awareness of need to support conclusions is generally apparent, although a few conclusions may be weak or lack support.</td>
</tr>
</tbody>
</table>

### III. Form of presentation and response

<table>
<thead>
<tr>
<th>1. Organization of concepts and information.</th>
<th>1. Organization of information is consistently logical, efficient, and orderly.</th>
<th>1. Organization is generally logical, efficient, and orderly.</th>
<th>1. Organization is not logical, efficient, or orderly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Framing of presentation and responses, e.g., ability to formulate compare-contrast discussion, ability to introduce a concept and add supporting detail; ability to express a logical argument.</td>
<td>2. Presentation and responses are framed appropriately for the question.</td>
<td>2. Framing is generally appropriate for the question, but may be lacking in some aspects.</td>
<td>2. Framing is poor, given the problem presented. Lacking in several aspects.</td>
</tr>
<tr>
<td>3. Effective speaking skills.</td>
<td>3. Concepts are clearly stated, and speaking skills are appropriate to the situation.</td>
<td>3. Most concepts are clearly stated and speaking skills are generally appropriate to the situation.</td>
<td>3. Many concepts are not clearly stated; and speaking skills are not appropriate to the situation.</td>
</tr>
</tbody>
</table>

**Scoring of the Oral Presentation (including responses to questions)**

**Pass:**
- Exemplary = at least two areas rated “exemplary” and no areas rated “unacceptable”
- Good = no more than one of the three areas rated “unacceptable”

**Fail:**
- 2 of the 3 areas rated “unacceptable”
APPENDIX D

Doctor of Audiology Capstone Project Guidelines

Audiology Program
Communication Sciences & Disorders
Idaho State University

Idaho State University
Pocatello, Idaho 83209
INTRODUCTION

The Capstone Project is intended to be one of the final requirements for your Au.D. Degree. It should demonstrate your ability to integrate the knowledge and skills you’ve acquired during the program and to apply those skills to an audiologically related project. Since the project demands a great deal of independent thought and expression, it is a fitting culmination to your doctoral program. More than any other assignment you have undertaken the Capstone Project will represent your skills, interests and knowledge in the field of audiology. The project will allow you to draw from your didactic and clinical experiences and further develop your critical thinking, writing and creative skills. You have a range of possible formats and topics under which you may fulfill the project requirements. However, all projects must demonstrate your ability to 1) organize your thoughts, 2) learn in depth regarding a specific issue, 3) plan and execute the proposed project, and 4) convey what you’ve done and your findings in a written document. Upon completion of your project, you are expected to present your work in an appropriate setting (e.g., local, state or national conference) and if possible, submit your work for publication.

As part of the CSD 8810 Seminar Course, which most students take during the spring semester of their second year, you will complete a Capstone Project Proposal. The proposal is a summary of what you plan to do to complete the entire project. Following the Spring CSD 8810 course, you will be expected to work with your faculty advisor to develop, carry out and complete your project. The final Capstone Project needs to be completed and defended (or a defense is scheduled) before you begin your fourth year clinical externship; you will not be allowed to register for, or participate in your 4th year externship until this requirement is met.

In the following pages, the Capstone Project Proposal is outlined, followed by more specific information regarding the requirements for the completion of the Capstone Project.
Proposal Guidelines

The Capstone Project Proposal is both a summary of the project you plan to carry out and a plan (including timeline) of how you will accomplish the project. While some details or certain aspects of your project may change, the desired outcomes of the Project Proposal are to 1) help you get started on your project, 2) anticipate potential difficulties or problems you may encounter and 3) serve as a guide to keep you on track as you work through different stages of your project. While plans for your project can begin earlier, the CSD 8810 Seminar, taken during Spring semester of your 2nd year, is in place to help you choose your project and advisors and complete your Capstone Project Proposal.

It is important that you develop careful plans and a detailed timeline for your project. These plans and calendar will become your "road map" as you go through the remainder of your academic study. The written project proposal should be between 4 and 5 pages in length and should include the following sections:

1. Purpose, objectives, general goals of your project (find out something, develop materials, evaluate something, etc.)

2. Importance: why is the topic of your project important to you and to the field of audiology?
   - A brief description of what you are going to do (research study, develop materials, review the literature on some topic, etc.).
   - A description of what your final product going to "look like" (A research report, a web site, several patient brochures, etc.).

