



**Pacific University**

**School of Communication Sciences and Disorders**

**Graduate Student Handbook**

In addition to Pacific University's Student Code of Conduct, Academic Catalogue, and all University rules, policies, procedures, guidelines, and requirements, all students enrolled in the graduate program in the School of Communication Sciences and Disorders are subject to the terms set forth in this handbook, as revised from time to time at the University's sole discretion. If the handbook is revised, students are subject to the updated handbook terms. If any terms of this handbook are inconsistent with University policy, the policy of the University prevails. This handbook is provided for informational purposes only and is not a contract, express or implied. Further, this handbook is not intended to confer any rights or benefits.

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# **Chapter 1. Overview: M.S. in Speech-Language Pathology**

The School of Communication Sciences and Disorders (hereafter the “School of CSD”) upholds the Pacific University mission: “a diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.”

## **School of CSD Vision, Mission, and Values**

### **Vision**

The vision of the School of CSD is to change practice by developing exceptional critical thinkers who become leaders in their diverse communities.

### **Mission**

The mission of the School of Communication Sciences and Disorders is to:

- develop a diverse, equitable, and inclusive workforce of collaborative professionals who are leaders in their communities;
- integrate science, theory, and the art of practice;
- inspire curiosity and cultivate critical thinking;
- promote the well-being of those we serve with humility and genuine care;
- curate authentic clinical experiences through reciprocal partnerships with diverse and underserved communities;
- advance scholarship to move the profession forward.

### **Values**

As we strive to accomplish the mission of the School of CSD, these governing values drive the efforts of the director, faculty, and staff:

Community | Equity | Compassion | Critical Inquiry | Advocacy | Lived Experiences

## **Graduate Program Overview**

The academic and clinical curriculum of the School of CSD is designed to facilitate and guide the student to achieve the knowledge and skills required for entry-level practice as a clinical fellow in speech-language pathology. This is accomplished through a carefully designed and integrated series of courses and integrated clinical practica that help the student develop the knowledge and skills to analyze the best available evidence to support practice decisions, balanced with content and courses that emphasize the humanistic aspects of the lives of their future clients.

The graduate curriculum is a full-time program designed to be completed in five consecutive semesters starting in the fall semester. Students generally must complete all academic and clinical requirements of the degree in a maximum total time of 3.5 years from the date of enrollment. English is the language of instruction throughout the curriculum.

Curriculum and course descriptions can be found on the School of CSD website at: <https://www.pacificu.edu/speech-language-pathology-ms/curriculum>

## **Accreditation Status**

The Master of Science (MS) education program in speech-language pathology at Pacific University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

## **Academic Program**

The academic coursework sequence occurs over the first four semesters of the program. Academic courses are intended to provide each student with the theoretical background knowledge and essential skills necessary to engage in supervised clinical practice as a speech-language pathologist.

## **Clinical Program**

The clinical coursework sequence occurs across all five semesters of the program. Clinical courses are designed to give students multiple and varied opportunities for clinical skill development in community settings. Clinical experiences begin in the first semester of the graduate program in association with coursework in clinical methods. Clinical practicum registrations and externship occur in the remaining semesters of the program. Clinical experiences and course assignments provide opportunities for students to integrate and apply learning at progressively higher levels of performance and independence as they progress through the program.

## **Academic Calendar**

The School of CSD sets a calendar each year, which may differ from the published Pacific University academic calendar for undergraduate students on the Forest Grove Campus. The full academic calendar is provided to incoming graduate students at or before orientation. Students should be aware that clinical experiences may be extended due to the schedule maintained by the site, weather or other unexpected closures, or if a student requires more opportunities to achieve competencies and/or required hours. Such extensions will be achieved through mutual agreement with the clinical site.

## **Advising**

Graduate students will have both an academic and clinical advisor. Specific details of advising are described in Chapters 2 and 3.



## **Culminating Experience: Comprehensive Exam**

Successful completion of the graduate program requires each student to complete a summative evaluation of their knowledge and skills in the form of a comprehensive examination. The comprehensive exam occurs in the final semester of the graduate program in association with the final clinical externship and is described in Chapter 3.

## **Culminating Experience: Elective Thesis**

Students also have the option of completing a thesis *in addition* to the completion of the comprehensive exam. Details about the elective thesis are included in Chapter 3.

## **Essential Functions**

Essential functions refer to the communication, motor, intellectual/cognitive, sensory/observational, and professional/behavioral/social capacities necessary for full participation in academic and clinical learning environments in order to achieve satisfactory mastery of the knowledge and skills required for entry-level practice in speech-language pathology. Prior to registration in courses, admitted students are required to review and acknowledge capacity to fulfill these essential functions. Failure to meet or maintain the Essential Functions in academic and/or clinical work may result in a recommendation for dismissal from the program. The Essential Functions are fully described in Appendix 1A:

<https://www.pacificu.edu/sites/default/files/Images/editors/487/School%20of%20CSD%20-%20Essential%20Functions.pdf>

## **Certification and Licensure**

The University makes no representations, warranties, guarantees, or promises regarding an individual's ability to obtain licensure, certification, or employment. The following disclosures related to educational requirements for licensure and certification are in accordance with Federal Regulation 34 CFR §668.43.

### **ASHA Certification**

All graduates of the master's program will meet the academic and clinical requirements to prepare for entry-level practice as a clinical fellow. Upon successful completion of a clinical fellowship (after graduation), graduates of the program will be eligible to apply for the Certificate of Clinical Competence in Speech-Language Pathology from the Council on Clinical Certification in Audiology and Speech-Language Pathology (CFCC) of the American Speech-Language-Hearing Association (ASHA). Application for certification through ASHA also requires a passing score on the PRAXIS examination for Speech-Language Pathologists.

The ASHA Standards for Certification can be found on the association website:

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

Education Testing Service (ETS) information about the Praxis can be found through the CFCC website or directly: <https://www.ets.org/praxis/asha>

## **Licensure**

Students who complete the Master of Science degree in Speech-Language Pathology in the School of CSD will have completed academic and clinical requirements required to apply for a Conditional License in Speech-Language Pathology from the Oregon Board of Examiners for Speech-Language Pathology and Audiology. Please note that the criteria for application to the Oregon Board of Examiners is set by the Board, not by Pacific University, and may change over time. Conditional licensure requirements include the identification of a mentor, filing an application, successful background check, fees, and any other requirements as set forth by the Board of Examiners. The Conditional License is a time-limited license associated with the period of the mentored Clinical Fellowship. Information and instructions for Oregon Licensure are available online: <http://www.oregon.gov/bspa/Pages/index.aspx>.

Students who plan to seek licensure in other states should consult the licensing authority in those states for further information. ASHA maintains links for state contacts and licensing requirements available at: <http://www.asha.org/advocacy/state/>

## **General Program Policies**

### **Privacy Rights of Students/Family Educational Rights and Privacy Act (FERPA)**

Students should be aware of the University's policy on the rights to privacy related to students available at: <https://www.pacificu.edu/about-us/offices/registrar/privacy-confidentiality>

Educational records refer to:

- a. the records and information contained in each student's file including electronic and/or paper records, and
- b. anecdotal information that a faculty or staff member may possess regarding a student's academic standing or performance which may include, but is not limited to, a student's knowledge, skills and attributes.

Except as otherwise permitted or required by law or policy, the School of CSD may not release any records or information regarding a student's academic performance to an outside agency or entity without the written consent of the student. For example, unless the student provides written permission, faculty and staff members may not consult with external clinical supervisors. Therefore, it is necessary for the School to have student's written consent to release such information. Each student is asked to sign, as appropriate, the Student Consent for Sharing Information, authorizing the School to communicate with outside entities on the student's behalf. The student's consent will remain in effect until written notification is received by the Director rescinding the student's authorization.

Students may also be asked to provide permission to share information for other disclosures such as scholarship recommendations or to serve as a reference for employment.

## **Notice of Nondiscrimination Policy**

It is the policy of Pacific University not to discriminate on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, sex or gender, gender identity and/or expression, sexual orientation, military, veteran or Vietnam Era status, or any other protected classification recognized by applicable law, in admission, access to, or treatment in employment, educational programs or activities as required by Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, or any other applicable state or federal law, or city ordinance.

Questions or complaints regarding University policy may be directed to the Vice President for Academic Affairs, 2043 College Way, Forest Grove, OR 97116, (503) 352-2215.

## **Student Conduct**

Pacific University seeks to maintain conditions favorable to learning for all students, staff, and faculty and this includes maintaining respect for self and for others, integrity in and out of the classroom, professionalism in all communications, and responsible social conduct. In keeping with these goals, the School of CSD adheres to the university's Student Code of Conduct available here: <https://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct>

## **Office of Accessibility and Accommodation Services**

Services and accommodations are available to students with disabilities. The university requires appropriate documentation of a disability in order to provide accommodations related to academic or clinical standards in the MS SLP program. Students who require accommodations must contact the Office of Accessibility and Accommodation (OAA) Services to initiate request for accessibility and/or accommodations. OAA works collaboratively with the student to review documentation of a disability or other need that warrants accommodation, to discuss the services Pacific University offers, and provide documentation related to any accommodations recommended for specific courses, clinical practica, or the comprehensive exam. It is extremely important that students begin this process prior to arrival for the graduate program and no later than a week prior to the start of each semester thereafter. If new situations arise during a semester, students should make an appointment with OAA Services. Students are encouraged to work with faculty proactively to communicate and implement strategies for accommodation.

Accommodations often differ between academic courses and clinical practicum. Students who require accommodations for clinical work should consult with the

Director of Clinical Education. Implementation of accommodations in pre-clinical and clinical practicum will usually require prior agreement from the site or site supervisor. Students with accommodations that impact clinical placements may experience delays in clinical placements and in program completion. The School of CSD adheres to the University Policy on Service and Companion Animals. Students who require service animal support should be aware that placement site policies take precedence for clinical practicum assignments.

For more information about Pacific University's Office of Accessibility and Accommodation Services see: <https://www.pacificu.edu/academics/academic-support/accessibility-accommodation-services>

## **Student Concerns, Complaints, or Grievances**

Students who have concerns about anything or anyone related to the School of CSD are encouraged to express those concerns and to do so through a process appropriate to address the concern. The first step is nearly always to discuss the concerns directly with the person or persons involved. If the concern involves some aspect of an individual course or practicum experience, for example, the student should first discuss concerns with the instructor or clinical supervisor.

If the specific nature of the concern makes direct discussion with the person or persons involved impractical or if the student perceives that doing so would put the student at risk, the student is encouraged to discuss the concern with their academic or clinical advisor. They may also voice their concern directly to the Director of the School of CSD or Student Support Services.

In the case of concerns of a more general nature (e.g., not related to a particular course, impacting several courses, or involving some broader issue), students may direct their concern to either their academic or clinical advisor, to the Director of the School of CSD, or Student Support Services.

If a student is unsure of the appropriate procedure to follow, they are encouraged to discuss options with their academic advisor. Graduate students are also encouraged to contact Pacific University's Student Support Services at: <http://www.pacificu.edu/about-us/offices/graduate-professional-student-services> for guidance and support about any program or personal concerns.

If the student is not satisfied with the initial response to their concern the student should elevate the concern to the next level. For example, if the concern was brought to the course instructor, the next step would be to direct the concern to either their academic or clinical advisor or to the Director of the School of CSD. If the concern was brought to the Director, the next step would be to direct the concern to the Dean of the College of Education <https://www.pacificu.edu/about-us/offices/dean-students-office/complaints-and-grievances>. Complaints or grievances filed through the Dean of the College of Education will be handled according to those entities' policies and procedures.

Any complaints directed to the Director of the School of CSD or through University grievance processes will be responded to within 5 university business days and will be retained in a file by the Director including any written complaints, date of receipt, any investigation or notes from meetings with involved individuals, steps followed, and resolution.

Students with concerns related to any aspect of the program's compliance with accreditation standards may at any time voice their concerns directly to the Council on Academic Accreditation:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

Phone: (800) 498-2071 or 301-296-5700  
Email: [accreditation@asha.org](mailto:accreditation@asha.org)  
Website: <http://caa.asha.org/>

## **Student Withdrawal from One or More Courses**

Students who are considering delaying or dropping a course or otherwise reduce their course load should discuss options with their academic advisor and the Director prior to initiating any action with the Registrar's Office or any online cancellation of enrollment. Dropping a course may introduce substantial delays in completion of the graduate program for courses offered once a year or that serve as prerequisite for courses in subsequent semesters. Reduced enrollment, including dropping courses, may also reduce financial aid awards or eligibility and students are strongly encouraged to consult with Financial Aid prior to initiating any action with the Registrar's Office or any online cancellation of enrollment.

International students who withdraw, take a leave of absence, or reduce their course load below full-time status must also notify the Office of International Programs.

## **Student Withdrawal from the Program & University**

A student may voluntarily withdraw from the program at any time, for any reason, with no intention of returning to the program. A withdrawal is an official exit from the university and does not hold a place in the program for the student. A student may re-apply to the program at any time after withdrawing. A student who is withdrawing from the program is responsible for completing all the steps necessary to complete the process.

Students who are considering withdrawing from the full program should review the University Policies (<https://www.pacificu.edu/about-us/offices/registrar/academic-catalog>) related to withdrawal and exiting the university (<https://www.pacificu.edu/about-us/offices/dean-students-office/exiting-university>).

In addition, students should contact the Executive Assistant to the Vice President of Student Life, the Financial Aid office, Business Office, and the Registrar's Office to obtain information about dates and deadlines related to tuition refunds, impact on financial aid awards, and grading options. International students must also notify the Office of International Programs.

The student should contact the School of CSD Student Services Manager or the Registrar's Office with any questions about procedural steps related to withdrawal or leave of absence.

To withdraw the student must submit written notification to the Director of the School of CSD stating their intent to withdraw and their last date of attendance. The Director will notify the appropriate administrative offices in the university, all instructors, and place a paper copy of the student's notification in the School of CSD file. The student is also responsible for notifying all relevant offices within the university such as the Registrar and the Financial Aid Office.

