



**DEPARTMENT OF COMMUNICATION SCIENCES & DISORDERS  
SCHOOL OF APPLIED HEALTH SCIENCES  
BROOKS REHABILITATION COLLEGE OF HEALTHCARE SCIENCES  
JACKSONVILLE UNIVERSITY**

**GRADUATE STUDENT ACADEMIC HANDBOOK  
2018-2019**

**FORWARD:** The policies stated in this handbook are consistent with University policies and are set forth in more specific terms so that the graduate student in speech-language pathology has a concise statement of expectations. These policies are annually reviewed, revised, and adopted by the Department of Communication Sciences & Disorders Curriculum committee.

## OVERVIEW

### MISSION, PHILOSOPHY AND PROGRAM OUTCOMES

The Department of Communication Sciences and Disorders mission, philosophy and program outcomes are congruent with those of Jacksonville University and consistent with the professional guidelines and standards for education of master's level speech-language pathologists.

#### ***Mission of the Department of Communication Sciences & Disorders***

Communication is a right for all individuals and impacts all aspects of life. The Jacksonville University Communication Sciences and Disorders faculty are dedicated to preparing students to become scholars and clinicians that provide the highest caliber of research and clinical services for all individuals. Faculty are committed to providing innovative, experiential learning opportunities using critical thinking with an emphasis on evidence-based practice.

Our core values are represented by the acronym PREPARE: **P**rofessionalism, **R**esilience, **E**thical behavior, **P**ersistence, **A**dvocacy, **R**esearch, **E**mpowerment.

#### ***Master of Science in Speech- Language Pathology Program Outcomes***

Upon completion of the Master of Science in Speech-Language Pathology Program, the graduate will be able to:

- Integrate knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
- Consider the anatomical/physiological, psychological, developmental, social, linguistic and cultural correlates of disorders in clinical decision-making.
- Demonstrate effective communication, counseling, and collaboration with patients and relevant others, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, and caregivers.
- Integrate principles of ethics and cultural diversity into clinical decision making for individuals and populations experiencing complex health issues related to speech, voice, swallowing, language, and/or cognitive impairments.
- Demonstrate proficiency in the use of technology and information systems for speech-language pathologists that will improve the quality of care for individuals and populations.
- Translate relevant research findings from speech-language pathology and related disciplines to advance clinical speech-language pathology practice and improve health outcomes of individuals and populations.
- Influence public policy designed to ensure the safety and quality of healthcare for individuals and populations.
- Demonstrate social responsibility and advocacy for individuals and populations experiencing complex health issues related to speech, voice, swallowing, language, and/or cognitive impairments.
- Lead interdisciplinary health care initiatives at the organizational and systems level to improve health outcomes for individuals and populations with speech, voice, swallowing, language and/or cognitive impairments.

## ACADEMIC POLICIES

### ***Application for Admission***

Admission is open to qualified people of any race, color, religion, sexual orientation, gender identity and national or ethnic origin. Graduate admission is processed through the Brooks Rehabilitation College of Healthcare Sciences, School of Applied Health Sciences. To be considered for admission, potential students must submit the following items:

***Admission to the Master of Science program is limited to approximately 30 slots per year. The admission process is competitive based on the following criteria:***

- Application
- A \$50.00 nonrefundable application fee
- Official transcripts from all colleges and universities
- Completion of a Bachelor's Degree with a minimum 3.0 grade point average in the prerequisite
- Coursework; for applicants with an undergraduate major other than in speech-language pathology.
- Completion of the required pre-requisite courses with a grade of "B" or better.
- Applicants whose first language is not English must demonstrate sufficient mastery of English proficiency to be able to succeed as a graduate student and to practice the profession of speech-language pathology; they must have a minimum score on the TOEFL of 610, which must be received by the institution prior to admission into the program.
- Three recommendations; two of which should be professional references. References should be from a supervisor familiar with the student's clinical abilities and if possible, an educator who taught the student.
- Completion of the *Health & Immunization* form including results of TB testing, physical examination and signature of physician, A.R.N.P. or P.A.
- Documentation of CPR/BCLS certification
- Copy of Current driver's license
- Personal written statement 1-2 pages in length.
- Professional vita or resume.
- Interviews via Skype or a submitted independently and self-produced 2-3 minute video may be requested by the Graduate Admissions Committee.

## **Background Checks**

A career as a speech-language pathologist (SLP) involves working with individuals from a wide variety of backgrounds, ages, and ability levels, as well as handling confidential information. In an effort to ensure that the profession is made up of individuals of integrity, those applying for certification as an SLP must answer questions regarding their criminal background. A history of offenses may impact your ability to become certified in the future. For more details, download the 2014 SLP CCC Application Standards PDF:

 [2014-SLP-CCC-Application-Standards.pdf](#)

Additionally, as a student, it may inhibit your ability to complete the necessary practicum hours to graduate. All students accepted into Jacksonville University's graduate Speech-Language Pathology Program must have an unencumbered background check as a clinical requirement. Offenses listed on a background check may result in your offer of acceptance being rescinded.