3. What do others have to say about the topic (brief review of at least four or five relevant references)

4. A detailed calendar or time line of activities for your project

The following page shows the cover page template to be used for your Capstone Project Proposal. Electronic versions of this template will be available when taking the CSD 8810 seminar.
Cover Page Template for Capstone Project Proposals

(Title)

Audiology Capstone Project Proposal

Submitted to the Faculty of the Audiology Doctorate Program
Department of Communication Sciences & Disorders
Idaho State University

By

(Student Name)

__________________________  ____________________________
Date                                              Student Signature

In Partial Fulfillment of the Requirements for the Audiology Doctorate Degree (Au.D.)

This Capstone Project Proposal has been reviewed by and has the approval of each of the following members of this committee:

__________________________  ____________________________
Date                                              Primary Faculty Project Advisor

__________________________  ____________________________
Date                                              Faculty Project Advisor

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CSD 8810: Course Outline Summary

You will register for CSD 8810 for three consecutive semesters (excluding summer) beginning spring of your second year, for a total of 6 credits. CSD 8810 is taught as a group seminar where areas such as research methods and writing, general statistics, evaluation of research literature and treatment of human subjects are reviewed. Throughout the course you will have opportunities to explore topics and project ideas that are of interest to you, with the goal of developing your Capstone Project Proposal, a final product of the course (see general requirements below).

Grading for the Seminar Course will be based on requirements such as:

- Class participation (including out-of-class meetings with instructors/advisors)
- In and out of class assignments, quizzes, etc.
- Proposal presentation to class (PowerPoint) prepared in consultation with the seminar instructor and your project advisor
- Written Capstone Project proposal
- Preparation of Human Subjects document (if needed)

Following the completion of CSD 8810, your project advisor will serve as your primary mentor through to the completion of your third year and the completion of your Capstone Project.

Capstone Project Advisors

In consultation with the 8810 instructor and with other CSD faculty, you will select a primary Capstone Project advisor (generally someone with interests or skills related to your
project area). Your primary Capstone Project advisor must be an Audiology faculty member. An additional faculty member (does not have to be from the CSD faculty) and a graduate faculty representative (GFR) will make up your Capstone Project Committee. The advisors will need to approve the Capstone Project Proposal, so it is important that the student and advisors meet and communicate as needed during the planning of the Project Proposal (and as needed throughout the entire project time period). By agreeing to serve as advisors, the faculty members commit to mentoring you through the development and completion of the proposal and project. Once the Spring Seminar is over, proposals are completed, and students are working on the final projects, the primary Capstone Project advisor and committee members assume a primary guidance role.
CAPSTONE PROJECTS

Guidelines for All Capstone Projects

The following requirements apply to all Capstone Projects:

This is YOUR project and an opportunity to demonstrate your ability to integrate the knowledge and skills you’ve acquired during the AuD program. While your advisors are available to mentor you in this effort you are expected to show initiative and leadership in planning, carrying out, and completing your project.

Each project must include some review of the relevant literature. It is important for you to demonstrate that you are aware of prior work in the area you have chosen. However, "Literature Review Projects” includes a much more extensive review because the aim of the project is to summarize and produce useful information regarding a specific topic.

Any project that uses humans in any way (surveys, databases, interviews, etc.) must be reviewed by the ISU Institutional Review Board for the Protection of Human Research Subjects. Forms and information about this important review committee can be found at:  http://www.isu.edu/research/hsc_intro.shtml

Each student must also complete an online training program at: http://www.citiprogram.org/default.asp?language=english. More information will be provided in the CSD 8810 seminar.

Capstone Project Proposal Presentations (PowerPoint Presentations) and Project Proposals must be presented in the CSD 8810 seminar.