If a student has been accused of an actionable offense and withdraws from the program or the university before the administrative process takes place, that process shall move forward and the outcome will remain part of the student's record.

A student who plans to return at a later date is advised to consider a Leave of Absence rather than Withdrawal.

## **Leave of Absence (LOA)**

A student has the right to request a Leave of Absence (LOA) at any time due to medical, family, or other personal reasons. After consultation with the student's academic advisor and Student Support Services, a letter requesting a LOA should be sent to the Director of the School of CSD, with a copy to Student Support Services. International students must also notify the Office of International Programs of any request to pursue a LOA to understand the potential impact on visa status.

When circumstances arise that result in a student requesting a LOA it will generally result in a single LOA being granted for a period of up to one year. It is unlikely that the School would grant multiple or extended LOAs, but such leaves may be considered on an individual basis with the understanding that students generally must complete all academic and clinical requirements for the degree in a maximum total time of 3.5 years. Students who extend or delay completion of the graduate program are advised to consult with ASHA's Council for Clinical Certification (CFCC) related to applicability of changes in requirements for certification. Students are also responsible for monitoring any changes required by state licensing boards to ensure continued eligibility for certification and/or licensure.

A student requesting a LOA is required to talk with relevant University offices (Student Life, Registrar, Business Office, Financial Aid, International Programs), as appropriate,

prior to requesting the LOA in order to understand the potential ramifications of taking time away from their studies. Students granted a LOA retain their admitted status; however, they are not registered and therefore do not retain the rights and privileges of registered students.

If a student requests a LOA after the university semester deadlines for course withdrawal have passed OR after the student has completed all requirements for a given course the grades for the course/s will be recorded in that semester. If the student completes the semester with academic or professional behavior concerns the student may be referred for Program Progress Review during a LOA. The LOA is never used in lieu of suspension or dismissal to avoid academic consequences for substandard performance or inadequate progress. See also Chapters 2, 3, 4, & 6.

Once the LOA is requested, a written Action Plan will be created for the student by the Director of the School of CSD in consultation with the student and the student's academic advisor. The Action Plan will outline the length of the LOA and the plan for return to enrollment, including any modifications that might need to be made to the student's plan of study. A copy of the plan will be sent to the student and the plan will be retained in the student's paper academic file. Such plans will include remediation or any other action plan steps and may be adjusted during the student's absence related to scheduling of course offerings, any curricular changes, modifications to the Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) or modifications of CAA requirements for program accreditation. A student on leave is required to maintain an understanding of previous course materials and expertise. Upon return, the student may be required to demonstrate levels of proficiency to aid in the determination of placement in the curriculum. Upon return from a LOA a finalized Action Plan will be reviewed with the student and the updated plan will be retained in the student's paper academic file. The student's decision to re-enroll in the graduate program is an indication of agreement with the finalized Action Plan for degree completion.

A student who fails to return to their studies within 30 days after the planned end of their LOA and who does not contact the School to generate a revised Action Plan will be assumed to have withdrawn from the program.

## **Deferment**

A student who is admitted to the graduate program, but who has not started attending classes, may request to defer the start of their program for a maximum of one year. A written request to be considered for deferment must be received by the Director of the School of CSD at least 30 days prior to scheduled program orientation and must be approved by the Director. In the event of an unusual event prior to Orientation, a student may request an exception to this deferral notification requirement. Approved deferral will delay enrollment by one full academic year (i.e., students may not begin the graduate program in the Spring semester). Students who wish to delay their entry for longer than one calendar year will be required to reapply for admission.

## Chapter 2. Clinical Program Policies and Procedures

The clinical program is sequenced across all 5 semesters of the graduate program. Our graduate program emphasizes the integration of evidence-based academic and clinical knowledge and skills throughout the curriculum. To foster full integration of clinical knowledge and skills in practice, the School of CSD employs a community-based model of clinical education. The overarching goal of the clinical component of the program is to give students multiple opportunities to apply their course-based knowledge and build clinical skills in a community service delivery setting.

*Notice:* Participation in clinical training is a required and integrated part of the curriculum and a requirement for graduation; therefore, denial by a clinical site for the student to participate in the clinical experience at that site for any reason may result in a required leave of absence from the program, delay of graduation, or the inability to graduate from the program. The University makes no representations or warranties regarding a student's ability to complete the program or obtain licensure, certification, or other professional credentialing.

### **Knowledge and Skill Competencies**

Graduate students must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve knowledge and skills outcomes in preparation for entry-level practice as described in Standard 3.0B by the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology available at: <https://caa.asha.org/siteassets/files/accreditation-standards-for-graduate-programs.pdf>

These knowledge and skill outcomes include opportunities for students to acquire and demonstrate their learning in the nature of speech, language, hearing, swallowing, and communication disorders and differences including etiologies, characteristics, anatomic/physiologic, acoustic, psychological, developmental, linguistic, and cultural characteristics of disorders and differences across the lifespan and across the following areas:

- Articulation
- Fluency
- Voice and resonance, including respiration and phonation
- Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- Hearing, including the impact on speech and language
- Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- Cognitive aspects of communication (e.g., attention, memory, sequencing, problem-solving, executive function)
- Social aspects of communication (e.g., behavioral and social skills affecting communication)



- Communication modalities (e.g., oral, manual, augmentative and alternative communication techniques and assistive technologies)

Students must acquire and demonstrate knowledge and skills in the following areas:

- Professional practice competencies including accountability, integrity, effective communication, clinical reasoning, evidence-based practice, concern for individuals served, cultural humility, and knowledge of professional responsibilities including self-assessment, understanding of interprofessional practice, licensure, certification, and credentialing,
- Principles and methods of identification, prevention, and intervention for individuals with communication and swallowing disorders across the lifespan,
- Knowledge and skills applicable to professional practice including integration of knowledge of the interdependence of speech-language and hearing, contemporary professional issues and advocacy, processes of clinical education and supervision, professional expectations for speech-language pathologists, and interaction skills and personal qualities related to counseling and collaboration.

Graduate students must demonstrate knowledge and skill outcomes through clinical practica, the clinical externship, academic course work, simulations, and/or laboratory activities. As students progress through the program, they will be expected to have a broader base of knowledge to apply to the clinical setting, and to implement clinical strategies more independently, efficiently, and effectively.

## **Admissions Enrollment Requirements**

Registration in classes is conditional on the completion of all admissions requirements and submission of the following documents by July 1 of the year the student is scheduled to begin the graduate program. If July 1 is a weekend or holiday, then all required documentation must be submitted by the next University business day. If a student is admitted later than June 1, these requirements must be met within 30 days of deposit. Refusal or failure to complete any of these requirements may impact a student's ability to enroll, participate in or complete the program including participating in required clinical experiences, and may result in dismissal from the program.

## **Essential Functions Form**

All students are expected to read and return the Essential Functions Form (Appendix 1A (<https://www.pacificu.edu/sites/default/files/Images/editors/487/School%20of%20CSD%20-%20Essential%20Functions.pdf>)) with a signature acknowledging that the student has read, understands, and affirms capacity to fulfill the essential functions as described.

## **Observation Hours**

In accordance with ASHA requirements, students must submit evidence of completion of at least 25 hours of supervised clinical observation hours and these hours must be approved by a member of the faculty.

## Health Insurance

All students are required to carry comprehensive medical insurance throughout their enrollment (described in the Pacific University Academic Catalog). The University may offer one or more insurance plan options to cover medical needs beyond the scope of services provided at the Student Health Center. If plans are offered by the University, at the beginning of each academic year, all students are automatically billed for the yearly premium of the Pacific University Health Plan –

<http://pacificu.myahpcare.com/>. Students who carry a comprehensive health insurance policy through another carrier may be eligible to waive this insurance requirement and fee by providing the Business Office with evidence of other comprehensive health insurance coverage (see waiver form in link below). Insured students may access coverage for dependents by contacting the carrier.

To review the medical coverage offered through the university, visit the Student Health Center website. <https://www.pacificu.edu/about-us/offices/student-health-center/student-insurance-information>

## Immunizations, Screenings, & Documentation Related to Infectious Diseases

The School of CSD requires and recommends health screenings and immunizations related to protecting the health of those we serve. The School of CSD requirements align with the State of Oregon Administrative Standards for Health Profession Student Clinical Training (§409-030-0170). Most affiliation agreements with clinical sites, including public schools, require health screenings, evidence of immunizations, and training related to universal health precautions and confidentiality for health professionals.

Students are responsible for timely submission of verification of health screening, documentation for receipt of immunizations and/or immunity via titers and/or valid history of disease. In accordance with state law and university policy, the university requires certain vaccines for on-campus attendance. Vaccines are expected to be completed prior to starting the program. Some vaccines, such as COVID-19 are required prior to orientation. The Registrar's Office will instate a registration hold if these immunizations are not met by the expected due dates. Students will have a registration hold placed at end of the student's first semester if documentation requirements for immunizations are not met as required for program continuation including clinical placement. If immunization series are in-progress at the start of the graduate program, it is the student's responsibility to complete immunization series, retain, and provide documentation as directed by the School of CSD Senior Manager of Operations.

Students are required to authorize that the School of CSD may verify completion of health screening and required immunizations to clinical sites. Please note, this authorization is limited to verification that health screening and immunization records are on file with a 3<sup>rd</sup> party and meet the criteria set by the state and/or the university. The School of CSD does not receive or access medical records nor do we send medical records to placement sites on students' behalf. If sites require direct submission of

documentation, students are responsible for providing that documentation to the site. Verification of completion of immunization requirements is a requirement for the School of CSD to proceed with clinical experience placements for students in adherence with agreements with agencies and facilities under Oregon law. If students have not completed these requirements practicum or externship placements will be delayed.

Medically documented receipt of immunization, documented immunity by blood titer or valid history of disease, or a record from the Oregon ALERT Immunization Information System must be reported by July 1 prior to Fall registration for the following:

1. Hepatitis B (HBV) vaccine, full series and titer. If not already completed, the series must be initiated prior to the onset of the program.
2. Current Measles/Mumps/Rubella (MMR) vaccine
3. Tetanus-Diphtheria-Pertussis (Tdap) or Tetanus/Diphtheria (Td) in past 2 years
4. Varicella (Chickenpox)

## **Infectious Disease Screening Requirement**

Annual Tuberculosis (TB) screening is required. Typically, this is met by a tuberculin skin test (TST or PPD) or by blood draw and interferon-gamma release assay (IGRA, e.g., QuantiFERON). Specific sites may require evidence of negative TB screening within the previous 12 months, so this test is typically required to be repeated during the graduate program. Positive TB skin tests will require additional documentation from a medical professional who can verify that the student does not have active TB.

## **Other Recommended or Required Immunizations**

In addition, the following immunizations are recommended by the School of CSD and may be required by specific clinical sites:

1. Annual influenza (flu) vaccine
2. Polio
3. Hepatitis A (2 doses)
4. COVID-19\*

\*Please Note. COVID-19 vaccine is a requirement of attendance at Pacific University. It is expected that the COVID-19 vaccine will be required by the State of Oregon Administrative Standards for Health Profession Student Clinical Training (§409-030-0170) in the near future.

Students with any university-approved vaccine exemptions are required to submit the exemption approval to the Office of Accessibility and Accommodations (OAA) with a request for accommodations. OAA will work with the student and students' medical provider to develop recommendations for accommodation(s) to the School of CSD with respect to clinical placements and/or in person class attendance. University approved vaccine exemptions do not transfer to clinical sites. While the School of CSD will make every effort to identify placement sites willing to accommodate students with one or more vaccine exemptions, we cannot guarantee that such placements will be available. Approval for exemption by a clinical site will usually require application for exemption by the site and review under the policies and procedures of the site. Students with

accommodations that impact clinical placements may experience delays in clinical placements and in program completion.

Students should retain a copy of their immunization records. Students should also note that clinical placement sites (and future employers) may require direct submission of evidence of immunization and may require other immunizations in addition to those listed above.

## **Criminal Background Check and Drug Screenings**

Students are required to complete a criminal background check and a drug screen meeting the requirements of the program prior to formal enrollment at their own cost. Anticipated fees associated with these requirements are updated annually and available here: <https://www.pacificu.edu/future-graduate-professional/colleges/college-education/areas-study/speech-language-pathology/cost>.

The requirement to complete a background check and screening for substance abuse or misuse is consistent with Administrative Standards for Health Profession Student Clinical Training (§409-030-0170). Please note that these standards are reviewed and revised by the State of Oregon annually. Findings on the criminal background check and/or drug test may prevent or limit some students' capacity to meet the requirements of the graduate program and may restrict eligibility for licensure in Oregon or in other states.

Students will receive instructions for ordering a background check and drug screening in follow up to acceptance of an offer of admission.

### Drug Screening

This policy operationalizes Oregon Administrative Rule (OAR) §409-030-0100 through §409-030-0250, which defines the credentials students must obtain for clinical training placements in the State of Oregon. For the purposes of this policy, a person who has been admitted to the graduate program of study in speech-language pathology is considered a student.

Graduate students in the School of CSD are required to complete drug screening a minimum of one time prior to entry into the program. In accordance with the law, drug screens must be completed no more than 3 months prior to entry. Re-screening is required at any time a student returns to enrollment after a leave of absence and may also be required by specific clinical sites.

Testing: Students are required to complete at minimum a drug screening through a vendor specified by the School of CSD, which must include the substances specified by OAR §409-030-0210. Certification of completion of the required drug testing must be submitted to the School of CSD directly by the vendor between June 1 and July 1 (or within 30 days of deposit if offer of admission occurs after June 1).

Any student with a positive test result, dilute sample, or other results that are not within normal limits (WNL) shall promptly notify the Director of the School of CSD. At their sole discretion, the Director or a clinical site may require an explanation, repeat test, or participation in a treatment program in response to a positive result, diluted sample, or other results that are not WNL. Any individual taking prescription medication(s) for a diagnosed issue or condition protected under the Americans with Disabilities Act of 1990 (ADA) should follow the University's policies and procedures and provide appropriate documentation from the treating medical provider. Students should be aware that employers may hold their own standards with respect to allowable drug testing results, even when medications related to those results are prescribed by a physician. Clinical sites exempt from OAR §409-030-0100 to 409-030-0250 and sites outside of Oregon may require a student to complete other testing and may reserve the right to specify testing location and timeframe according to their own policies and procedures.