## **Selection Process**

Admission to the Master's Program in Speech-Language Pathology is selective and limited to those students who demonstrate potential for successfully completing the program. An admission decision is based on evaluation of an applicant's previous coursework and their grades earned\*, a written personal statement, a professional resume, individual experience within the field and three letters of recommendation. Where applicable, official GRE scores and a personal interview are also utilized in final evaluation for admission. The admissions committee scores each application item and assigns a rank to each applicant. Completion of pre-requisite courses at JU does not guarantee admission to the program. The highest ranked applicants are offered admission to the program based on the available number of slots.

\*An applicant with a Bachelor's degree from an accredited university whose cumulative GPA is less than 3.0 but higher than 2.75 is required to submit his/her official GRE scores reflecting a combined score of 290 on the revised GRE exam. Prior to an acceptance offer, an appeal initiated by the Department Chair must be submitted for any applicant whose GPA falls below the minimum admission requirement, 3.0. The appeal will contain a personal statement from the Department Chair outlining the reason(s) for acceptance into a graduate level program, as well as, providing supporting admission documentation for said reasons from the application. The appeal is to be submitted to the program's Academic Advisor who will verify and send for review to the SAHS Admission appeals Committee comprised of the Associate Dean, Assistant Dean, and two faculty members. The SAHS Admission Appeals Committee will communicate a final admission decision within 10 business days to the program Academic Advisor and Department Chair.

## **Transfer Credit**

Students of the MS SLP program may transfer in a maximum of nine semester hours of graduate academic credit from a comparable regionally accredited academic institution. The credit must be in courses similar in content and rigor to Jacksonville University's Master of Science in Speech-Language Pathology Program, and the grade must be at least a "B".

To be eligible for transfer credit, the student must submit a transcript, course syllabus, and catalog description of the course to the Program Director of the MS SLP program. The Program Director and Academic Advisor will review the provided information and compare it with the Jacksonville University course for its equivalence in content and credit hours. Once the decision has been made, the student will be notified by email and letter of whether or not the course has been accepted. If the course(s) is/are deemed equivalent, a letter from the Program Director that indicates that the transfer credit is allowed will be sent to the Jacksonville University Registrar and placed in the student's file.

### **Department of Communication Sciences & Disorders Withdrawal Policy** ***Course/Program Withdrawal***

After the Jacksonville University drop/add period a student may withdraw from a course during a specified withdrawal period. The withdrawal period normally extends until the end of the tenth week of the traditional fall and spring semesters or the fourth week of a summer or accelerated term. Students should consult the academic calendar for exact dates. Withdrawal requests from a course or courses normally will not be considered if received after the last day to withdraw. Exceptions will be granted only upon approval by the appropriate college dean subject to a student appeal based upon an unforeseen and unavoidable emergency that precludes completion of the course or courses. Grades of "W" will be reflected on the student's transcript, but are not computed into the student's GPA. Students will not be able to complete courses until they are offered in the next rotation, which may be a year or more.

To withdraw from the program, students must send a written withdrawal request directly to the program director.

### ***Program Re-entry after Withdrawal***

In order to be readmitted into the program, students must first submit a written petition to the graduate committee. The petition should outline the reason for initial withdrawal as well as future plans for success. The petition should be received 1 semester prior to re-entry and should be sent directly to the graduate advisor. Re-entry is contingent upon graduate committee approval and space availability.

### ***University Readmission***

A former Jacksonville University student who was not enrolled at the University during the most recent fall or spring semester must apply for readmission. Applications for readmission must be submitted as early as possible to the Office of the Registrar. A student, who has not completed classes in a year, will be moved to the current catalog and must complete the Core and Major requirements of the new catalog. If a student was enrolled at another institution during the period since last enrolled at JU, an official transcript of all courses attempted must be submitted to the Office of the Registrar.

### ***Program Completion***

Students must successfully complete all course work no later than three years after entrance into the program.

## Course Descriptions

### FALL YEAR 1

**CSD 501 Adult Language Disorders (3 cr)** This course covers current theories of language processing and of language breakdown subsequent to neuropathology. Course topics cover neuroanatomy, neuroimaging and psycholinguistic models of language processing. Evaluation, diagnosis and treatment of adults with aphasia will be covered. Students will learn how to analyze language disorders in relation to current theories using a variety of diagnostic instruments and how to use the results of this analysis to plan for therapy.

**CSD 502 Articulation and Phonological Disorders (3 cr)** This course covers advanced principles of diagnosis and remediation of phonological disorders and childhood apraxia of speech.

**CSD 503 Pediatric Language Disorders (3 cr)** This course addresses the wide variety of congenital and acquired language delays and disorders seen in the pediatric population. Case studies are used to lead students through the problem-solving model using evidence-based practices.

**CSD 504 Assessment and Rehabilitation in SLP I (2 cr)** This course provides an overview of the speech language pathologist's role in the medical environment.

**CSD 505 Grand Rounds I (2 cr)** Part 1 of this 2 part course provides problem based learning using video and audio presentations of complex clinical cases relevant to the discipline of speech language pathology and rehabilitation medicine.

**CSD 531 Rehabilitation Research Design (3 cr)** This course introduces principles of research design and analysis and provides critical evaluation of research and of evidence-based practice.