The written portions of all projects must follow the style format set forth in the publication manual of the American Psychological Association. If students do not have a copy of the APA Manual, please refer to the following web sites: http://www.apastyle.org/ and http://www.docstyles.com/apaguide.htm
**Oral Defense**

When the project is completed, an oral defense should be scheduled and a copy of the project submitted to each of the committee members sufficiently in advance (approximately two weeks) to permit thorough reading. In addition, the Graduate School requires that all oral exams be scheduled at least two weeks prior to the end of the semester. The oral examination will provide the student with an opportunity to defend their Clinical Research Project and allow the committee to determine if the student has met or failed to meet the objectives of the project. The committee reserves the right to place any reasonable conditions they believe to be necessary for successful completion of the project from minor typographical corrections to more substantive alterations. However, it should be remembered that since the committee originally approved the project at prospectus, rejecting the project at its completion should only occur if the student has not been diligent in following the approved design. Upon completion, design errors should be considered the responsibility of the committee and not the student.

The final Capstone Project needs to be completed and defended (or a defense is scheduled) before you begin your fourth year clinical externship; you will not be allowed to register for, or participate in your 4th year externship until this requirement is met. Generally, the defense of the project consists of an opportunity for you to present your project to your project committee, fellow students and other CSD faculty or anyone else that may be interested. The presentation is followed by a meeting consisting of only you and your project committee, providing an opportunity for you and your committee to discuss your project. The following page shows the cover page template to be used for your completed Capstone Project. Electronic versions of this template will be available when taking the CSD 88810 seminar.
Cover Page Template for Completed Capstone Project

(Title)

Audiology Capstone Project

Submitted to the Faculty of the Audiology Doctorate Program
Department of Communication Sciences & Disorders
Idaho State University

By

(Student Name)

________________________________________  ____________________________________________
Date                                             Student Signature

In Partial Fulfillment of the Requirements for the Audiology Doctorate Degree (Au.D.)

This Capstone Project has been read by each of the following members of this committee and by
majority vote has been found to be satisfactory:

________________________________________  ____________________________________________
Date                                             Primary Faculty Project Advisor

________________________________________  ____________________________________________
Date                                             Faculty Project Advisor

________________________________________  ____________________________________________
Date                                             Graduate Faculty Representative
Capstone Project Formats

Research Projects
A research project creates new knowledge by collecting information that did not exist before and/or replication, with or without modification, of previous research. Typical examples are experiments (either basic or clinically related), surveys, interviews, etc. A single subject design or a pilot study for a topic for which is too difficult to do a full study may also be considered. The final "product" for a research project is a paper describing background information (literature review), methods and procedures as well as results and implications of your findings.

Clinical Development Projects
A development project is designed to produce a tangible product (e.g. professional instructional materials, patient education resources, a website, tutorial, etc.) The final product will consist of a written report describing background information (literature review) the development of the materials and as far as possible, copies of the materials themselves.

Literature Review Projects
Literature review projects review the research data or evidence on a particular topic and draw conclusions or make recommendations that can be applied to the field of audiology. The project report that you will complete should be appropriate for publication as an article in a professional journal or to help clinicians, administers, teachers, patients or other audiences make decisions related to issues in clinical audiology.
SPECIFIC CAPSTONE PROJECT GUIDELINES

Research Projects

The research project format is as outlined below. The research project proposal will have abbreviated versions of all sections except for results and discussion (results and discussion would not be part of the proposal since they would not be available until the project is completed). The results section in the proposal may contain actual tables (without results) or the anticipated tables may simply be described.

Abstract

The abstract of the research project report should allow readers to survey the contents of the entire manuscript in a quick fashion. It should contain statements of the problem, method, results, and conclusions. The abstract should be concisely stated in no more than 200 words.

Introduction

The purpose of this section is to present the background of what has been done (brief reference to literature), what will be done to implement the project, and way it will be done.

Statement of the Problem
This can be as brief as a couple of sentences since most of the background has been presented above.

Importance of the Problem
The investigator should attempt to convince the reader that this research is worthwhile—what benefits will be derived as a result of the study? What new information will be learned? To what ends will the results be useful?

Literature Review

The literature review should consist of a synthesis of literature related to the topic being investigated. Present the most general, least related references first. Order should lead logically to the topic to be further studied. Subsection headings should be included to reflect the various content areas under discussion. The literature review section should include a minimum of 15 articles, 75% must be primary sources.