**Cost:** The student shall be responsible for all associated costs of drug testing. A student who has a positive drug test may be required to submit to additional testing at additional cost and may be required to submit documentation of completion of chemical dependency evaluation and treatment. The student shall assume all costs associated with evaluation and/or treatment.

**Documentation:** OAR §409-030-0210 does not define an “acceptable” drug test result. As such, documentation to the program will reflect simply that testing was completed by an approved vendor. The student may be required to convey specific results of the completed results to clinical site(s) and will do so via the vendor. Students are encouraged to retain all documentation associated with drug testing to avoid incurring additional costs to meet site-specific reporting requirements. Specific sites may require screening within a given timeframe, thus some students may need to undergo additional drug screenings at the request of the clinical site.

### Criminal Background Checks

As part of the criminal background check requirements, all graduate students are required to complete a national criminal background check through a School of CSD approved vendor. The background check (not including fingerprint report) is to be submitted by July 15 (or within 30 days of deposit if an offer of admission occurs after June 15) of the year the student is scheduled to begin the graduate program.

If, in the sole discretion of Pacific University, the background check yields findings that could impact successful completion of the program, including access to clinical training sites, or diminish the likelihood of licensure, the Director of the School of CSD or the Director of Clinical Education may contact the student to request an explanation. The program will recommend that the student contact the Oregon Board of Examiners for Speech-Language Pathology and Audiology or any other relevant state licensure authority for that student to request clarification about likelihood of licensure. Upon receipt of explanation from the prospective student, the Director of the School of CSD will convene a Background Check Committee to review the available materials. The Background Check Committee will review the findings and make a recommendation to

the Director and the Admissions Committee. The Director will meet with the student to discuss the recommendations of the Background Check Committee as it relates to the student's enrollment. Depending on the results of the background check, the University may withdraw an offer of enrollment or dismiss a student from the program.

Some placement sites may require a specific background check process and/or registration of fingerprints with an oversight agency. For example, the Oregon Early Learning Division of the Oregon Department of Education requires students placed in a licensed childcare facility, including Head Start or other Early Learning Centers, to file an application, background check, and fingerprints with a centralized registry. Costs associated with this process are approximately \$100.

If a student is convicted of any criminal conduct (including misdemeanor) while registered in the program, the student is responsible for prompt notification of the Director of the School of CSD and the Director of Clinical Education. Failure to notify the School will result in automatic referral for Academic or Professional Conduct Hearing, typically with a recommendation for suspension or dismissal.

If the initial background check, fingerprint report, or any subsequent criminal background check yields findings during the student's enrollment in the graduate program, the student will be referred for Academic or Professional Conduct Hearing as described in Chapter 6.

## **Background Checks for International Students**

International students are required to provide evidence of background checks conducted in their home country and in the United States. Fees and timelines associated with international background check processes may exceed those published for domestic students. Processes and timelines for international student completion of background checks will be handled on a case-by-case basis.

## **Co-Requisites**

The majority of the co-requisites are required for successful completion of the Clinical Methods course during the first semester of the graduate program. Students must complete each of these requirements to be eligible for any clinical placement.

## **CPR and First Aid**

All students in the graduate program are required to complete CPR and First Aid (combined course) training and maintain current certification for the duration of the program. Certification is valid for two years. Students will have an opportunity to complete this training during the first semester of the program, as facilitated by the School of CSD. Students are responsible for the course and certification fee (approximately \$25). A student's CPR certificate must be valid during all clinical experiences throughout the program, and the student is responsible for maintaining record of this certification. Students must also provide a copy of their certificate to the Student Service Manager during the first semester of the graduate program.

## **Blood and Air-Borne Pathogens Exposure, Infection Control Training, OSHA Safety Guidelines, and Mandatory Reporter/Abuse/Neglect Training**

Graduate students are required to complete Bloodborne/Airborne Pathogens Exposure, Infection Control Training, OSHA Safety Guidelines, and Mandatory Reporter trainings as part of the requirements for clinical practica. Students may be required by a clinical site to complete additional on-site training. Instructions for completing these requirements will be given to students by the Director(s) of Clinical Education.

## **Confidentiality Training and Compliance**

Information that identifies patients or clients is held in confidence by clinical professionals and this assurance of confidentiality is an essential aspect of building trust between clients and healthcare professionals. Identifiers include name, address, date of birth, phone number, email address, record number, photographs, videos, clinic identification number/s, diagnoses, and any other information that could allow someone to identify the client/patient.

Exceptions to confidentiality include specific written authorization from the client to release information as well as communication between students, supervisors, and other professionals managing that client in secure locations, certain communications for treatment, payment, or healthcare operations, or when a patient/client is believed to be in danger (from self or to others). Students who gain access to information about clients through indirect discussion, for example in a group supervision discussion, are required to uphold the confidentiality of that client.

The Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), enforce the protection of confidential information at all stages of service delivery. Students are required to complete confidentiality and privacy training as part of the clinical orientation and then annually for the duration of their registration as a graduate student. It is each student's responsibility to maintain documentation of compliance with training requirements. Instructions for completing the training will be given to students by the Director of Clinical Education.

Some facilities may have stricter requirements relating to the handling of patient or other confidential information. Students are expected to familiarize themselves with and abide by the facility's requirements for the handling of information. Some facilities may require additional privacy or confidentiality before beginning fieldwork. See also Social Media Policy.

Students should avoid storing any identifiable client data or images on personally owned devices, including iPads. When recordings are made, they should be held temporarily and deleted as soon as is feasible. Students should verify that deleted files are also deleted from server (cloud) storage.

## **Research Ethics Training**

All students will be required to complete an online training course in research ethics. This is required during the first semester of the Master's degree program. Upon completion of the course, students must provide verification of completion to the School of CSD Student Services Manager. In addition, students should keep a copy of the certificate of completion for their own records.

Students typically will not need to resubmit the documentation each time a new proposal is submitted. However, proposals sent to the Institutional Review Board will not be reviewed until all investigators listed on the proposal have completed the training.

## **Consent to Disclose Student Information with Clinical Sites**

Students will be asked to allow the School of CSD to share information with clinical sites, such as verification of completion of background check and drug screen results, immunization records, HIPAA training certificates, Bloodborne Pathogens certificate, CPR and First Aid certification, accommodations and/or remediation plans (where applicable), or other information. Authorizing the School of CSD to release this information is voluntary. Students may revoke this consent at any time. Refusal or withdrawal of authorization to release of information may impact a student's ability to participate in required clinical experiences and may limit the student's ability to complete the program and graduation requirements. See Appendix 2A – Consent to Disclose Student Information:

<https://www.pacificu.edu/sites/default/files/Images/editors/487/CSD%20Consent%20to%20Disclose%202023.pdf>

## **Liability Insurance**

Liability insurance for students may be required by clinical sites. The University maintains professional liability insurance coverage for covered employees and students engaged in activities within the course and scope of the University's programs. The University maintains other insurance coverage, including general liability, auto liability, workers compensation, and more, that may or may not apply to students. Certain insurance coverage maintained by the University may be secondary or non-contributory to insurance owned by the individual, and there may be variation in coverage limits from year-to-year. Students are welcome to request current coverage details at any time. Students may also choose to purchase additional personal liability insurance, which may be available via a broker or a student association.

## **Clinical Program Overview**

Pacific University's clinical program is designed to give students multiple opportunities to gain clinical exposure and experience in various clinical settings in the community. Clinical experiences are infused throughout the program each semester and provide opportunities for students to integrate and apply academic learning at progressive levels of performance and independence.



To enhance the integration of academic and clinical knowledge, students are engaged in the community throughout their graduate program. Supervision is provided by ASHA certified, state licensed speech-language pathologists in the community, by adjunct clinical supervisors, and by Pacific University faculty. Academic courses may also have a clinical component, simulation, and/or lab associated with the course to facilitate practical application and practice of clinical skills.

The goal of the graduate program is that students will demonstrate at least entry-level competence for clinical practice at the time of graduation. Generally, it is expected that students will progress through the clinical program in the sequence outlined below.

## **Fall I**

### CSD 521: Clinical Methods & Observation Course

- Foundational clinical course includes successful completion of co-curricular requirements. Students participate in a variety of pre-clinical and clinical experiences in the community outside of the regularly scheduled course times including (but not limited to) observations, screenings/evaluations, and skill labs.

## **Spring I**

### CSD 526: Clinical Seminar

- This course supports the clinical practicum with a focus on skills and professional issues related to working in educational settings

### CSD 530: Clinical Practicum I

- 2-days per week of clinical practicum (typically in an educational setting) and an additional day typically scheduled with another required clinical activity

## **Summer (specific schedules vary significantly)**

### CSD 527: Clinical Seminar

- This course supports the clinical practicum with a focus on skills and professional issues related to the student's' current practicum setting

### CSD 530: Clinical Practicum II

- Settings, populations, and schedules vary

## **Fall II**

### CSD 528: Clinical Seminar

- This course supports the clinical practicum with a focus on skills and professional issues related to working in non-educational settings

### CSD 530: Clinical Practicum III

- 2-3 days per week of clinical practicum in one of a variety of settings

## **Spring II**

### CSD 534: Clinical Externship

- Students are placed full-time (4-5 days per week) in one of a variety of settings

## **Requirement of Integration of Clinical Experience**

The curriculum is designed with the expectation that clinical skill development occurs in conjunction with academic coursework and the related Clinical Seminar course.

Program modifications that limit students' clinical experiences must be approved by the Director of Clinical Education whether these modifications are at the request of the student or are related to OAA accommodations. Students must have completed at least CSD 530 Clinical Practicum I with a passing grade by the end of their 3<sup>rd</sup> semester in order to enroll in further academic coursework.

## **Clinic Populations**

During their program, graduate students will have practicum experiences with client populations across the lifespan and from culturally and linguistically diverse backgrounds, in addition to populations with various types and severities of communication and/or swallowing disorders, differences, and disabilities.

## **Clinical Program Policies**

### **Placement of Students in Practicum and Externship Sites**

Graduate students are required to complete a variety of clinical experiences to gain experience across the lifespan and with diverse client populations. The goal of the clinical program is to learn and practice foundational clinical skills, rather than to receive specialty training for later employment in a particular setting. To be eligible for certification through ASHA, it is required that each student has the opportunity to demonstrate the knowledge and skills required for entry-level practice.

Students will have opportunities to develop clinical and professional skills in multiple settings with at least 3 different settings drawn from programs with affiliation agreements with Pacific University and the School of CSD.

Students are encouraged to indicate areas of interest and to monitor the breadth and depth of their clinical experiences across the program. While efforts are made to accommodate students' specific interests, ultimately, the School of CSD determines sites for each student, and no student is guaranteed experience in any specific setting type.

At times, students may be assigned to and participate in more than one clinical site or more than one clinical experience as part of their clinical practicum or externship within a semester.

Assigned clinical practicum placements are final and non-negotiable.

### **Local Practicum Assignments - Process**

The process of assigning students to local (Oregon and SW Washington) clinical sites is the responsibility of clinical faculty. Students are **not** permitted to contact potential supervisors regarding clinical experiences without the express consent of clinical faculty

and any unapproved contact may result in disciplinary action. While student interests and place of residence may be taken into consideration, placements are predominantly based on achieving the breadth of experience required to meet the educational goals for each student including exposure to culturally and linguistically diverse populations.

Students receive their clinic assignment from the Director of Clinical Education prior to or at the beginning of each semester. Efforts are made to notify students of their practicum assignments in a timely fashion. Students should be prepared to begin at any time during the designated CSD semester dates. At times, there may be limited notice related to practicum or externship start-dates or changes made at the request of the site.

### **Out of State Externship Assignments - Process**

The process of assigning students to out-of-state externships is the responsibility of clinical faculty. Students interested in pursuing out-of-state full-time externships (CSD 534) are required to notify their clinical advisor of this interest as early as possible in the program. Students are **not** permitted to contact potential supervisors regarding clinical experiences without the express consent of clinical faculty and any unapproved contact may result in disciplinary action. Students may be asked to work collaboratively with members of the clinical faculty to identify names of prospective sites. With explicit prior approval by clinical faculty, the student may make initial contact with a prospective supervisor or facility for the purpose of connecting the appropriate individual with the School of CSD clinical faculty member.

Clinical faculty are responsible to contact and follow-up with potential sites to determine if there is an opportunity that includes appropriate supervision and experience for the student's externship. If all parties are in agreement, the School of CSD clinical faculty will determine whether an affiliation agreement exists with Pacific University, and, if not, will initiate the process of establishing a new affiliation agreement. Out of state sites should be identified well in advance, no less than 4 months prior to the potential start of the externship and failure to do so may result in delays or the inability to place the student in the desired geographic location. Confirmation of the placement is contingent on established affiliation agreements and clinical faculty approval of the experience. The university does not make any representations or guarantees regarding the potential for an agreement with any site.

### **Sites That Require Application**

In cases where the clinical site has its own application and interview process for students, the clinical faculty will inform students of the sites to which they may apply, application processes, and timelines. Some sites limit the number of applications from each university program. In such cases, clinical faculty will try to ensure that all students interested in that setting type will have at least one opportunity to apply for such sites. Students should be prepared to return complete applications to clinical faculty within 48 hours of notice. Because placement opportunities sometimes arise with short turn-around times for applications, it is recommended that students maintain an updated resume and letter of interest throughout the program.

If a student is offered a placement through an interview process the student is required to accept the placement.

## **Clock Hours**

At least twenty-five hours must be spent in supervised clinical observation, and these hours must be completed in full prior to beginning the graduate program (see prerequisites).

Graduate students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology of which at least 325 hours must be completed while registered in the graduate program. At least 375 hours must be obtained through direct client/patient contact. Clock hours will only be credited when a student receives a final grade of “Pass” for the practicum or externship. Clock hours can be obtained only for the time during which the student clinician is providing direct evaluation or treatment services for clients (and/or their families). Simply being present in the room, or for example, operating recording equipment, is not considered clinical contact time.