### SPRING YEAR 1

**CSD 511 Motor Speech (3 cr)** This course reviews developmental and acquired neurogenic speech disorders and their associated neuropathology, etiology, characteristics, assessment practices, and treatment strategies.

**CSD 512 Clinical Ethics and Policy (3 cr)** This course content includes case law, state regulations, and federal legislation impacting the delivery of speech-language pathology services. Expansion of understanding of ethical issues through the use of case studies and ethical problem-solving/decision-making activities.

**CSD 513 Grand Rounds II (2 cr)** Part 2 of this 2 part course provides problem based learning using video and audio presentations of complex clinical cases relevant to the discipline of speech language pathology and rehabilitation medicine. Prerequisite CSD 505.

**CSD 514 Augmentative Communication (2 cr)** This course reviews diagnosis, intervention, and current research for non-speech communication. Survey of issues and research pertinent to the use of unaided and aided augmentative and alternative communication methods by persons with deficits in speech, language and writing will be covered. Prerequisite CSD 503.

**CSD 515 Audiological Assessment and Rehabilitation (2 cr)** Procedures in audiometry, masking, and audiogram interpretation will be included in this course. Educationally and medically related aspects of hearing disorders will be covered including auditory processing disorders, age-related hearing loss, noise-induced hearing loss, types of hearing aids, and cochlear implants.

**CSD 516 Audiological Assessment and Rehabilitation Lab (1 cr)** *Must be co-registered with CSD 515.* This course covers advanced analysis and description of the electroacoustical properties of sound. It also provides opportunities to conduct basic hearing evaluations/screenings including screening individuals for hearing loss or middle ear pathology using conventional pure-tone air conduction methods otoscopic inspection, otoacoustic emission screening, and/or screening tympanometry.

**CSD 517 Practicum in Speech-Language Pathology I (2 cr).** Students are assigned their first field-based experience from a variety of affiliated clinical settings. Acceptable and verified clinical hours will be applied toward ASHA certification.

## SUMMER YEAR 1

**CSD 520 Dysphagia Management (4 cr)** This course will cover anatomy, physiology, and neurology of normal swallowing including diagnostic procedures and treatment protocols.

**CSD 521 Assessment and Rehabilitation in SLP II (2 cr)** This course provides an overview of the speech language pathologist's role in the medical environment. Additionally, evaluation and treatment for cognition and right hemisphere disorders will be addressed.

**CSD 522 Reading Disabilities (2 cr)** This course covers contemporary theories, research, and clinical applications in the areas of language and literacy for typical and atypical learners.

**CSD 527 Practicum in Speech-Language Pathology II (3 cr)** Students are assigned their second field-based experience from a variety of JU affiliated clinical settings. Acceptable and verified clinical hours will be applied toward ASHA certification.

## FALL YEAR 2

**CSD 506 Fluency Disorders (2 cr)** This course covers advanced theories and techniques of diagnosis and treatment of stuttering behaviors across the life span. Case analyses and review of pertinent research are included.

**CSD 532 Voice and Resonance Disorders (3 cr)** This course provides advanced theory and techniques for the diagnosis and remediation of voice and resonance disorders across the life span.

**CSD 533 Endoscopy (2 cr)** This course provides supervised and structured hands-on training designed to develop skills in the endoscopic assessment of swallowing function.

**CSD 534 Communicating with Patients and Families (3 cr)** This course provides knowledge and skills related to appropriate communication with patients and their families/caregivers/significant others in clinical settings. The critiquing of videotaped sessions with clients/patients and clinical reports will be included.

**CSD 535 Proseminar (1 cr)** This course involves presentations led by faculty and MS students based on research or issues in the discipline.

**CSD 537 Practicum in Speech-Language Pathology III (3 cr)** Students are assigned their third field-based experience from a variety of JU affiliated clinical settings. Acceptable and verified clinical hours will be applied toward ASHA certification.

## SPRING YEAR 2

**CSD 550 Externship in Speech-Language Pathology (1-6 cr; you must have a minimum of 6 credit hours prior to graduation).** A full-time (30-40 hours per week depending on site) clinical experience in speech-language pathology. Students are expected to demonstrate increasing independence in the provision of diagnostic and therapeutic services in a clinical setting. NOTE: All services provided by students will continue to be supervised in accordance with regulations pertinent to each site and as determined by ASHA.

**CSD 551 Research for Master's Thesis (4 cr).**

### ELECTIVES FOR OPTIONAL 6<sup>TH</sup> SEMESTER SPECIALIZATION

**CSD 530 Individual Study (1-3 cr; max: 9).** Supervised study of specialized topic or research project.

**CSD 541 CSD Communication Disorders in Medically Complex Pediatric Populations (3 cr).** This course examines numerous topics encountered by therapists working with medically complex children. The course will incorporate demonstrations of diagnostic and treatment protocols to enhance students' understanding of the material and is equally well suited for students and experienced therapists.