Method

Research Topics/Questions
An explanation of the intention of the study is presented in this section. Topics for study and/or research questions should follow logically as a result of the ordering of the related literature. This section should communicate the essence of the investigation in a concise statement.

Subjects/Participants
A discussion of the general population characteristics, procedures for sample selection size and relevant composition of the sample should be included here.
Procedures

This section includes a description of the procedures and materials that will be used to collect data. The discussion should also include a description of the data treatment, e.g., analysis process.

Results

This section describes the nature of the data and the results of the analysis. Results should be presented clearly and should be directly related to the original topics/questions of the study. Very little interpretation, if any, should appear in this section. It is recommended that tables and figures (quantitative) or quotations from interviews/field notes (qualitative) be used whenever possible as a compliment to the text.

Discussion

This section contains the conclusion of the study as well as implications and the recommendations of the investigator based on the results. It should also include a discussion of the limitations of the study and recommendations for areas in which further research is needed.

References

Use APA style and include all, but only, those references cited in the text.

Appendices

Contained here is any material not appearing in the body of the report which might be useful in terms of describing such things as materials used, test protocols, interview protocols, data collection instruments, and sample informed consent forms.

Before including any copyrighted instruments in the appendix, be sure that has written permission from the publisher has been obtained.

Clinical/Educational Development Projects

A development project is designed to produce a tangible product (e.g. professional instructional materials, patient education resources, a website, etc.) The final product will consist of the product itself (e.g., materials, etc.) and as far as possible, copies of the materials themselves and a written report describing the development of materials. The written report represents a significant portion of the development project and should be at least 15 pages in length. The following outline is suggested for the written report describing many curricular projects; however, it may not fit all projects.

Abstract

The abstract of the project should allow readers to understand the project and the development steps in a quick fashion. It should contain a brief description of the project, the rational for the project and the steps undertaken in the development process. The abstract should be concisely stated in no more than 200 words.

Project Overview

A description of the project (classroom materials, parent brochure, website, etc.) including relevant characteristics such as size, length, format is included in this section. Anything important for the reader to know about the physical aspects of the project such as use of sound or motion in a website
is included here.

**Importance of the Project**
Why the project is worth doing and why it will be important to the field of audiology.

**Project Objectives**
This should be a clear statement of what the project is designed to accomplish in general terms.

**Review of literature or previous related work**
A significant review of previous work in this area or on this topic. This section should put the project in perspective and present the "big picture" into which the project fits. For some projects, it may also be necessary to review the literature on specific media, such as the characteristics of a good website or rules for laying out a brochure. The literature review section should include a minimum of 15 articles, 75% must be primary sources.

**Activities/Time Line**
In the proposal, this section would be a detailed listing of the steps that need to be taken in order to complete the project and the date those steps should be completed. In the final project report, this section would include a description of the activities undertaken in order to complete the project. For example: outlining materials, drafting materials, having materials reviewed by content experts, etc.

**Implementation**
All "products" should be tried out or used, at least in a limited manner. This means that instructional materials should be tried out and evaluated by students, educational materials should be given to and reviewed by patients who represent the intended audience, websites should be reviewed by individuals who could appropriately evaluate their usefulness, etc. This section describes how product will be piloted or implemented and how that implementation will be evaluated.

**Discussion**
As the word implies, this section would be a general discussion of the development process, what worked well, what could have been improved, what was learned during the implementation process. This section would also include recommendations for modifying or improving the products prior to final development.

**References**
Use APA style and include all, but only, those references cited in the text.

**Appendices**
Contained here would be copies of the product developed as far as possible. For websites, it might include print copies of some of the materials. Generally, any material not appearing in the body of the report that you wish the reader to see would be here.

Before including any copyrighted materials in the appendix, be sure that written permission from the publisher has been obtained.
Literature Review Projects

For this type of project, you will review the research data or evidence on a particular topic and draw conclusions or make recommendations that can be applied to audiology. The project report that you will complete should be appropriate for publication as an article in a professional journal or to help clinicians, administrators, teachers, patients or other audiences make decisions related to clinical audiology. You will need to distinguish between kinds of data (e.g. qualitative and quantitative) and be able to explain how you evaluated the data you included in your review. Suggested project advisors are faculty with experience in review and critique of research data. Unlike the other types of Capstone Projects, at least thirty references must be reviewed.