While other clinical activities are required and contribute to student learning, such as team meetings, writing lesson plans, scoring tests, transcribing language samples, preparing treatment activities, documentation, and meetings with practicum supervisors these activities may not be counted as direct patient/client contact hours or “clock hours.” Debriefing activities are not counted toward clock hours.

Students are responsible for timely submission of clinical hours through CALIPSO. It is expected that students will submit hours as they are accrued and no more than one week after accrual. Clinical clock hours not entered within one week of the completion of a practicum placement or other clinical experience will not be approved.

## **Clock Hours for Alternative Clinical Education (ACE)**

In accordance with certification standards, the School of CSD will accept alternative clinical education (ACE) experiences for up to 20% (75 hours) of direct client hours. Students may engage in ACE and include these experiences toward total clock hours when assigned or approved by faculty of the School of CSD. Supervision requirements remain the same for all types of clinical experiences to be included in total clock hour counts.

Examples of ACE experiences may include:

- Standardized patient experiences
- Simulation technologies (e.g., virtual patients, computerized simulations)

## **Supervision**

Students are to be supervised by faculty, adjunct clinical supervisors, and community speech-language pathologists who hold the Certificate of Clinical Competence (CCC) from ASHA and are licensed by the state in which they practice. The Director of Clinical

Education will verify each supervisor's current ASHA Certification. Direct supervision must occur in real time (not by video review). Per ASHA guidelines levels of supervision will be adjusted to the experience and ability of the student. In no case will it consist of less than 25% of the student's total contact with each client and the supervisor is to be on-site and available at all times a student is working with a client in person. Supervisors must be readily available to students for any telepractice work and meet minimum supervision requirements as defined by the [Council for Clinical Certification \(CFCC\)](#). Supervision must occur throughout the practicum. It should be noted that in some settings (e.g., hospitals) 100% supervision of all student contact with clients may be required by the facility or by insurance providers.

Clinical faculty from the university will provide support for both the student and the site supervisor. Examples of support may include: seminar discussions, providing a resource manual to the supervisor, conducting phone, email or in-person communications during the semester and visiting the student and supervisor at the clinical site. Site supervisors will be informed that the nature and amount of clinical supervision must be adjusted to the experience and ability of the student, according to ASHA guidelines.

## **Expectations of Students in Clinical Settings**

### **Professional Attire/Physical Presentation and Professionalism**

Graduate student clinicians are expected to abide by the School of CSD Requirements for Graduate Students in Clinical Settings: Nametags, Clinical Dress Codes, and Professional Behavior [[Appendix 2B](#)] – and also accessible through the Handbook page: <https://www.pacificu.edu/speech-language-pathology-ms/handbook>

Clinical sites may have specific requirements and students must abide by the requirements set by each site. In general, attire should be appropriate for the setting as well as the activity in which the student is involved.

It is important that patients, families, visitors, and colleagues are able to easily identify students. Graduate students are given a Pacific University name tag and are required to wear this name tag in an easily visible location during all pre-clinical and clinical work.

### **Confidentiality and Security of Records**

Graduate clinicians will comply with HIPAA and FERPA regulations for clinical placements and academic instruction, as well as any site-specific requirements, maintaining client privacy and confidentiality at all times. Appropriate procedures and policies include:

- Individual client cases may be discussed in the course of academic classes or in communication with subsequent clinicians treating a particular client in appropriate, private settings. Confidentiality is maintained whether the information is obtained through direct care for the client or through discussion in

class or with other clinicians. Specific client identifiers should be avoided and are not permitted in written transfer of information outside a medical or educational record.

- Individual client cases are not to be discussed in informal settings such as clinic/school hallways, on social media, or with other individuals not affiliated with the program.
- Individual client cases may not be discussed with the client's family members/caregivers without proper authorization or a recognized exception to HIPAA (e.g., the client is a minor and/or the caregiver is the appropriate legal representative, or and adult client has given consent).
- Client information in Pacific University-supported clinical sites is stored securely in a HIPAA-compliant electronic record system in accordance with the guidelines and processes approved by the University Health Care Operations and Compliance Committee. During short term, on-campus programs or workshops paper records or data required must be housed in individual folders, kept in a locked cabinet, and removed only for client management purposes. Any documents to be retained are scanned and added to the electronic record and all paper is shredded once electronic notes and reports are approved by the supervisor.

## **Attendance Policy for Clinical Practicums and Externship**

Students are expected to conduct themselves in a professional manner and to be present, prepared, and ready to begin all clinic experiences (not just arriving) at the scheduled time on all scheduled days.

During practicum and externship experiences, students will maintain the daily schedule assigned by their supervisor and clinical faculty. Attendance requirements during clinical practicum/externship include all days of service based on the site's calendar (not the Pacific University calendar) and professional events recommended by their supervisor unless otherwise excused by clinical faculty. Examples may include evening parent-teacher conferences, IEP meetings, team conferences, and in-services.

Students are advised that daily clinic schedules may be variable and, at times, there is limited notice of clinical activities, such as meetings and schedule changes. Students are expected to exhibit professionalism and flexibility associated with all schedule changes.

The following constitute excused absences from clinic:

- Student illness - physician note may be required.
- A personal emergency in the student's immediate family, such as death, hospitalization, or other emergency situation. In such cases, the student must contact clinical faculty and the site supervisor. Clinical faculty will consider the request and determine if excused.

- Attendance at professional meetings, provided that absence has been pre-approved by clinical faculty at least one month in advance and typically prior to the start of the semester.

If illness or an emergency necessitates tardiness, absence, or early departure the student is responsible for notifying both their supervisor and university clinical faculty promptly. The student is then responsible for promptly completing a tardiness/absence form. The form must be completed by the student in cooperation with the site supervisor and returned to clinical faculty on the next day the student is in clinic (following absence). Any discrepancy in reporting or underreporting of absences or tardiness may result in disciplinary action related to professional conduct (see Chapter 6).

Students are expected to make up all missed days. This may include extending the practicum beyond the original end date with the agreement of the host site and supervisor. The student is expected to take initiative in planning a make-up time for any and all absences. If the supervisor is not available to add make-up days, students should work with clinical faculty to identify alternative experiences. Make-up experiences arranged with clinical faculty are subject to availability. If make-up opportunities are not available, the student remains subject to grading and review conditions described below.

A single unexcused absence or multiple excused absences may result in a substandard, work-in-progress, or incomplete grade and initiate a Program Progress Review (see Chapter 6).

## **Transportation and Housing**

It is the responsibility of all students to have reliable transportation and ensure they get to and from campus, attend off-campus clinical assignments, and participate in other school-related activities as required. Lack of transportation will not be accepted as an excused absence for non-attendance or tardiness to clinical experiences. Students may be required to travel outside the greater Portland area and must be prepared for associated commute times. Students are welcome to seek housing closer to clinical sites, but it remains their responsibility to find and pay for housing. The school does not make decisions related to housing and does not provide assistance with housing or parking associated with clinical placements.

## **Evaluation of Student Performance in Clinical Practicum and Clinical Externship**

All clinical experiences including the externship are graded on a Pass/No Pass basis. During each semester that a student is registered for a clinical practicum or externship, a midterm and final evaluation will be completed by their site clinical supervisor and submitted to clinical faculty for review. Upon review of the final site supervisor's overall evaluation, a final grade is submitted by clinical faculty. In cases where there are multiple clinical experiences as part of a clinical practicum or externship, evaluations

submitted from each experience will be considered in determining the final grade. Clinical experiences less than 2-weeks in duration, will include feedback to the student and to the Director/s of Clinical Education, but may not include a written “mid-term” evaluation due to the brevity of the experience.

Students are evaluated by clinical supervisors across five (5) domains: Evaluation, Intervention, Professionalism, Interaction, and Personal Qualities using a 5-point scale. Students are expected to show growth in each domain over the course of each semester. Supervisors also submit evaluations related to attendance and essential functions.

The use of regular evaluation of each student clinician’s performance provides direct benefits to the student, including:

1. Make the student aware of any problem areas and provide an opportunity for the student to seek assistance from the site supervisor and clinical faculty in improving these skills;
2. By reviewing evaluations completed by site supervisors at mid-term and final during each semester, clinical faculty can identify a student who may be exhibiting difficulty with clinical practice and assist them in a proactive manner.

Students are expected to seek assistance with any difficulty or potential problem area.

To achieve a grade of “Pass” all evaluation items pertaining to attendance, adherence to the ASHA Code of Ethics, the School of CSD Handbook, Pacific University Student Code of Conduct, and Essential Functions must be “Met” at midterm and final for every clinical assignment AND the student must demonstrate minimum skill competency expectations for each domain evaluated (as described above):

530 – Spring, Clinical Practicum I, Pass:	2.25 or higher
530 – Summer, Clinical Practicum II, Pass:	2.75 or higher
530 – Fall, Clinical Practicum III, Pass:	3.50 or higher
534 – Spring II, Clinical Externship, Pass:	4.0 or higher

One single competency that falls beneath these thresholds may be sufficient to issue a “No Pass” grade or may generate specific remediation goals for the student, even when a passing grade is assigned for the overall practicum assignment.

The cumulative average of final scores across all of the student’s clinical assignments and final externship must be a 3.0, or higher, for *each* skill and across all nine knowledge and skill areas in order to document achievement of entry-level clinical competency and graduate from the program.

## **General Clinical Grading Policies**

See also CSD Grading Policy in Chapter 3.

## **Incomplete or Work-in-Progress Grades**

Instructors may issue a grade of Incomplete only when the major portion of a course, practicum experience, seminar, or externship has been completed satisfactorily, but



health or other emergency reasons prevent the student from finishing all requirements. In such cases the instructor and the student must discuss and complete an “incomplete contract” that includes a deadline by which all work will be completed.

A Work-in-Progress (WP) grade may be issued for practicum or externship in cases where circumstances prevent a student from completing the requirements for the practicum or externship before the regular term ends. Generally, this grade is issued when clinical hours or competencies have not been met by the end of the semester because of factors arising from the clinical site, site supervisor, or university. An example of this could be a delay in start date requested by clinical site/supervisor requiring the student to continue beyond the end of the semester to meet competencies or obtain sufficient hours. The decision to issue a WP grade is at the discretion of the instructor of record and submitted in consultation with the Director of the School of CSD and the University Registrar. A revised end date for the practicum is set. WP will be replaced by a P or N grade once all of the practicum requirements are completed and a final evaluation is submitted. Failure to complete work in progress within 30 days of the agreed upon end date, unless otherwise agreed upon with an approved extension in writing, will be conveyed to the Director of the School of CSD who may elect to assemble a Discussion Panel or referral for a formal Hearing.

Any unresolved, incomplete, or work in progress grade will typically inhibit placement in subsequent practica or externships and may result in a delay in degree completion and graduation.

Repeating a practicum or externship, if permitted, will result in a delay in completion of the degree and additional costs to the student.

## **Remediation in Clinical Practicum and Externships**

The School of CSD has adopted a ‘proactive, not punitive’ approach to student assessment. For clinical experiences this is intended to ensure that students (1) master the skills or competencies at the level expected in the clinical placement, (2) fully understand what it means to behave in an ethical and professional manner, and (3) should not be surprised by a substandard grade at the end of the term.

To achieve these goals: any time a clinical supervisor is concerned about a student’s performance or the student’s ability to carry out the clinical duties involved in that placement, the supervisor is expected to bring the concerns to the attention of the student and/or clinical faculty. At a minimum, students will receive formal feedback on their performance in the practicum at midterm and at the end of the term. Such formal feedback will normally be provided both in person and in writing. Students are encouraged to discuss their performance with their supervisors on an ongoing basis.

In general, any formal feedback provided to students by clinical supervisors will also be communicated to the CSD clinical faculty. Other less formal feedback that has been provided to students may also be communicated to the CSD clinical faculty at the supervisor’s discretion.

Discussions with students, generally held in person when reasonably possible, may also be initiated by the clinical supervisor for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, poor quality or late documentation, or disruptive or other unprofessional behavior either in or out of the clinical placement. Such discussions will generally be reported to the CSD clinical faculty.

The goal of any feedback provided to students is to help the student resolve the identified concern. For example, it may allow the student to demonstrate mastery of a given clinical skill or to modify their behavior.

In cases where a clinical supervisor's concerns are sufficient to indicate that a student is likely to receive a grade of No-Pass (N) by the end of the semester, the site supervisor will consult with clinical faculty, the Director of Clinical Education, or the Director of the School of CSD. The site supervisor or a member of the School of CSD faculty may elect to terminate the student's placement at the site prior to the end of the semester. In such circumstances, a No Pass grade is issued. Students should consult Chapters 2 and 6 for information about the implications of a "No Pass" grade in clinical practicum.

When time and appropriate clients permit, a skill, behavior, or practicum specific remediation plan may be initiated to help the student in achieving the necessary competencies to meet the practicum requirements. Skill, behavior, and practicum-specific remediation plans will be developed by CSD clinical faculty with input from the student and off-site supervisor. Such plans will be put in writing and entered into the student's file. The student will receive a copy of the plan and the Director of the School of CSD will be notified.

For clinical skill or competency-related issues, such remediation plans may include (but need not be limited to) undertaking activities intended to allow the student to practice and demonstrate mastery of the relevant skill or competency. Such remediation plans may extend beyond the end of one practicum placement and into a subsequent placement.

In cases of behavior or professional conduct issues, remediation plans may include (but need not be limited to) referral to Student Support Services or the Student Counseling Center, as appropriate. A single report of unprofessional behavior may result in immediate referral for Program Progress Review (see below and Chapter 6).

## **Substandard Grades**

Any overall substandard final grade (i.e., N) in a practicum or externship will automatically result in the student being referred for Program Progress Review (see also Chapter 6). A substandard evaluation in one or more domains will result a remediation plan even if a P grade is awarded.

Two substandard grades in the same or any subsequent semester will automatically result in an Academic or Professional Conduct Hearing and will generally result in dismissal from the program.