**Teacher Certification:** Since the majority of school systems in the country accept speech-language pathology licensure in lieu of teacher certification, you will be well qualified to work in the schools in most states. However, should you prefer teacher certification in addition to or instead of state licensure, any courses required for teacher certification (that are not part of the regular MS SLP curriculum) are available to you as JU students from the School of Education (<http://www.ju.edu/soe/Pages/School%20of%20Education.aspx>).

### ***Academic Standards***

Applicants to the MS SLP program must maintain an academic grade point average (GPA) of at least 3.0 (B) during their program enrollment and for completion of the graduate program.

### ***Grading***

Grades are assigned in the Department of Communication Sciences and Disorders based on percentages. The grade equivalent will be discussed by the faculty responsible for each course syllabus.

Grading Scale:

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70-76%	C

A student must pass each course with a grade of B or better. In cases where a student earns a final grade lower than B-, the student will receive a grade of incomplete. The student must consult with the faculty instructor to establish a remediation plan as well as a timeline for completion. Options for remediation are at the discretion of the faculty instructor. If a remediation plan is utilized, the highest possible final grade the student may earn is a B. If the remediation plan is not completed in a satisfactory manner, the student will be required to retake the course. **The student may only utilize the remediation option in 1 academic course.** If a final grade below a B- is received in a second course, the student has the option to repeat the course. Subsequent grades below a B- will result in dismissal from the program. Students dismissed from the MS program may appeal the action to the Admissions Committee.

In addition to the course grade, each academic course will have knowledge competencies linked to the ASHA certification standards. Students that receive a grade of C or below on an assignment, exam or lab related to the standards must successfully demonstrate mastery of the competency by successfully completing activities to demonstrate competence. The knowledge competencies for each course will be listed in the course syllabus along with the method for

demonstrating competence. Students must complete all of the competencies listed in order to complete their graduate program.

### ***Academic Standing***

Students of the SLP program will be placed on academic probation if their cumulative GPA drops below 3.0 (B) during any semester prior to graduation. Those who do not achieve a cumulative GPA of 3.0 (B) within one semester of being placed on academic probation will be dismissed from the program. Student academic and clinical progress are reviewed on a regular basis by the faculty so that all faculty are aware of students who may be struggling in coursework or practicum.

Students can withdraw from classes or receive an incomplete according to the University policy. An "I" indicates that a student did not complete a course for a reason acceptable to the professor and requested and received permission from the Dean to complete the course within the first four weeks of the next semester. The student must be passing and have completed all but a particular segment of a course to qualify for a grade of "I". The "I" will be converted to the appropriate letter grade if the course work is completed by the end of the fourth week of the next semester. If the "I" course work is not completed on schedule, the "I" will convert to an "F". The "I" converted to grades "A" through "F" will then be used in computing the GPA and may result in a change of academic status if the resulting GPA so indicates. A MS SLP student cannot register for the next course while an "I" grade remains on the student's record without permission of the Program Director.

### ***Class Attendance***

The Communication Sciences & Disorders faculty believes that student attendance at all classes is imperative. Discussions that occur in the classroom are invaluable to the knowledge and development of the graduate Speech-Language Pathology student. The Faculty reserves the right to record attendance and offer in-class participation activities that may be graded. It is up to the course faculty to determine if these in-class participation activities may be made up in the event a student misses class.

Grades will be awarded on the basis of the ability of each student to achieve specified course objectives. Faculty believes strongly that class attendance is necessary for students to learn the assigned material and achieve course objectives.

All students are expected to attend and participate in scheduled classes. Faculty members understand that there are specific situations that may make it necessary to miss classes. If a student cannot attend class, they are encouraged to notify their course professor prior to class. Timing of make-up work will be determined by student-professor agreement.

Students are expected to attend class on time. Unavoidable and/or unexpected circumstances beyond the student's ability to control or anticipate may be considered acceptable reasons for tardiness. Unless permission to leave class early is granted by the professor, students are expected to remain in class until the class is completed.

### ***Professionalism***

The MS-SLP program is a professional training program and students are expected to adhere to the following guidelines:

- Students are expected to arrive on-time for class and to actively participate in class discussions.
- All in-class and email interactions should be respectful, including interactions with the instructor and other students.
- Technology (laptops, phones, tablets, etc) will be used only for taking notes or for in-class activities as instructed by the professor.

- Students will come to class prepared (completed readings, homework assignments, etc)
- When guest speakers are in classes, students should dress in acceptable clinic dress as outlined in the Student Clinical Handbook. Likewise, when students are presenting to the class, they should dress in appropriate clinic attire.
- Instructors reserve the right to deduct professionalism points if the above guidelines are violated. Further, instructors may ask students to leave class if their behavior is distracting or disruptive.

### ***Labs and Simulations***

Lab experiences and simulations are an important part of your academic and clinical education. Your attendance at all labs is expected. You should arrive early for your scheduled lab time with pre-lab assignments completed and printed out. Professional dress is expected for simulations. The lab and simulation experiences involve multiple personnel and utilize equipment and space belonging to other programs. As a result, it is not possible to provide make-up experiences for missed simulations. If a student has an excused absence, they must notify the instructor by email prior to the lab meeting that they are unable to attend and an alternate assignment will be provided. Partial credit for the lab or simulation may be received, at the instructor's discretion, for students with unexcused absences.