I. General Organization of Review

A. Overview (2 pages is the suggested length)
   - Introduction of topic
   - Justification of the need for the review
B. Thesis (1 page)
   - Statement of problem
C. Major ideas, topics or themes the review will consider
D. Body of paper (17 – 19 pages)
   - Consideration of various studies and other work
   - Discussion of points supporting themes or major ideas
E. Summary/conclusions (3-5 pages)

II. Minimum Requirements

A. Review at least 30 sources
   1. Include a reference list with at least 30 references that are used in the paper. This list should indicate whether the source is primary or secondary.
   2. At least twenty of the references must be primary sources, such as a research article, or a curriculum development project. Reviews of literature, chapters of textbooks, and related materials are not primary sources.
   3. APA style should be followed for all aspects of the document. If the literature review is being prepared for a particular publication venue, the individual publication style may be followed.

B. Minimum length: 25 pages

III. Criteria for Evaluation of Review (Modified from Mertens, 1998 pp. 54-55*)

A. Does the literature review place current research into the "big picture" of what is known and not known about a specific topic? What is the big picture into which each study fits? What is the central topic? How does the review conceptualize the problem?
B. Does the review present a careful, balanced appraisal of the literature discussed?

1. Is the review current, using research that is recent enough to be meaningful to the discussion?

2. Is the review based predominantly on primary research rather than on secondary or opinion pieces?

3. Does the review provide a critical analysis of existing literature, recognizing the strengths and weaknesses of previous research? Does the review note which studies are best and which are worst, and discuss the reasons for these judgments?

4. Does the review note whether findings of different studies are consistent, and consider reasons for the consistency or inconsistency?

5. Does the review note methodological limitations of the research?

C. Is the review free from the biases of the reviewer? Is the critique of the literature balanced and professional?

D. Does the review justify the need for the project (i.e. the work that is done)? Does the review explain how it is a contribution to the field? Does it describe what we do know, and what we need to know?

E. Does the review set forth a theoretical framework, or a set of guiding principles, or a list of specific objectives? Does the review provide enough information to support this framework?

F. Is the information in the review presented in a manner so that it is useful to consumers who want to know more about the topic?

G. Do the sources cited include "marginalized" voices? Are citations made that reference viewpoints of those with the least power?

H. Does the conclusion, or summary, go beyond what has already been said, and further integrate what has been said throughout the review?


Acknowledgement: This Capstone document was adapted from materials created by Barbara McKee, Patricia Mudgett-DeCaro and Gary Long at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology
APPENDIX E

Idaho State University
Department of Communication Sciences & Disorders

GUIDELINES FOR MASTERS PAPER

(Elective for Speech-Language Pathology)

General Purpose
At the completion of the Masters paper, students will demonstrate the type and quality of writing expected at the professional level. The goal of the Masters paper is for students to independently plan and complete a scholarly project that reflects the student’s ability to research and report on a specific theoretical or applied professional issue. Writing this paper will minimally involve locating, reviewing, evaluating, synthesizing, and integrating information from professional literature databases. The paper, an original manuscript, should reflect the student’s own critical thinking, creativity, and be suitable for professional dissemination. Completion of a Masters paper may be counted as elective credits within the graduate program. Not all students complete a Masters paper.

Skills
The skills a student will demonstrate while writing the Masters paper may include but are not limited to the following:
1. Identifying and accessing relevant literature sources
2. Organizational writing
3. Integrative, analytic, and evaluative thinking
4. Formulation of an appropriate purpose statement(s) or research questions(s)
5. Investigation of argumentative hypotheses by using a literature review as a data base or investigation of research hypotheses by using one’s own data as a data base
6. Recognition of limitations and weaknesses of current research, data, and clinical practices
7. Ability to draw inferences from literature or the data
8. Integrating theory and clinical practice

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

All types of Masters papers may include, as appropriate, the following:

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

Other Information

The paper format should reflect current APA guidelines including conventions for tables, figure, and references. No set number of pages is required. In the past, Masters papers have ranged from 25 to 90 pages. After final approval by the director of the Masters paper and a second departmental faculty member, the student will submit three soft-bound copies. The binding can be either spiral or non-spiral type. One copy will be given to the director and two to the department.