### **Appealing Final Grades in Clinical Practicum Registrations**

If a student disagrees with their final grade in any clinical practicum or externship, the student must notify the Director of Clinical Education of their intent to contest the grade within five (5) university business days of the grade being available on Boxer Online. Students must then arrange a meeting with the Director of Clinical Education to discuss the grade. If a student is not satisfied with the outcome of that discussion, they may appeal the grade to the Director of the School of CSD, in writing, within five (5) university business days of being notified of the grade decision. The Director of the School of CSD will then meet separately with the student and the Director of Clinical Education and makes a final decision about the student's grade to be recorded on the transcript. If the Director of Clinical Education and the Director of the School of CSD happen to be the same person, the appeal of the course grade should be made to the Director of the School of Learning and Teaching on the Forest Grove campus, whose decision would then be final.

### **Other Outcomes of No Pass Grades in Clinical Practicum Courses**

If a student earns a No Pass (N) grade in a clinical practicum or externship course, any clinical contact hours accumulated during that course will not be counted toward clinical certification.

With the exception of a student who is dismissed from the program, students who receive a grade of N in any clinical practicum or externship will typically be required to complete a comparable clinical practicum or externship in the next semester with an accompanying remediation plan. A student who continues in the program must successfully complete the remediation goals and achieve a Pass in the comparable practicum the following semester. Successful completion of the remediation does not change or replace the previously earned practicum grade.

Students who do not pass a clinical practicum course will be required to have an Action Plan and a revised plan of study. Students who are given the opportunity to repeat a practicum course or externship should expect to extend their program by an equivalent length of time and will be assessed additional tuition charges associated with the additional course registration. Subsequent clinical assignments will be contingent on availability.

Students who have not successfully completed at least one clinical practicum course (CSD 530) by the end of the 3<sup>rd</sup> semester of the program (Summer semester) will not be permitted to register for further academic coursework until they have completed Practicum I and Practicum II with a grade of "P."

A subsequent No Pass grade or failure to meet the goals of the remediation plan will result in a referral for an Academic or Professional Conduct Hearing, typically with a recommendation for dismissal to the Director of the School of CSD.

If a student is dismissed from the program because of substandard grades in a practicum or externship, the student may apply for readmission, which, if allowed, will be contingent on the student retaking the failed practicum or externship course under an agreed upon remediation plan, completing all components of the remediation plan, and obtaining a grade of Pass. Readmission will usually be on probationary status. A student on probation who obtains a No Pass grade or fails to meet the goals of the remediation plan will result in a recommendation for dismissal to the Director of the School of CSD.

## **Chapter 3. Academic Program Policies and Procedures**

The School of CSD graduate program prepares students for entry-level practice in speech-language pathology through coursework in speech, language, swallowing, cognition, and social-communication processes and disorders across the lifespan. All instruction is offered in English.

### **Learning Outcomes**

Graduates of the program will have developed:

1. Knowledge of basic human communication and swallowing processes, and
2. Knowledge of human communication and swallowing disorders and differences including appropriate etiologies and characteristics as well as anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates, and
3. Knowledge of standards of ethical conduct and contemporary professional issues in speech-language pathology practice, and
4. Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice in speech-language pathology, and
5. Skills in oral and written or other forms of communication sufficient for entry into professional practice of speech-language pathology, and
6. Knowledge of and the ability to apply the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders through supervised clinical practice.

### **Enrollment Requirements**

Registration for courses in the graduate program is conditional upon completion of *all* published requirements for admission. Completion of degree and academic prerequisite course requirements set forth by the American Speech-Language Hearing Association (ASHA) for certification and the Pacific University graduate program is required prior to initiation of the graduate program. In exceptional circumstances, an admitted student may obtain approval from the Director of the school of CSD to complete an academic prerequisite by the end of the first semester of the graduate program. Students already enrolled who fail to complete requirements once given an exception are subject to academic review, probation, suspension, or dismissal as outlined in Chapter 6.

## **Academic Prerequisites**

### **Background Academic Requirements**

The following coursework is required by ASHA for application for certification. These courses are typically completed as part of undergraduate coursework and transcribed evidence of completion of these courses is required prior to matriculation into the graduate program. For more information about the CFCC requirements for this coursework visit: <https://www.asha.org/certification/course-content-areas-for-slp-standards/>

**Biological Sciences** - a college level course that covers the study and characterization of living organisms and the investigation of the science of living things. For example, courses could include biology, genetics, life sciences, natural science, or zoology. \*

**Physical Sciences** - a college level course that covers the science of matter, energy, motion, and force (e.g., physics) or the study of substances (e.g., chemistry). \*

**Social Sciences** - a college level course that covers the study of human behavior. For example, courses could include anthropology, psychology, sociology, or public health. \*

**Statistics** - a college level course in statistics is required. This course is taken in mathematics, statistics, psychology, education, or discipline other than CSD. A research methodology course may not be used to satisfy this requirement. \*

\*Pacific University requires that these courses have been taken for a minimum of 2 semester credits (preferably 3) with an earned grade of C or better (or pass if the course is only offered on a pass/fail basis). Course audits are not accepted. Advance Placement (AP) or International Baccalaureate (IB) courses are only accepted if credit is shown on the undergraduate transcript.

**Phonetics** - a college-level course in phonetics that covers human speech sound production and speech sound systems with a major emphasis on the application into clinical settings and the process and practice of clinical transcription.\*\*

**Anatomy & Physiology of Speech and Swallowing** - a college-level course that specifically covers structures and functions important for speech production and swallowing. A general anatomy, physiology, or anatomy and physiology course will not meet this requirement.\*\*

**Normal Speech and Language Development** - a college-level course that covers the acquisition of speech and language skills in typically developing children and adolescents.\*\*

**Speech Science** - a college-level course that covers the science of speech including acoustics, speech production, and speech perception.\*\*

Neuroanatomy / Neurophysiology - a college-level course that covers the anatomy & physiology of the central & peripheral nervous systems, with an emphasis on development & typical functioning of structures & systems that specifically support communication, behavior, & swallowing. A general neurology course may or may not meet this requirement, to be determined on a case-by-case basis by faculty who teach the course at Pacific.\*\*

Audiology / Aural Rehabilitation - college-level coursework that covers the anatomy of the ear, normal and disordered hearing, basic principles of audiometry, and aural rehabilitation. This may be achieved through more than one course with a minimum total of 4 semester credits.\*\*

\*\*Pacific University requires an earned grade of C or better in each of these courses and a minimum of 3 semester credits in each of the above areas (except where otherwise specified).

## **Graduate Curriculum:**

The graduate curriculum and course descriptions can be found here:  
<https://www.pacificu.edu/speech-language-pathology-ms/curriculum>

## **Comprehensive EBP Case Application (Comps)**

Every master's degree student in the School of CSD will take the comprehensive exam as a summative evaluation and successful completion of the comprehensive examination is a requirement for graduation.

The examination has both a written and oral component designed to evaluate students' ability to apply knowledge and skills to develop a comprehensive assessment and treatment plan that reflects an appreciation for interdisciplinary care. The comprehensive examination uses a case-based approach to allow students to demonstrate use of the evidence-base, critical and flexible thinking, and the capacity to integrate new learning in clinical decision-making.

The exam is a full-day summative assessment with a written component (open-book) and an oral component that typically takes place in spring term of the second year of the graduate program. Students must pass both components of the exam. A full description of the CSD Comprehensive EBP Case Application can be found in [Appendix 3A](#) or accessed on the Handbook webpage: <https://www.pacificu.edu/speech-language-pathology-ms/handbook>

## **Thesis Option**

The *optional* master's thesis is a scholarly, well-formulated project that presents original research conducted by the graduate student. The thesis does NOT replace the EBP Case Application Comprehensive Examination. Graduate students who wish to pursue a master's thesis will work in collaboration with a faculty member in a shared area of interest and faculty expertise on an agreed-upon, feasible thesis topic that is substantial and meaningful. A full description of the *CSD Culminating Experience: Thesis Option* can be found in Appendix 3B:

[https://www.pacificu.edu/sites/default/files/documents/thesis\\_option.pdf](https://www.pacificu.edu/sites/default/files/documents/thesis_option.pdf)

## **Academic Standing**

Students may be in good academic standing, on warning, probation, or suspension for academic or clinical performance. Please refer to Chapter 6 for further details and definitions. In order to maintain good academic standing throughout the program, students must achieve satisfactory grades in coursework and demonstrate satisfactory progress toward achievement of all clinical competencies as specified by the program and by certification requirements. Clinical competencies are demonstrated and evaluated continuously during clinical practica, externship placements, clinical and academic seminars, and through specific clinical skill assessments associated with academic courses (see Chapter 2).

In addition to specific program requirements, the university catalog states that students must complete at least 67% of their attempted credits each semester and maintain an overall GPA of 3.0 or higher each semester and overall to remain in good standing with the university.

## **CSD Grading Policies**

The School of CSD uses an "A" through "F" grading scale including "+" and "-" for academic coursework. The Practicum Seminars, Practicum, and Externship are graded on a Pass/No Pass basis. Satisfactory grades include grades of A, A-, B+, B, B- and P.

## **Incomplete Grades**

Instructors may issue a grade of Incomplete only when the major portion of a course, practicum experience, seminar, or externship has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements. Per university policy, the instructor and the student must discuss and complete an "incomplete contract" that includes a deadline by which all work will be completed. Please refer to <http://www.pacificu.edu/about-us/offices/registrar/forms> for the specific form and completion requirements.



## **Substandard Grades**

In graduate courses, all work below a “B-” is considered substandard (i.e., not typically satisfactory to meet graduation requirements). Grades of “N” (No Pass) in practicum, seminar, or externship courses or on the comprehensive exam are also considered substandard.

## **Implications of a Substandard Grade**

Although substandard, a single final course grade of C+, C, or C- may count toward graduation requirements but will automatically result in the student being referred for a Program Progress Review (see chapter 6) and completion of a remediation plan. Any final course grade less than C- (i.e., D+, D, or F) in any course will require that the student retake the course. In the event of extensive remediation requirements, a remediation plan may also require the retake of a course, even with an overall passing grade. Failure of the remediation plan associated with any substandard final course grade will require the student to retake the course or redo the practicum experience. The accumulation of two substandard grades anywhere on a student’s graduate transcript will automatically result in an Academic or Professional Conduct Hearing and will generally result in dismissal from the program.

Any requirement to retake a course will result in a Program Progress Review and an Action Plan which will typically include a revised plan of study. Given the graduated nature of the curriculum, a Leave of Absence will typically be necessary to allow the student to retake the course successfully; a successful retake of the course may be required before registering for any subsequent coursework or practicum experience.

## **Appealing Final Grades in Academic Coursework**

If a student disagrees with their final grade in any academic course, the student must notify the course instructor of their intent to contest the grade within five (5) university business days of the grade being posted on Boxer Online. Students must then arrange a meeting with the instructor to discuss the course grade. If the student is not satisfied with the outcome of that discussion, they may appeal the course grade to the Director of the School of CSD, in writing, within five (5) university business days of being notified of the grade decision. The Director will then meet with the student and the faculty member separately to discuss the relevant issues and make the final decision about the student’s grade to be recorded on the transcript. If the Director of the School of CSD also happens to be the course instructor, the appeal of the course grade should be made to the Director of the School of Learning and Teaching on the Forest Grove campus, whose decision would then be final.

## **Academic Advising**

Graduate students will be assigned to a faculty member for academic advising. Students will have the opportunity to meet with their academic advisor on an individual basis throughout their graduate program. In addition, group advising sessions may be scheduled to review various policies, procedures and topics that are pertinent to the graduate cohort.

## **Course Instructor Responsibilities**

The School of CSD and the College of Education expect that its instructors will design and teach courses that appropriately challenge students. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that students will receive prompt feedback on graded work.

Assignments and tests will be designed to allow assessment of students' conceptual understanding of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are solely responsible for judging the quality and accuracy of student work and assigning grades.

Instructors in the School of CSD will model and communicate expectations for exemplary professional behavior. Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, rewarding, and that honors cultural differences and diversity. Instructors are expected to treat students and peers with respect and adhere to all Pacific University policies, procedures, and guidelines, including those concerning smoking, parking, and alcohol use on campus.

## **Course-Specific Remediation**

The School of CSD uses a 'proactive, not punitive' approach to student assessment. For academic courses, this is intended to ensure that students (1) master the totality of course content, (2) demonstrate mastery of competencies associated with particular courses, (3) fully understand what it means to behave in an ethical and professional manner, and (4) are not surprised by a substandard grade at the end of the term.

To achieve these goals: any time a student achieves a grade of below 80% on any assignment, paper, quiz, exam, or project within a particular course the student should initiate a meeting with the faculty member to discuss remediation for that assignment. Students may also be required to complete remediation in order to demonstrate a competency required for the course. Remediation-related discussions will also generally be noted in the student's school file.

Discussions with students may also be initiated by the course instructor for other reasons including, but not limited to, chronic tardiness, lack of preparation, frequent absences, or disruptive or other unprofessional behavior either in or outside of class. Such discussions will be documented in the student's academic file.

Regardless of the reason, the goal of these discussions will generally be to help the student to resolve the situation (e.g., to allow them to demonstrate mastery of the particular course content or competency involved; to help them modify their behavior). This will often include the development of a course-specific remediation plan.

For course content or competency-related issues, course-specific remediation plans may include (but need not be limited to) retaking the course, retaking relevant portions of an exam, taking an alternative exam, redoing a project in whole or in part, or completing a competency-assessment activity. The completion of such plans will not change the student's grade on the exam or project or the final grade in the course.

In cases of behavior issues, course-specific remediation plans may include (but need not be limited to) set expectations for student behavior, referral to the Director of CSD, Program Progress Review, referral to Student Support Services, and/or referral to the Student Counseling Center.

Any time such a remediation plan is initiated, it will be communicated in writing by the faculty member to the student and to the Director of CSD and will include a written statement of the concern/competency to be demonstrated, a brief description of any work, assignments or evaluations required, and deadlines for completion.