### ***Extraordinary Events***

If a student requires leave from school because of unforeseen personal circumstances, the student is responsible to notify the professor and give the reason for the requested time away. In cases of personal illness, the student should notify the appropriate professor as soon as possible. Without proper notification, the student will not be permitted to make up missed class/clinical assignments or examinations. The student is responsible for notifying the appropriate professor of any change in status regarding missed class/clinical experience. Via email or phone.

The student is responsible for notifying the University Registrar if withdrawing from class(es).

### ***Disability Accommodations***

#### **Receiving and Using Disability Accommodations as Healthcare Sciences Students at Jacksonville University**

Our primary goal is to provide the necessary support to any student with a disability and/or medical condition in removing barriers that could impact their academic success.

With that in mind, the Brooks Rehabilitation College of Healthcare Sciences has partnered with the Jacksonville University Disability Support Services (DSS) Office, to provide support for any student in their College.

In order to receive accommodations, a student must go through the DSS registration process initially and then renew/request an updated letter every term.

The Registration process consists of the following steps:

- ❖ Provide documentation about your medical condition and/or disability to the Director of the Disability Support Services (Olga Florez, [oflorez@ju.edu](mailto:oflorez@ju.edu)).

- This documentation cannot be any older than 3 years and must provide relevant information on the connection between the condition and the accommodations requested.
  - The medical provider can choose between a typed letter (on their letterhead) explaining the student's condition and how it may impact the student academically, as well as the suggested accommodations or support needed; or use one of our [forms](#).
  - Once all the documentation is received, an appointment will be set to discuss the accommodations requested and to finalize the registration process.
- ❖ The Director of Disability Support Services will provide the student with accommodation letter(s) for the requested term and it is the student's responsibility to provide the letters to his/her professors and have a conversation about the accommodations and how/when/if they'll be needing/using them.

Renewal/ request of accommodation letters process:

- ❖ In order to renew/request accommodations, the student is required to complete and submit the "Accommodation Request form" every term.
- This form can be found on our [website](#). The form needs to be downloaded and saved before it can be edited/saved and sent to us. Once the request is received, please allow 2-3 business days for the letters to be created and to be notified via email that they are ready to be picked up.

A student with a learning disability should weigh carefully with his/her advisor the requirements of the SLP program in order to ascertain its suitability, given the nature of the disability.

### ***Health and Immunizations***

Prior to admission to the Master of Science program in Speech-Language Pathology, health screening is required and immunization records, including results from TB testing, must be on file. Specific guidelines for these records are provided in the clinical handbook.

### ***Background Checks***

The MS SLP program requires all students to have a Criminal Background Check on file. The student is responsible for the cost of the background check. Students will submit to a FDLE/FBI Level II Criminal Background check. Students must sign a waiver allowing the School of Applied Health Sciences to send a copy of this report to clinical facilities that require this information. A list of items included in the background check is available through the Graduate Advisor. Background checks are completed through the company *CertifiedBackground.Com* at <http://www.certifiedbackground.com>. Instructions will be given to beginning students upon entry into the program. Students are required to complete background checks within two weeks of admission and completed background checks are kept by the School of Applied Health Sciences in a secure location. Please note: Some clinical sites will require additional background checks. See clinical handbook for more details.

Students must sign a waiver allowing the Department of Communication Sciences and Disorders to send a copy of background checks, clinical compliance paperwork and course/preceptor information to clinical sites and supervisors on the student's behalf.

Participation in clinical rotations may be contingent upon results of the background check. Any student with concerns regarding their background check must meet with the Program Director. The Graduate Advisor and the Program Director review all background checks. Any item of concern, regardless of adjudication, will be shared with the clinical facility. The clinical agency will determine if the student may participate in clinical practicum at their facility. If the student is denied clinical access by an agency, and a comparable clinical assignment cannot be made, the student will not be able to meet the course objectives and will therefore be dismissed from the MS SLP program. Enrolled students are required to notify the Program Director if they are charged and/or convicted of a crime during the time the student is enrolled in the MS SLP program.

### ***Expenditures***

- A \$50 fee is required at the time of application. Tuition is listed in the current Jacksonville University Catalog.
- Transportation may be required to complete some assignments. Lack of transportation is not an acceptable reason for failure to complete an assignment.
- Each graduate student is required to have a personal laptop computer with current Microsoft Office or equivalent software that is capable of wireless internet connection. The laptop must have a working webcam for testing purposes.
- Additional fees which may be incurred include fees for background checks, immunizations, and drug screens.
- Students are responsible for meeting any uniform requirements mandated by clinical sites.

### ***Honor Code***

Truth has been identified by the profession as a value essential to speech-pathologists. To underscore the importance of truth, honesty, and accountability, students, faculty, and staff in the Jacksonville University Department of Communication Sciences and Disorders adhere to the following honor code: "I do not lie, cheat, steal, or condone those who do". **Egregious academic misconduct will result in dismissal from the program.**

### ***Disciplinary Policy Release***

Each student accepted into the MS-SLP program agrees to:

- Represent the University in a manner that upholds the integrity and standards of the University and the Department of Communication Sciences & Disorders;
- Notify the Program Director of any misconduct on the part of the student;
- Permit the Dean of Students to notify the Program Director and/or a designated representative in case the student violates the departmental honor code or the conduct code stated in the JU Student Handbook; and
- Understand the Program Director and Dean reserve the right to discipline the student beyond actions taken by the Jacksonville University Disciplinary Committees.