Suggested Timelines

1. During the student’s first year of graduate study, the student should select a topic, contact an academic faculty member and ask the faculty member if s/he would be willing to direct the Masters paper. This should be accomplished as soon as possible due to limitations as to the number of students that can be directed by any one faculty member. Students in the Meridian program should work with their academic advisor to help them identify and contact potential directors for their topic. Either Pocatello or Meridian academic faculty may serve in this capacity. As soon as the student has a director and an approved topic, the student should request a second reader for their paper; the second reader may be either an academic or clinical faculty member. As soon as the director, second reader, and topic are finalized the student should proceed to read information on the topic and work with the director to narrow and/or define more specifically the subject matter.
2. An initial outline of the paper should be submitted to the faculty director during the first month of the second year of graduate study or earlier.

3. During the first semester of the second year of graduate study or earlier, the student will work with the director towards completion of the paper. This process includes writing drafts and revising the paper based on the director’s feedback.

4. When the director thinks the paper is ready for the second reader review, the student will be informed. Students will provide copies of the paper to the student’s director and second reader of the Masters paper. The student’s oral examination cannot be scheduled until the Masters paper is completed.

5. The paper will be bound after the director and second reader have accepted it as being satisfactory.

**Evaluation Criteria**
Grading of the Masters paper will be done on a Satisfactory/Non-Satisfactory basis (i.e., S/U). The Masters paper must be judged as satisfactory by both readers of the paper, the director and a second departmental faculty member. Evaluation of the Masters paper will consider the skills listed above.
# GRADUATE PROGRAM OF STUDY

**IDAHO STATE UNIVERSITY**

Department of Communication Sciences & Disorders

---

**X** Speech-Language Pathology

_____ Audiology

(Submitted semester prior to graduation)

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Student No.</th>
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<th>Date(s)</th>
<th>Institution</th>
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<td>Tentative Graduation:</td>
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**Approved Program: Include Thesis or Paper, Electives (if any)**

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<th>Course</th>
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<tr>
<td>CSD 600</td>
<td>Principles of Res Com Dis</td>
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<tr>
<td>CSD 602/604</td>
<td>Clinical Practicum: SLP</td>
<td>11</td>
</tr>
<tr>
<td>CSD 606</td>
<td>Externship</td>
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<tr>
<td>CSD 614</td>
<td>School-Age Lang. Dev &amp; Dis.</td>
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<tr>
<td>CSD 616</td>
<td>Aug. &amp; Alter. Communication</td>
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<td>Early Lang. Dev &amp; Dis</td>
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<td>CSD 622</td>
<td>Speech Sound Disorders</td>
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<td>CSD 624</td>
<td>Disorders of Swallowing</td>
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<td>CSD 629</td>
<td>Neuropathologies I</td>
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<td>Fluency Disorders</td>
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<td>Craniofacial Anomalies</td>
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<td>CSD 634</td>
<td>Voice Disorders</td>
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<td>CSD 639</td>
<td>Neuropathologies II</td>
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<td>CSD 648</td>
<td>Professional Issues in SLP</td>
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<td>CSD 650</td>
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**OTHER REQUIREMENTS/ELECTIVES:**

- Total 600 Level
- Total CREDITS

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Student Date

College Dean Date

Advisor Date

Graduate Dean Date

---

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Communication Sciences & Disorders
Master’s Program in Speech-Language Pathology

PROGRAM OF STUDY SUPPLEMENT

This form is to be completed by the Master’s Candidate and placed in the
Department file when the Program of Study is completed.