Failure to complete any course-specific remediation plan successfully or any pattern of concerns across courses may lead to the initiation of a Program Progress Review (see Chapter 6).

## Chapter 4. Professional Conduct

Students represent the program at all times. It is expected that students will exhibit professionalism, ethical behavior, and will report any occurrence of unprofessional behavior. Violations of any of these policies, including failure to report violations of student conduct or professionalism, may result in the student being subject to disciplinary action (see also Chapter 6).

### **Expectations for Professional Conduct**

#### **Ethics and Professionalism**

Students are expected to adhere to the most recent version of the American Speech-Language-Hearing Association (ASHA) **Code of Ethics**. Students should become well acquainted with the Code of Ethics so that the judgments and decisions made as a graduate student form a solid ethical foundation for their future clinical practice as speech-language pathologists. Questions or concerns regarding the Code of Ethics or considerations of ethical behavior, may be directed to any faculty member.

The ASHA Code of Ethics is available: <http://www.asha.org/Code-of-Ethics/>. The main principles are.

##### Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

##### Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

##### Principle of Ethics III

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

##### Principle of Ethics IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the profession's self-imposed standards.

The following actions are strictly forbidden and will result in referral for Program Progress Review and typically will lead to a recommendation for an Academic or Professional Conduct Hearing and possible dismissal from the program:

Any unauthorized release of client information protected by Health Insurance Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) including but not limited to:

- Revealing the personal health or educational information of other persons, and this includes any identifying information including name, date of birth, age, diagnosis, gender, gender identity, race, ethnicity, contact information or clinic identity numbers, any images of the individual, or any other means through which an individual could be identified.
- Conveying private (protected) academic information of clients seen in educational settings or those of another student in the School of CSD, including but not limited to: course, exam, or assignment grades; narrative evaluations; adverse academic actions; professional behavior checklists or contracts; or clinical performance evaluations to any party within or outside the program.

Any misrepresentation of role or credentials including but not limited to:

- When posting information on social network sites, presenting themselves as an official representative or spokesperson for Pacific University, the School of CSD, or any affiliate organization.
- Inflating or misrepresenting academic or clinical credentials in on-line or face-to-face environments.
- Representing themselves as another person, real or fictitious, or otherwise attempt to obscure their identity as a means to circumvent the prohibitions included in this handbook.

Any threat or implication of threat to others including, but not limited to:

- Threatening or presenting statements that imply threats to anyone including but not limited to fellow students, faculty, peers, staff, clients, caregivers, clinical supervisors, or groups of individuals such as linguistic or cultural groups.

## **Respect**

Respect for others is essential in therapeutic and professional relationships. The School of CSD recognizes that students, staff, faculty, and clients each bring individual cultural experiences, belief systems, and biases. In all interactions, members of the School of CSD are expected to demonstrate respect for others and uphold the University policy of nondiscrimination.

## **Attitude**

Students are expected to possess and demonstrate personal qualities of honesty, dedication, responsibility, flexibility, compassion, sensitivity to differences and diversity, inclusiveness, and a positive outlook. Students are expected to: treat faculty, clients, clinical supervisors, staff, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and, be respectful of others.

## **Attendance**

Students are expected to attend all scheduled classes, labs, clinics, and mandatory program-related meetings (e.g., orientation), unless excused in advance by the instructor. Absences and tardiness may negatively impact demonstration of required competencies and professionalism, including grades assigned in academic or clinical courses.

## **Academic Honesty**

Any form of cheating or academic dishonesty will not be tolerated and students will be referred for a Program Progress Review (see Chapter 6) should any questions related to academic integrity arise. The Pacific University Code of Academic Conduct is published in the Catalog and is available [online](#).

## **Ability to Work Independently & Demonstrate Learning Outcomes Individually**

Students are expected to initiate and pursue study independently and to accept responsibility for their own learning. All assessments of student knowledge and skill must be the student's own work unless group submission is specified by the instructor. Prior to submission, it is each student's responsibility to seek clarification about whether projects or assessments are expected to be completed individually or may be completed collaboratively.

Under no circumstances may a student share their Pacific University log in credentials with another student or provide access to another student to online learning or assessment platforms (e.g., Moodle).

## **Ability to Work with Others**

Students are expected to cooperate, participate, share information, and show respect for peers, faculty, clinical supervisors, and other colleagues when learning. When group projects or assessments are assigned, it is expected that each member of the group will contribute as an active and respectful collaborator.

## **Appearance and Dress**

Students are expected to display a confident and mature professional demeanor, and to observe professional guidelines for cleanliness and appropriate dress at all times. See also expectations for professional appearance required in all clinical settings (see Chapter 2 and [Appendix 2A](#) or accessed on the Handbook webpage: <https://www.pacificu.edu/speech-language-pathology-ms/handbook>

## **Community Citizenship and Professionalism**

Students are expected to demonstrate the attributes expected of a professional in all interactions within the School of CSD and when representing the School of CSD in the

community. Students are expected to uphold the university's non-discrimination policy at all times. As future professionals it is expected that throughout their enrollment students will adhere to city, state, and federal laws and regulations.

Any student convicted of a misdemeanor or felony during their enrollment is required to report the conviction within 10 university business days to the School of CSD Director. Students with new convictions will be referred to the licensure board for counseling about any impact on future ability to obtain a license. Students with new convictions will be typically referred for Program Progress Review. Failure to disclose a conviction of misdemeanor or felony will result in an automatic referral for Academic or Professional Conduct Hearing with recommendation for dismissal (see Chapter 6).

## **Use of Social Media**

The School of CSD recognizes that social networking websites and applications—including but not limited to Facebook, Instagram, Twitter, LinkedIn, and others—are important and frequently used means of communication, collaboration, and networking. As future professionals, students are strongly advised to consider that regardless of privacy settings all information on social networking web sites may be viewed by clients, clients' family members, colleagues, and current and prospective employers.

Students are advised against accepting social media connections with clients or members of client's families.

Additionally, the actions listed below may be considered a violation of professional conduct and will result in referral for Program Progress Review (see Chapter 6):

- Posting or sharing of statements or photographs that imply disrespect for any person, group of persons, or identities as included in the University non-discrimination policy or its equivalent.
- Posting or sharing information or photographs of clients or their caregivers on a personal social media outlet.
- Displays of information including personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Displays of personal engagement in illegal activities including use of illegal recreational drugs,
- Evidence of impairment related to use (or misuse) of legal or illegal substances while on-campus or in any clinical setting,
- Posting of potentially bullying, inflammatory, discriminatory, threatening, or unflattering material on another individual's website (e.g., on the "wall" of that individual's Facebook site).

## **Essential Functions**

Failure to meet or maintain the Essential Functions will result in referral for Program Progress Review (see Chapter 6).

## **Chapter 5. Student Resources**

### **Support Resources within the School of CSD**

The goal of the School of CSD is to provide proactive support toward successful completion of the graduate program. Our capacity to support you relies on your willingness to let us know your concerns and needs. Often a brief conversation is all that is needed to address a question or put in place a plan. The earlier we can accomplish resolution the better!

Students are welcome to contact any member of the faculty or staff at any time and are also encouraged to access any of the following resources:

#### **Academic Advisor**

Every graduate student is assigned an academic advisor no later than the program orientation. Your academic advisor is an excellent starting point to guide you through program-related concerns and/or to identify resources appropriate for your needs.

#### **Clinical Advisor**

Every graduate student is assigned a clinical advisor during the first semester of the program. Your clinical advisor serves as an excellent starting point to guide you through clinical education program-related concerns and any concerns related to clinical skill development or off-site supervision.

#### **Director of the School of Communication Sciences and Disorders**

The Director of the School of CSD is available by drop in or by appointment and can guide students through appropriate steps when facing a concern as well as help identify resources appropriate for your needs.

#### **Student Care Liaison**

The School of CSD Care Liaison serves students as a resource and provide a safe place for students to discuss issues and/or circumstances that may impact their success in the program. The Care Liaison or Director may assist the student in communicating with all faculty, staff and/or other university offices, and direct the student to resources appropriate for the needs identified. See also Chapter 6.



## **Support for Student Conference Attendance**

Graduate students may be eligible for funding from the School of CSD (subject to availability) to support attendance at professional conferences (conventions, annual meetings) under the following circumstances:

Category 1. If the student is listed in the program as an author or co-author of a presentation related to the discipline of CSD at a professional conference, or

Category 2. A student has a strong desire to attend a professional conference related to the discipline of CSD and can demonstrate how attendance would contribute to their learning

Priority will be given to students in Category 1. Once funds have been allocated to students in Category 1, requests from those in Category 2 will be considered. Typically, any conference that offers ASHA Continuing Education Credit would be considered “related” and decisions about whether other conferences are “related to the discipline of CSD” will be made the Director of the School of CSD.

All Pacific University College of Education administrative policies apply to obtaining reimbursement (i.e., all applicable paperwork must be filed and all applicable deadlines met).

The deadline for all conference requests is the first Monday in October in each academic year.

The Student Conference Travel Policy and Application can be found in Appendix 5A: [https://www.pacificu.edu/sites/default/files/documents/student\\_conference\\_application.pdf](https://www.pacificu.edu/sites/default/files/documents/student_conference_application.pdf)

## **Pacific University Student Services and Support**

Pacific University provides a variety of support services for enrolled students. Some services are also available to members of students’ families.

### **Pacific University Library**

The library system of the university offers a full range of services ranging from journal access, interlibrary loans, materials checkout, and study centers. For a list and schedule of all services, please check out: <https://www.pacificu.edu/libraries>

## Technology HelpDesk

The Technology HelpDesk is the appropriate starting point for technology questions. The HelpDesk provides both in-person and online support for all computer systems (Mac or PC, desktop or laptop), such as:

- General computing questions
- Virus and malware removal
- Configuration of centralized printers
- Installation and configuration of supported Ethernet and wireless network cards
- Document and image conversion
- Network troubleshooting
- Software and general operation troubleshooting

For contact information, hours, and services check here:

<https://www.pacificu.edu/about-us/offices/university-information-services/technology-helpdesk>

## Office of Accessibility and Accommodation Services

Office of Accessibility and Accommodation (OAA) Services at Pacific University documents and coordinates educational accommodations for students with disabilities. Disabilities may be physical or learning related, and may be permanent or temporary. By policy, students who require accommodations must submit documentation to OAA, not to the School of CSD. OAA will evaluate the documentation and work with students to recommend accommodations for each course, clinical practicum assignment, and other program-related work. Accommodations often differ between academic courses and clinical practicum. Students who require accommodations for clinical work should consult with the Director of Clinical Education. Implementation of accommodations in pre-clinical and clinical practicum will usually require prior agreement from the site or site supervisor. Accommodations may change over time and by course. Students are responsible for furnishing this documentation to the university through the Office of Accessibility and Accommodation Services and for updating documentation as required by OAA. For more information: <https://www.pacificu.edu/about-us/offices/learning-support-services>

## Accessible Restrooms

A fully accessible restroom, including a power assist door, is located on the lower level of Berglund Hall which is accessible via elevator from the lobby of Berglund Hall or from the lower-level entrance of Berglund Hall (parking lot side of the building). All other restrooms in Berglund Hall include a minimum of one stall that is accessible and includes grab bars.

## All-Gender Restrooms

There is one all-gender restroom in Berglund Hall on the lower level accessible via elevator or stairwell from the lobby of Berglund Hall (across from the Dean's Office

entry). There are 30+ all-gender restrooms on campus. For more information: <https://www.pacificu.edu/about/campuses-locations/campus-services-amenities/all-gender-restrooms>

## **Lactation Rooms**

People are welcome to breast- or chest-feed their children anywhere on campus. The campus also has designated private spaces set aside that include a locking door, chair, table, accessible power outlet, and a minifridge. For more information and to identify locations of lactation rooms on the Forest Grove and Hillsboro Campuses:

<https://www.pacificu.edu/about/campuses-locations/campus-services-amenities/lactation-rooms>

## **Student Health Center**

The Student Health Center is a professional medical clinic with services provided by licensed Nurse Practitioners, Physician Assistants and Certified Medical Assistants.

For hours, services, and information: <https://www.pacificu.edu/about-us/offices/student-health-center/services>

## **Student Counseling Center**

The Student Counseling Center (SCC) at Pacific University provides a range of services focused on the mental health needs of Pacific students. The SCC strives to support students in reaching their academic potential by focusing on intellectual, emotional, social and cultural development. More information available:

<https://www.pacificu.edu/about-us/offices/student-counseling-center>

## **Student Support Services**

The Office of Student Support Services provides support and resources, in partnership with all graduate and professional programs, so that graduate and professional students can think, care, create and pursue justice in our world without barriers to their academic success. The primary mission of Student Support Services is student success. The staff support skill building to improve academics (including strategies for time management, study strategies, test taking, etc.), provide guidance and resources (both internal and external to the university) for students who have personal struggles that interfere with academic success, and provide information about policies and procedures in their program and at the university. They are always happy to answer general questions to ease student navigation of the university: <https://www.pacificu.edu/about-us/offices/graduate-professional-student-services>

## **Student Veteran Center and Services**

Veterans and family members of veterans are encouraged to connect with the Pacific University Student Veteran Center and Services. For more information:

<https://www.pacificu.edu/about/community/veterans-support>

## Professional Student Senate

The Professional Student Senate (PSS) is the body within the University's governance structure representing graduate and professional students. Senators are the voice of the students and act to express concerns and foster inter professional development between programs and the University as a whole. Each program appoints two senators to the student senate. The PSS works to support students through the distribution of funds to support students during times of hardship, as well as with costs associated with graduation, research, and professional and inter professional development such as conference attendance. The PSS also plans social events, acts as a forum for student ideas, and provides a link between all the professional programs. Senators also are appointed to university committees giving students a voice across the institution: <https://www.pacificu.edu/current-graduate-professional/activities/professional-student-senate>

## Hardship Grants – Student Emergency Fund

The Professional Student Senate (PSS) assists graduate and professional students who have experienced hardship and have few, if any, resources to resolve the situation.