### ***Examinations***

During an examination there will be no talking in the classroom, and all notebooks, textbooks, and papers will be closed and put away unless it is an open book examination. A student may leave the testing room as soon as he/she has completed the examination and turned in testing materials to the person monitoring the examination. Faculty involved in testing has the prerogative of implementing additional security measures.

Students are expected to take exams on the day and time scheduled. If a student must take an examination at a time other than the one established in the course syllabus, permission must be obtained from the professor prior to the date on which the exam is set.

If a student cannot take a scheduled examination because of illness or other valid reason, the appropriate instructor must be contacted prior to the examination. For unexpected or unforeseen events, when prior notice is impossible, the student must contact the professor and explain the reason for missing the examination within the 24 hours following the scheduled exam time. If the reason for missing an examination is considered valid by instructor, the student will be scheduled to take a makeup exam within five days of the original examination date or at a time convenient to the faculty.

If the instructor does not consider the reason given for missing the examination valid, the student will not be permitted to take a makeup examination. If the student fails to notify the professor prior to the examination when it is possible to do so, no makeup examination will be given. If a student fails to notify the lead instructor within the 24-hour period when an unforeseen event occurs, no makeup examination will be given. A student will be given a zero for a test that is missed and not made up.

If the instructor offers online examinations, they may require the use of proctoring software or a special browser software for taking the examination at home. Depending on the proctoring software, it may require access to your laptop camera or an external USB camera in order for you to take the online examination. The instructor will provide instructions and details as needed for installing and accessing the proctoring software.

### ***Written Assignments***

Each student is expected to submit written assignments on the date specified in the class syllabus. Permission to turn in written assignments later than the scheduled time must be obtained from the faculty prior to the due date. The faculty has the right to refuse any written assignment submitted past the due date where the student has not obtained prior permission to turn in the assignment late. Faculty may elect to allow a paper to be turned in late for less than full credit. For all written assignments that are turned in late, 10% of the total points possible will be deducted for the first day late, and 5% of the total points possible for each day thereafter. Saturday and Sunday count as two days.

All written assignments must be printed on white paper unless submitted at faculty request via email or Blackboard. All references and documentation used for a written assignment must follow the American Psychological Association (APA) bibliographic style. Any information, idea, concept, statistic, or other data used to complete an assignment in the School of Applied Health Sciences must be properly cited (see below for more information). Failure to use proper citation is plagiarism. Plagiarism is academic dishonesty and grounds for dismissal from the University and School of Applied Health Sciences. Students should take care to submit the correct version of documents when submitting assignments electronically. Faculty will allow one 'incorrect' submission. If the student continues to submit documents in error, faculty will not accept and will grade the original submission.

Correct grammar, punctuation, word usage, and spelling are required in all written assignments. Credit will be deducted for errors in these areas. When more than one page is submitted, the pages must be stapled together in the upper left-hand corner. For written assignments of more

than five pages, a folder may be used but is not required unless requested by the individual faculty.

Written assignments are not to be submitted for a grade in more than one course. All final examinations must be completed by the last day of the course. Students are unable to access course functions after midnight of the last day of the course.

If there are any questions regarding written assignments in the School of Applied Health Sciences, students must seek clarification from the course faculty in a timely fashion. Faculty is required, also in a timely manner, to provide clarification that is precise and unambiguous. All students are encouraged to maintain a copy of every paper submitted for a grade.

- All formal papers written as a part of the Jacksonville University School of Applied Health Sciences curriculum will be developed according to *Publication Manual of the American Psychological Association* (6th Ed.) for manuscript preparation.
- All students will be required to complete the APA tutorial found at <http://flash1r.apa.org/apastyle/basics>
- The following amendments to the APA 6th Edition format are required by Jacksonville University School of Applied Health Sciences:
  - The date of an assignment is to be included on Title page for all papers. This will assist students in organization of work throughout the program.
  - An abstract is required for research proposals, capstone projects, literature reviews and any papers over 10 pages.
  - A table of contents is required for research proposals, capstone projects, literature reviews and any papers over 10 pages.
  - Individual faculty may choose to amend APA guidelines for specific assignments. Faculty will communicate those changes to students via course syllabi or classroom instruction.

### ***Use of Student Created Materials***

Written permission must be obtained before faculty, administrators, or students may use student materials. Each student will be asked to sign the “Consent to Use Student Papers Form” at the beginning of the academic year, and has the right to refuse to do so. The form can be found in the School of Applied Health Sciences office. Signed forms will be filed in individual student advising files. If a student exercises the right to refuse to sign the form, faculty can request permission to use materials on an individual, project-by-project basis.