Student Name: ________________________________
Advisor: ______________________________________
Planned Graduated Date: __________________________

Do you intend to walk in the Graduation Ceremony: Yes_______  No ______

Section A: For Thesis Students Only

Topic of your thesis: _____
Thesis Advisor: ________________________________
Second Department Committee Member: __
Out of Department Member, if identified: ________________
Date of Prospectus Meeting: _______________________

When have you taken or planned to take your thesis credits? _________________

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

Section B: For Non-Thesis Students Only

How & when will you complete the requirement for a 3-credit elective? ______________

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

Student must complete Comprehensive Portfolio Exam before scheduling Oral Exam

Approved 9/23/2005

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APPENDIX G

Idaho State University
Department of Communication Sciences & Disorders

SUMMARY OF PROCEDURES AND DEADLINES FOR FILING

<table>
<thead>
<tr>
<th>Procedure</th>
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<tr>
<td>Externship Application</td>
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<td>May 1 for Fall Externship</td>
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<td>October 1 for Spring Externship</td>
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<td>Scheduled individually to occur at least 2 weeks prior to Spring graduation for Audiology &amp; SLP</td>
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<tr>
<td>Thesis Orals</td>
<td>Department/Grad School</td>
<td>Scheduled individually to occur at least 2 weeks prior to Spring graduation</td>
</tr>
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</table>

NOTE:

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

Idaho State University
Department of Communication Sciences & Disorders

CHECKLIST FOR GRADUATION

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

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

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

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

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

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

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

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

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

FOR MORE GRADUATION INFORMATION YOU MAY REFER TO:

http://www.isu.edu/departments/areg/grad.shtml
APPENDIX I

Idaho State University
Department of Communication Sciences & Disorders

CSD Graduate Assistant Evaluation Policy

Graduate Assistant positions are generally considered to be the most desirable form of financial aid. These positions serve dual purposes: to provide a valuable opportunity to the students who serve in these positions and to support the department with necessary work tasks. Students are awarded these positions on the basis of their past achievements, and therefore a student is right to feel honored if offered an assistantship. The faculty must try to select students who will contribute to the department by completing assigned tasks with quality work and who will demonstrate a commitment to assisting the department.

When students are awarded an assistantship, they will be assigned to one or more faculty for a total of 20-hours per week. Assignments may be varied or changed during the semester, but the total work assigned must not exceed 20 hours in any given week. The student’s performance will be evaluated at midterm and at the end of each semester. A student must demonstrate adequate performance in assigned responsibilities in order to continue in the position.

Every faculty member with an assigned graduate assistant will complete the following evaluation at midterm and at the end of the semester. Evaluations will be turned in to the Department Chair by a specified date and reviewed by the Executive Committee of the Department. Evaluation results that are Good, Excellent or Superior will be shared with the study by a member of the Executive Committee. Such notification may be verbally or in writing, at the discretion of the Executive Committee.

If the graduate assistant is found to be doing work that needs improvement or that is considered to be inadequate (i.e., rated Fair or Unacceptable), a written evaluation that clearly indicates the areas of concern will be shared with the Assistant, along with specific behaviors that must occur to indicate improvement and the time period for improvement, in order for the assistantship to be continued. The Assistant will be asked to sign a statement verifying that they have read the evaluation, and that they understand they may provide a written response to the evaluation within 5 working days after receiving the written evaluation. If the work is not improved by the next evaluation period, the Executive Committee and the Department Chair will determine the appropriate action, which might include, but is not limited to, continued probation or the immediate termination of the assistantship.
CSD Evaluation of Graduate Assistant

Name of Graduate Assistant: ________________________________

Name of Faculty Supervisor: ________________________________

Date: ___________________________  Semester: ____Fall    ____Spring    ____Summer

___Midterm Evaluation (first half of semester)  ___End of Semester (second half of semester)

Assigned duties: Give a brief description of assignment

Strengths of assistant’s performance:

Concerns or weaknesses in performance, if any:

If concerns are identified, please comment on what is needed for improvement.

Overall, rate the Assistant’s performance for you: (Students receiving ratings of Fair or Unacceptable must be given an opportunity to respond to the evaluation.)

___Superior
   Work is exceptional. Student goes above and beyond expectations in quality of work, responsibility and initiative.

___Excellent or Good
   The student does quality work and can be relied on to complete assigned tasks without close supervision.
___Fair

Needs improvement. The student shows significant weaknesses in completing assigned tasks. Improvements should be made.

___Unacceptable

The student displays serious problems with completing assigned tasks. If significant improvement is not made, or if these problems have been persistent even after warnings, the assistantship for this student should be discontinued.