The PSS looks at the following criteria when considering a hardship request:

- Is the hardship impacting program attendance and functionality in the program?
- Has the student exhausted all other financial resources?
- Does the student have financial dependents (this is not required to receive funding)?
- Is the hardship documented?
- Does a small amount of funding from PSS help the student overcome the hardship, or is the hardship ongoing to the point that a small amount of funding does not remove the barrier to success?

<https://www.pacificu.edu/current-graduate-professional/activities/professional-student-senate/hardship-funds-requests>

## Stoller Center

Use of the University athletic center and associated facilities (Stoller Center) is free for Pacific University students, faculty, and staff. University community members may be asked to show current school identification to gain access to facilities. For hours and information: <http://www.goboxers.com/sports/2011/3/15/stoller-center.aspx?&tab=4>

## Financial Aid

The financial aid center is available to assist prospective and current students with all aspects of the financial aid process, and to help make a Pacific University education as affordable as possible by offering a variety of academic and competitive scholarships, need-based grants, employment opportunities and loans to eligible students.

More information about Financial Aid is available here:  
<https://www.pacificu.edu/about-us/offices/financial-aid>

Additional financial aid information for graduate and professional students can be found here: <https://www.pacificu.edu/about-us/offices/financial-aid/graduate-professional-students/financial-aid-policies/student-rights-responsibilities>

## **Campus Public Safety**

The mission of Campus Public Safety (CPS) is to provide a safe, secure, and enjoyable environment for the Pacific University Community. To help CPS and others keep campus safe, please have your Boxer ID card with you at all times.

CPS provides protection for the members of the Pacific University community and the property of the University. CPS officers provide a variety of services on the Forest Grove and Hillsboro campuses including:

- Escort for students, staff or faculty members on and off campus, for example, to your car after dark.
- Jump-start vehicles with dead batteries
- Inflate flat tires of vehicles
- Open locked vehicles
- Key assists into secured labs, classrooms

CPS contact information should be entered into your cell phone for easy access should you require assistance. Forest Grove CPS support is available 24 hours a day, 7 days a week, 365 days a year. Hillsboro Health Professions Campus is staffed by CPS during building hours. If you call the Hillsboro number after hours your call will automatically forward to CPS Forest Grove.

Forest Grove Campus Public Safety  
503-352-2230

Hillsboro Health Professions Campus Public Safety  
503-352-7207

Email: [cps@pacificu.edu](mailto:cps@pacificu.edu)

When Should I Call Campus Public Safety? If you see something happening that does not look right or someone who does not seem to belong on campus, call Campus Public Safety immediately!

- If you are the victim of a crime that takes place on campus, call immediately. Campus Public Safety Officers will write a report and contact the local police for you.
- For medical emergencies, call 911 first and have someone else call Campus Public Safety immediately. CPS Officers will coordinate with local emergency services and provide them access as necessary.

## **External Resources**

### **Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology**

Students with concerns related to any aspect of the program's compliance with accreditation standards may at any time voice their concerns directly to the Council on Academic Accreditation:

The Council on Academic Accreditation in Audiology and Speech-Language Pathology  
American Speech-Language-Hearing Association  
2200 Research Boulevard, #310  
Rockville, MD 20850

Phone: (800) 498-2071 or 301-296-5700.

Email: [accreditation@asha.org](mailto:accreditation@asha.org)

Website: <http://caa.asha.org/>

## **Chapter 6. Student Support, Program Progress Review, and Disciplinary Processes**

### **Student Care Liaison**

The goal of the School of CSD is to provide proactive student support toward successful completion of the graduate program. The Care Liaison is established to oversee a process of student support and to implement all policies and procedures related to academic review or professional conduct concerns.

The Liaison will:

1. Serve as a place for students to initiate discussion of issues and/or circumstances that may impact their success in the program, assist the student in communicating with all faculty, staff and/or other university offices, and direct the student to appropriate resources;
2. Regularly review policies and procedures related to student review and update as indicated;
3. Ensure regular academic and clinical review of all students, typically at the midpoint of each semester and the end of each semester, to ensure that each student is making adequate and appropriate progress through the program and bring instances where students are not making appropriate progress in the program to the attention of the Director of the School of CSD;
4. Will usually serve as the Chair of the Remediation and Resolution Review Committee;
5. Serve as a member, consult with, or may be called by the Chair of Academic or Professional Conduct Hearing Committees to assist in their deliberations;
6. Ensure referral of students to Student Support Services when students are referred for Program Progress Review and/or for Academic or Professional Conduct Hearings to ensure the student has support with regard to process, policies, procedures, and timelines for hearings;
7. Ensure documentation of discussions, decisions, and any proceedings and outcomes in the student's School of CSD file.

The Student Care Liaison is appointed by the Director, typically for a 3-year term of service that may be renewed.

## **Misconduct or Other Concerns about Student Performance or Behavior**

### **Student Reporting Responsibilities**

All students in the program are considered stewards of the program and the profession.

#### **Self-Report**

Students who are struggling academically, professionally, or with issues outside the scope of the curricular aspects of the program are strongly encouraged to discuss their situation with their academic or clinical advisor, the Care Liaison, or Student Support Services. In addition, a number of other resources are also available to students; please see Chapter 5 for more details.

#### **Concerns about a Classmate**

Students may be the first to notice that a peer is withdrawn or exhibiting other noticeable changes in behavior or performance. Students are encouraged to discuss their observations directly with the classmate and we ask that students share their observations with a member of the faculty or seek guidance through any other campus support mechanism. Providing compassion, support, or reporting a concern may help to prevent or moderate a difficult situation for that student through earlier identification and action.

#### **Observations of Misconduct**

Students are expected to bring forward legitimate concerns (i.e., violations of the ASHA Code of Ethics, the Student Code of Conduct, violations of university policy, or any threat to student health or safety) about any fellow student at any time. Such concerns may be directed to any faculty member, any clinical supervisor, the Director of the School of CSD, or any campus support resource. If students are uncertain about reporting or wish to discuss an issue with someone outside the School of CSD, they should direct their concerns to the Office of Student Support Services. All concerns will ultimately be conveyed to the Director.

## **Ongoing Program Review**

### **Systematic Student Review**

As part of the School of CSD's proactive, rather than punitive, approach to student assessment, student review is an ongoing process. Each faculty member is responsible for reviewing the students in their classes and/or practica throughout the semester. In addition, the School conducts a systematic review of all graduate students at least once per semester with the purpose of identifying any overarching concerns related to academic, clinical, behavioral, professional expectations and/or essential functions. The purpose of systematic review is early identification of potential problems to help students to be successful in the program. This review is conducted through confidential submission of any concerns to the Director of the School of CSD. Students have the ultimate responsibility to seek support through any one or combination of supports



available through the program and the university and to take the steps necessary to be successful in the program.

## **Event-Based Student Review**

Concerns or allegations of misconduct brought by faculty or students are submitted to the Director of the School of CSD as they arise.

Concerns may occasionally be raised by others (i.e. community members or someone outside of the program). Any student or faculty member who is made aware of such concerns will report the concern and also advise the person raising the concern to report the concern directly to the Director of the School of CSD.

## **Response to Concerns about Performance or Allegations of Misconduct**

Once a concern or allegation is received from any of the above sources (faculty, staff, students, community members), it will be reviewed by the Director of the School of CSD who will then discuss the concern with the person who raised it and the Care Liaison. The Director may act on the basis of a single complaint or concern or on the basis of the accumulation of several seemingly minor concerns that form a pattern. The Director may also elect to discuss any concern with Student Support Services, the Dean of the College of Education, or any other campus resource.

The Director, in consultation with the CSD Care Liaison and/or Student Support Services, may take any of the following actions or combination of actions:

- Meet with the reporting faculty to develop a course-specific remediation plan
- Meet with the student
- Meet with the student’s academic or clinical advisor or both
- Recommend a meeting between the student, faculty member, advisor or some combination of these
- Document observations and resolution in the student’s CSD file
- Refer the student to the University Office of Student Conduct
- Submit a Care Report, Bias Incident Report, Title IX Report, or any other university report as indicated based on available information
- Consult with the Dean, University Office of Legal Affairs, Student Support Services, or other relevant University personnel
- Refer to Remediation and Resolution Committee for Program Progress Review
- Appoint an Academic or Professional Conduct Hearing Committee and refer the student directly for a hearing
- Other actions with the Director’s sole discretion

The Director has the authority to refer a student directly to the Office of Student Conduct or for an Academic or Professional Conduct Hearing and may elect to convene the Remediation and Resolution Committee in an advisory capacity prior to deciding about referral.

Any student receiving a substandard final grade (see Chapters 2 and 3) in any academic course, practicum, or externship will be referred for Program Progress Review. Any student receiving two substandard grades or a grade of F in any single semester will generally be referred for Program Progress Review typically with recommendation to conduct an Academic or Professional Conduct Hearing with a recommendation for dismissal.

In no case will a student be dismissed from the program without an Academic or Professional Conduct Hearing being conducted.

## **Program Progress Review**

The School of CSD Remediation and Resolution Committee conducts Program Progress Review. The Committee is convened to review and recommend next steps related to a single concern, such as a substandard grade, or any observed pattern of smaller concerns, such as multiple remediation requirements or professionalism concerns. The Remediation and Resolution Committee serves in an advisory capacity to the Director and makes a recommendation about a course of action.

The Remediation and Resolution Committee will consist of at least three CSD faculty members. Committee members may be term, extended term, tenure-track, or tenured faculty, generally with at least one clinical (extended term) and one academic faculty representative. The Student Care Liaison will usually serve as the Chair of this committee.

The Committee will review the information available from course instructor(s), clinical supervisor(s), the Director of Clinical Education, and/or Director of the School of CSD, together with any relevant School of CSD, College of Education, and Pacific University policies and procedures, and any other relevant information the Committee wishes to review or obtain, including consultation with other University personnel. The task of the Committee is to make a recommendation to the Director of the School of CSD about next steps, which may include a recommendation for any of the actions as listed under the “Response to Concerns about Performance or Allegations of Misconduct” or the Committee may elect to meet with the student to discuss the concerns. A recommendation for Academic or Professional Conduct Hearing requires the consensus of the Review Committee.

If neither a formal hearing nor referral to the Office of Student Conduct is indicated, the Director of the School of CSD documents the decision and may also elect to meet with the student to discuss the concerns raised, initiate or clarify a remediation or action plan and/or notify the student about any next steps including warning the student about the potential for a future Academic or Professional Conduct Hearing in the event of a repeated or similar concern in the future.

If the Remediation and Resolution Review Committee elects to hold a meeting with the student, the Committee will notify the School of CSD Director. The Director notifies the student that a meeting will be held and refers the student to Student Support Services.

The meeting between the student and the Remediation and Resolution Review Committee will occur no sooner than 5 university business days after notification with the intent that the student shall have the opportunity to meet with Student Support Services and to prepare for the meeting. Student Support Services staff will typically be present for Remediation and Resolution Committee meetings with a student unless the student objects to their presence.

The goal of a Remediation and Resolution Committee meeting with a student is to provide the student with an opportunity to discuss the circumstances resulting in the review and to develop an Action Plan through discussion and collaboration. Where indicated, the Committee, the Chair of the Committee, or the Director of the School of CSD may hold a follow up meeting with the student and Student Support Services to finalize a written Action Plan.

If the outcome of the Remediation and Resolution Review Committee is a recommendation for Academic or Professional Conduct Hearing, the recommendation shall be sent to the Director of the School of CSD who then initiates the Academic or Professional Conduct Hearing process.

If the outcome of the Remediation and Resolution Review Committee is an Action Plan, the Committee Chair shall work in collaboration with the Director of the School of CSD to develop a written plan. Once the plan is completed, it is sent to the student. The student will be given a minimum of 5 university business days to review the written Action Plan before submitting written verification of receipt and agreement to the plan.

If the student does not agree to the Action Plan, they may appeal one or more components of the Action Plan by requesting an Academic or Professional Conduct Hearing. Minor changes to the plan may be made at the sole discretion of the Director of the School of CSD in consultation with the student.

### **Recommendation for Academic or Professional Conduct Hearing**

If the Director of the School of CSD or the Remediation and Resolution Committee determines that referral to the Office of Student Conduct or formal Academic or Professional Conduct Hearing is appropriate, the Director will advise the student of the initiation of these processes within 5 university business days of the recommendation, which time may be reasonably extended by the Director in extenuating circumstances and/or in the interest of the student's welfare.

The Director will then meet with the student to discuss next steps and recommend that the student consult with Student Support Services. If the student elects not to attend the meeting, the referral process will move forward.

If the student faces academic misconduct allegations and formally withdraws from the program, a referral to the Office of Student Conduct will occur and any findings of misconduct will be documented in the student's academic record.

If the student voluntarily withdraws from the program related to performance in academic or clinical course registrations (e.g., failing or substandard grades), the student must submit a letter of intent to withdraw from the program (See Chapter 1). In this event, the program in its sole discretion, may elect not to hold a hearing in which case all relevant material including recommendations from the Remediation and Resolution Committee will be placed in the student's file.

## **Hearing Process**

If a formal hearing is held, possible outcomes include (but are not limited to):

- finding of no violation
- warning
- probation
- sanction
- suspension
- dismissal from the program

Except in cases of dismissal, a hearing will generally include the development of an Action Plan.

## **Academic or Professional Conduct Hearing Committee Composition**

The Director of the School of CSD convenes an Academic or Professional Conduct Hearing Committee. Reasonable attempts will be made to minimize potential conflicts of interest (see appended glossary for definition). Simply having taught, advised, or supervised a student is not viewed as a source of conflict of interest. At the time of invitation to serve each prospective Committee member will be asked to disclose any potential conflicts of interest to the Director.

A Hearing Committee will usually consist of four or five members including:

- Two or three faculty members from the School of Communication Sciences & Disorders who are hold a university appointment as tenured, tenure track, extended term, extended-term track, or term faculty. The School Director will appoint one of these members to serve as Chair of the Committee. Most committees will consist of both clinical and academic faculty members.
- One faculty member from another graduate or professional program
- One student representative from another graduate or professional program

A School of CSD or other College of Education (COE) staff member or designee, may be present to record the hearing and to take notes for the committee, excluding deliberations. This designee does not otherwise participate as a member of the hearing. If the hearing is held online, the Committee Chair will record the hearing.