## Grievances



# Brooks Rehabilitation College of Healthcare Sciences

## JACKSONVILLE UNIVERSITY

### Student Grievance Policy

The purpose of this policy is to provide a pathway for impartial review of student issues or concerns that have not been resolved through normal informal channels. For the purpose of this policy a grievance is defined as a complaint involving unfair, arbitrary or unwarranted treatment that has not been resolved through normal channels. The following list of issues or concerns have specific University Policies that supersede this grievance process:

- Student Grade
    - <http://www.ju.edu/academics/Pages/Academic-Catalog.aspx>
  - Violations of the code of Conduct
    - <http://www.ju.edu/greenpages/Pages/Code-of-Conduct.aspx>
  - Sexual Harassment
    - <http://www.ju.edu/humanresources/Pages/Sexual-Harrassment.aspx>
1. Discuss the matter directly with the faculty or staff member involved.
  2. If there is not a satisfactory resolution, appeal to the appropriate department Director.
  3. If there is not a satisfactory resolution, appeal to the Associate Dean of the School.
  4. If there is not a satisfactory resolution, appeal to the Dean of the CHS.
  5. If there is not satisfactory resolution an appeals committee will convene.
  - 6.

The committee will report the final decision to the Provost for Academic Affairs.

1. Grievance must be filed within 30 days of the incident.
2. The unresolved grievance must be submitted to the BRCHS Dean in writing.
3. At any point in the process the parties involved may achieve a resolution of the process and stop the grievance process. The written grievance must contain specific details. When appropriate, dates, times, witnesses and facts related to the complaint must be included.
4. The written grievance must clearly state and document the evidence of unfair, arbitrary or unwarranted treatment.
5. The BRCHS grievance committee consist of a faculty member from each School in the BRCHS. In addition to this standing committee the Dean of Students or designee and three students appointed by the Dean of the BRCHS will serve on the committee. If a

faculty member on the grievance committee is involved in the current grievance the BRCHS dean will appoint a replacement.

6. All relevant documents must be provided to the committee. The Dean of Students or designee will serve as chair. A BRCHS faculty member will serve as recorder and keep minutes of the proceeding.
7. The time and date of the hearing shall be provided to each individual in writing at least 10 days prior to the meeting.
8. Members of the committee must hold all proceeding information as confidential.
9. Members of the committee will have 3 business days to review all documentation
10. A private hearing will be conducted
11. All involved parties will be allowed to attend all parts of the hearing
12. Both parties may have an advisor that is a member of the JU community attend at their own expense. The advisor must not be an attorney.
13. Witnesses may be called for information or questions by the committee. Witnesses are only permitted to attend the part of the hearing in which they will be questioned.
14. All documentation and minutes of the procedures will be retained by the BRCHS Dean.
15. The hearing will be recorded, this recording is the property of the University.
16. Committee deliberations will not be recorded.
17. All members of the committee are permitted to ask questions of both parties. The chair of the committee will determine procedural questions.
18. A majority consensus of the committee towards a resolution will be provided to the Complaining party, other involved parties and the Dean. The decision of the committee is final.

Should a student wish to appeal the decision made by the Committee the process is as follows:

1. Discuss the matter directly with the Provost/Chief Academic Officer.
2. The Provost/Chief Academic Officer will review the case and determine any additional action that should occur based on this review and the recommendation of the appeals committee.

## **PROCEDURES FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS**

A complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

## **CRITERIA FOR COMPLAINTS AGAINST GRADUATE EDUCATION PROGRAMS**

For a complaint to be considered by the CAA, it must:

- be against an accredited education program or program in Candidacy status in speech language pathology and/or audiology,
- relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, and
- include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The burden of proof rests with the complainant. All written testimony must include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify and communicate with the source of the complaint.

Complaints against a program may be submitted even if separate action is pending against the program by another body, except as outlined above.

**All complaints must be signed and submitted in writing to the Chair, Council on**

**Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850. Complaints will not be accepted by e-mail or facsimile.**

## **DETERMINATION OF JURISDICTION**

Within 15 days of receipt of the complaint, Accreditation Office staff will acknowledge receipt of the complaint and will forward a redacted copy of the complaint to the Executive Committee of the CAA. The original letter of complaint is placed in an Accreditation Office file separate from the program's accreditation file.

The Executive Committee determines whether the complaint meets the above-specified criteria. Staff, because of the need to redact the complaint, verifies the accreditation status of the program against which the complaint is filed, and communicates this information to the Executive Committee with the redacted complaint. Although complainants are encouraged to specify the accreditation standards as the basis for the complaint, the Executive Committee will verify the relevant standards related to the complaint as part of its jurisdiction review.

An affirmative vote by two-thirds of the voting members of the Executive Committee, exclusive of the chair, is required to proceed with an investigation of a complaint.

If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within 30 days of the letter transmitting the complaint to the EC that the CAA will not review the complaint.

## **EVALUATION OF COMPLAINT**

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint.

The chair of the CAA informs the complainant within 30 days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation, including the specification of the standards upon which the investigation will be based. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.

Within 15 days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program, including the specification of the standards upon which the investigation will be based. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within 45 days of the date of the notification letter.

Within 15 days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials

are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information. After reviewing all relevant information, the CAA determines the course of action within 30 days.