The Hearing Committee will review all evidence related to the presenting concern before and throughout the hearing, including any statements given by the the student.

Following the hearing, the committee will convene to review all evidence and develop recommendations to present to the School of CSD Director. The Committee Chair will document, in writing, a summary of the processes followed, determination related to specific violations of the handbook or program expectations, a recommendation for the student's status in the program, and any recommendations associated with an Action Plan to the Director. Student status outcomes associated with a Hearing include: no change in status, warning, probation, suspension, or dismissal from the program. The chair will submit the document to the Director of the School of CSD.

## **Pre-Hearing Actions of the Hearing Committee**

Prior to any formal hearing the Director, or designee, may speak with the student, course instructors, clinical supervisors, or any individuals who may be able to offer relevant input to the Hearing Committee. If relevant, the Chair of the Hearing Committee and one other member of the committee may also meet with those individuals before the hearing to determine whether to interview these individuals as a formal part of the hearing itself. The purpose of this initial meeting is not to gather testimony, but to determine whether or not the identified individuals have direct knowledge that could contribute to the decision of the committee. "Character" witnesses are not a necessary or appropriate part of this process. The committee will additionally have access to any relevant materials in the student file which may include transcripts, assignments or communication evidence (email, meeting notes), and records of any previous concerns including outcomes of any Remediation and Resolution Reviews.

## **Formal Hearing Procedures**

The need for an Academic or Professional Conduct Hearing is determined by the Director of the School of CSD. The Director may consult with a Remediation and Resolution Committee to make this determination.

## **Notification**

The student will be notified within five (5) university business days of a decision to conduct an Academic or Professional Conduct Hearing. Hearings will be scheduled to minimize conflict with the student's class or clinic schedule and will occur not sooner than five (5) university business days after the notification. When the hearing is scheduled, the student will be notified of the date, time, and location of the hearing. Hearings may be held online and if so, will typically be hosted by the Chair of the Hearing Committee. The notification will include a list of the Committee Members. The student may object to the participation of any committee member based on demonstrated potential for conflict of interest (see appended glossary for definition). The student must submit this objection no less than 72 hours prior to the scheduled hearing. The Director will ultimately decide whether a conflict exists, and if so, will appoint alternate members.

## **Attendance**

The student is expected to attend the hearing. The student may have the option to attend the hearing via online connection, even if the hearing is scheduled to occur in person. If the student is absent at the time of the scheduled hearing or otherwise chooses not to participate in the process, the hearing will proceed as scheduled and the student waives the right to object to the hearing and any information presented.

## **Student Support**

The student has the right to have an advisor selected from the University community with them during the Hearing. The advisor must be a member of the University community and may not be an attorney unless the student is concurrently or potentially facing legal action related to the actions that motivated the hearing. It is typical that a representative from Student Support Services serves in the role of student support advisor for hearings.

The student is responsible for presenting their own information, and therefore, advisors are not permitted to speak on behalf of the student or directly to the Committee. The student should select as an advisor a person whose schedule allows attendance at the scheduled date and time of the Hearing.

## **Hearing Agenda / Sequence**

1. A preliminary meeting of Committee members is held to review procedures. This will typically be held on the same day as the hearing.
  - All Committee members should be present and participating. Alternates (to be appointed by the Director) may serve on behalf of absent/excused Committee members.
  - If all members are not present, the hearing may be rescheduled or an alternate may be appointed.
  - The COE staff member, or designee, may be present to document the minutes including the nature of the concern, specific evidence related to the concern, and the decision of the Committee. The minutes do not include deliberations.
2. With all Committee members, the student (unless the student elects not to participate), and student's support advisor (if present) will join to begin the Hearing and the Committee Chair will explain that proceedings may be recorded and the recording is initiated. All persons present introduce themselves for the record.
3. The Chair reviews the process including the right of the student to be present at all times when information is received by the Committee. All procedural questions are subject to final decision by the Committee Chair.

4. The Committee Chair presents the relevant academic or professional conduct information that led to the hearing and this may include, but is not limited to academic records, assessments, and written statements including emails.
5. The student is invited to respond to the information and provide statements about what contributed to the events/academic difficulties/professional conduct concerns that led to the hearing. Students are encouraged to offer solutions and strategies they intend to apply in order to avoid similar concerns from arising in future. Statements may include reading a prepared text.
6. Members of the Committee may ask questions of the student.

While it is rare that individuals other than the student offer information for the committee to consider, in some situations another individual who has direct knowledge of the circumstances under consideration may provide a written summary to the committee or may be called by the committee to answer questions from the committee. If the student feels there is an individual who has direct knowledge of the issue under consideration, they must provide a written request with justification to the School of CSD Director or Chair of the Hearing Committee no later than 72 hours prior to the scheduled hearing and provide contact information for the relevant individual. Students may not call “character witnesses” or others who are not directly relevant to the issue(s) under consideration.

7. Should the student identify that the evidence being presented yields a specific need for further information the student may request a reasonable delay in the proceedings. Should this occur, the student (and advisor) will be excused and the Committee will determine whether to proceed or delay the proceedings. The decision whether to proceed or delay the proceedings is within the sole discretion of the committee.
8. If at any time during the Hearing Committee determines that further information is needed or that there are other possible individuals (including witnesses) who could contribute valuable information the Committee may decide to suspend the Hearing to conduct further investigation. Such a decision requires the consensus of the Committee.
9. Once student and Committee questions to each witness concludes, the student and advisor (if present) is excused and the recording is discontinued.
10. The Committee deliberates in closed session. The Committee makes a determination for a recommendation about the matter presented, up to and including dismissal from the program. Committee deliberations remain confidential.
11. The Chair of the Committee forwards the Committee’s recommendation(s) to the Director of the School of CSD for review. The Director makes the final decision and notifies the student of the decision in writing within five (5) university

business days of the Hearing. With the exception of students dismissed from the program, the Director will also work with relevant faculty and Student Support Services to develop an Action Plan.

12. The Director of the School of CSD will follow appropriate university protocol to notify appropriate university administrators of any change in the student's status including dismissal.
13. If the student disagrees with the decision of the Hearing Committee, they may file a written appeal to the Dean of the College of Education following College of Education procedures. The student may appeal the finding of a violation or the sanction or both. A notification of intent to appeal along with all supporting documentation must be received by the Dean within (5) five business days of the student receiving the Hearing Committee decision from the Director. A college-level appeal review process will then take place.
14. If the student disagrees with the College appeal review decision, they may file an appeal with the university in accordance with the procedures of the University Standards and Appeals Board (USAB) or other procedures as outlined in the University Faculty and Governance Handbook.

If during the above process, information is discovered which indicates possible risks or threats to personal safety of students or others, the situation should promptly be brought to the attention of the Director of the School of CSD and the Dean of the College of Education. Notice should also be provided to VP of Student Affairs and Campus Public Safety, any of whom may provide notice to the Vice President of Enrollment Management, Office of Student Services, Student Counseling Center, or others in accordance with established procedures or practice.



## **ACADEMIC OR PROFESSIONAL CONDUCT REVIEW: GLOSSARY OF TERMS**

**ACTION PLAN** - An outline of requirements for a student's modified plan of study with a change in status (i.e., Warning or Probation), any required actions, and program recommendations. Action plans are developed as an outcome of most Program Progress Reviews, all Academic or Professional Conduct Hearings, and for any student who re-enters the program after a temporary exit whether voluntary or involuntary (i.e., Leave of Absence, Suspension).

**APPEAL** – A student's formal written request for reconsideration of the outcome of a prior decision at any level of the student Program Progress Review or Hearings processes.

**APPEAL HEARING** – A formal meeting between the student and an Appeal Committee at the level of the College of Education or the University's Standards and Appeals Board to review the student's written appeal and to resolve questions or issues related to the student's appeal. Written appeals to the College of Education or the University Standards and Appeals Board must meet certain criteria and these are defined in College and University handbooks.

**BUSINESS DAYS** – Business days are those days between Mondays and Fridays during which the university is open and fully operational. University recognized/observed holidays or closures due to inclement weather are not business days.

**CONFLICT OF INTEREST** - Any member of a committee in possession of information that could impair their impartiality or give rise to a perceived or actual conflict of interest shall recuse him/herself from decision-making responsibility during the review or hearing process and be replaced by an alternate. Conflict of interest disclosures by a committee member or raised by the student must include sufficient detail to persuade the committee that an injustice would result from their service in a decision-making role. Disclosures based merely on casual acquaintance or classroom interactions are not recognized as potential sources of bias.

**DISMISSAL** – Status to be used when the concerns about a student are so serious, or of a chronic nature, that permanent separation from program and the University is warranted. If a student is dismissed, they may apply for re-admission in the future.

**EXIT** – When a student leaves the University, either temporarily or permanently, prior to completing a degree. Exits can be voluntary (Withdrawal, Leave of Absence) or involuntary (Suspension, Dismissal).

**GOOD STANDING** – A status to indicate a student's satisfactory and expected academic progress through a program. A status of Warning or Probation is not considered Good Standing.

HEARING – A formal meeting between the student and a neutral committee/panel; typically occurs at a program or school level. The committee/panel reviews the relevant information and arrives at a formal decision. The outcome from a Hearing is communicated to the student in a formal document within 5 (five) University Business Days.

INCOMPLETE (grade) – Majority of coursework is completed satisfactorily, but health or other extenuating circumstances keep the student from completing the course. Incompletes should be used in the spirit of this definition and not as a placeholder unrelated to health or personal issues, or as a means to force remediation. Any questions about use of the grade of Incomplete should be referred to the Registrar’s Office.

LEAVE OF ABSENCE (LOA) – When a student requests a break in their program for medical or personal reasons, and has a pre-arranged return date. A student requesting a LOA is required to talk with University offices (Business Office, Financial Aid, International Programs), as appropriate, to understand potential ramifications of taking time away from their study. Students on a processed Leave retain their admitted status; however, they are not registered and therefore do not have the rights and privileges of registered students. An Action Plan will be created for the student that outlines the plan for return, including any modifications to curriculum. LOA is never used in lieu of suspension or dismissal to avoid academic consequences for substandard performance or inadequate progress.

PROBATION – Status to be used when a student has area(s) of significant concern. Students on Probation need to make significant and immediate changes as outlined in their Action Plan. Students placed on Probation remain enrolled; this status does NOT signify an exit from the university.

REMEDICATION - a plan put in place to address substandard academic or clinical performance. Specific assignments, actions, or expected behaviors/responsibilities stipulated to a student by the course instructor, Director of Clinical Education, Director of the School, or the Dean of the College, which are to be completed according to a detailed timeline prior to returning to “Good Standing.”

SANCTION - a plan put in place to address violations of professional conduct and/or substandard professional dispositions. Specific remediations, assignments, and expected behaviors/responsibilities stipulated to a student through an Action Plan which may include a comprehensive remediation plan are required to be completed according to a given timeline prior to returning to “Good Standing.” Examples of Sanctions may include but are not limited to: Written Warning, Behavior Management, “No Contact” Orders, Other Requirements, Loss of Privileges

SUSPENSION – Status to be used when the concerns about a student are significant enough to warrant a temporary and defined separation from the program with the expectation that the student will return. Suspensions may include specific stipulations that must be met prior to return (Action Plan). Failure of students to complete required

stipulations of Suspension will be considered Unprofessional Behavior and reviewed as such.

WARNING – Status to be used when a student has area/s of concern, which may be academic, professional, or clinical in nature. Students on Warning need to make measurable changes as outlined in their Action or Remediation Plan.

WITHDRAWAL - A student may voluntarily withdraw from the program at any time\*, for any reason with no intention of returning to the program. Such withdrawals must be done in writing. A student who plans to return to the graduate program is advised to consider a Leave of Absence rather than Withdrawal. If a student is accused of an actionable offense, and withdraws from the school or college before the administrative process takes place, that process shall move forward and the outcome will remain part of the student's record.

\*Withdrawing after the 66% point of any term (contact the Business Office for this date) will result in grades of “F” being recorded for all courses, unless overridden by the Director of the School of CSD or the Dean of Education. The student should contact the Registrar's Office with any questions about grades.

WITNESS – A person identified by a student review committee or the student who may have direct knowledge of the incident(s) related to an allegation related to the hearing. Witnesses who can only speak to the moral character or personality of the Respondent or Complainant (“Character Witnesses”) are not permitted in hearings.

## **APPENDICES**

All Appendices can be found on the MS SLP Program Handbook Page:  
<https://www.pacificu.edu/speech-language-pathology-ms/handbook>

### **Appendix 1A. Essential Functions**

Available:

<https://www.pacificu.edu/sites/default/files/Images/editors/487/School%20of%20CSD%20-%20Essential%20Functions.pdf>

### **Appendix 2A. Consent to Disclose Student Information to Clinical Sites**

Available:

<https://www.pacificu.edu/sites/default/files/Images/editors/487/CSD%20Consent%20to%20Disclose%202023.pdf>

### **Appendix 2B. Requirements for Graduate Students in Clinical Settings: Name Tags, Clinical Dress Codes, and Professional Behavior**

Available:

<https://www.pacificu.edu/sites/default/files/Images/editors/487/Appendix%202B%20CSD%20Requirements%20for%20Students%20in%20Clinical%20Settings.pdf>

### **Appendix 3A. Comprehensive Exam**

Available:

<https://www.pacificu.edu/sites/default/files/Images/editors/487/Appendix%203A%20Comprehensive%20Exam%20Overview%20and%20Policies.pdf>

### **Appendix 3B. Thesis Option**

Available:

[https://www.pacificu.edu/sites/default/files/documents/thesis\\_option.pdf](https://www.pacificu.edu/sites/default/files/documents/thesis_option.pdf)

### **Appendix 5A. Graduate Student Conference Attendance Funding Policy and Application**

Available:

[https://www.pacificu.edu/sites/default/files/documents/student\\_conference\\_application.pdf](https://www.pacificu.edu/sites/default/files/documents/student_conference_application.pdf)