Such actions include, but are not limited to the following:

- Dismissal of the complaint;
- Recommending changes in the program within a specified period of time and as they relate to standards (except for those areas that are solely within the purview of the institution);
- Continuing the investigation through an on-site visit to the program;
- Placing the program on probation;
- Withholding/withdrawing accreditation.

If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than 30 days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within 15 days. The program or institution should provide a written response to the chair of the CAA within 30 days of the date on which the report is postmarked to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within 21 days:

Dismisses the complaint;

- Recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution);
- Places the program on probation;
- Withholds/withdraws accreditation.

If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within 15 days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the

program of its option to request Further Consideration. Further consideration is the mechanism whereby the program can present documentary evidence of compliance with the appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation.

If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the U.S. Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within 30 days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within 30 days:

Recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution);

- Places the program on probation;
- Withholds/withdraws accreditation.
- Within 15 days of its decision the CAA notifies the program and the complainant of its decision.

If the CAA decision after Further Consideration is to withhold/withdraw accreditation or candidacy, the program may appeal the decision in accord with the Appeal Procedures described in Chapter VI of this manual.

### ***SUMMARY OF TIME LINES***

The following summarizes the time lines in the complaint process, beginning from the date a complaint is received.

- Complaint is acknowledged within 15 days of receipt and forwarded to CAA Executive Committee (EC)
- If EC determines that complaint does not meet criteria for complaints, complainant is informed within 30 days that CAA will not review
- If EC determines that complaint meets criteria, complainant is informed within 30 days of the determination that CAA will proceed with evaluation
- Complainant is given 30 days to sign waiver of confidentiality or withdraw the complaint
- Within 15 days of receipt of waiver of confidentiality, the complaint is sent to the program for response within 45 days
- Within 15 days of receipt of program's response, Chair forwards complaint and program response to CAA for review

- Within 30 days, CAA determines course of action. If CAA determines that a site visit is necessary, it is scheduled and site visit team submits report to CAA within 30 days of visit.
- Site visit report is forwarded to program for response within 30 days.
- CAA takes action within 21 days of program response.
- If CAA withholds or withdraws accreditation, program is notified within 15 days of CAA decision.
- The program has 30 days to request Further Consideration.
- If program does not request Further Consideration, decision is final and CAA notifies Secretary of U.S. Department of Education; if program requests Further Consideration, CAA takes action within 30 days.
- CAA informs program and complainant within 15 days of decision following Further Consideration.

## **ENVIRONMENTAL POLICIES**

Because of the number of people that use the Brooks College of Healthcare Sciences Building, it is necessary to create some basic rules that enable everyone to happily share the available space.

### ***Computer and Clinical Labs***

Care should be given to equipment and software available in the computer and clinical labs. No food or drink is permitted in the labs at any time. Testing materials must remain in the lab at all times. Students are responsible for returning all materials to the proper place when finished using them.

### ***Children***

Faculty and staff recognize that on rare occasions, young children may need to accompany the student to the Health Sciences building. On such occasions, the child must remain in the direct physical care of the student and must be removed immediately if disruptive or other students object to the child's presence. At no time should the child/children be left unattended, in the care of a babysitter, or brought to a formal classroom environment unless discussed and given consent by the faculty prior to class. Children should **never** accompany students to clinical sites.

### ***Office Areas***

Faculty office hours are posted outside their doors. Mail for faculty may be left at the front desk.

### ***Student Lounge***

The student lounge is for relaxing, eating, and networking. Students using the facility are responsible for cleaning up after themselves. Dishes/cups should be washed and stacked to dry. Food placed in the refrigerator should be labeled with the student's name and date. Food should not be left in the refrigerator to spoil. Any spoiled food will be discarded, container and all.

### ***Social Media***

It is important to remember that information, once posted on the Internet, is very difficult to completely remove. As such, care should be given to the type and tone of information shared on social media. Personal information about other students, faculty, clinical instructors, or patients should **never** be shared on social media, even in private posts. In addition, damaging commentary that directly names people or affiliates of Jacksonville University should also be avoided. Depending on the type of information shared, this may be a violation of HIPPA, FERPA, or the professionalism rules stated previously in this handbook, and consequences would be handled as appropriate to the type of violation.

### ***Email***

Communication between the student and faculty is imperative. A student's Jacksonville.edu email is the official means of communication between the University and the student. Therefore, all students should use and regularly monitor their **JU email** address. Students have the option to forward their email to another email account if they desire.

### ***Use of Technology***

Students may use laptops or other personal devices for taking notes during lectures. However, using your device (including Smartphone) for non-class activity during class is unacceptable as it is distracting to your fellow classmates and faculty. Faculty reserves the right to require students doing so to leave the classroom.

### ***Graduate Handbook***

Students are responsible for knowing and complying with all policies and information contained in the MS-SLP Graduate Handbook.

I have received the 2018-2019 Department of Communication Sciences and Disorders Graduate Student Academic Handbook and I understand I am responsible for reading, understanding, and abiding by all of the policies contained within the handbook.

Student's signature \_\_\_\_\_

Printed student's name \_\_\_\_\_

Date \_\_\_\_\_