Program in Audiology and Communication Sciences (PACS)

Student Handbook

Academic Year 2014-15
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General Information

Washington University in St. Louis
Washington University in St. Louis is a medium-sized, independent university dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The University is counted among the world’s leaders in teaching and research, and draws students and faculty to St. Louis from all 50 states, and more than 110 other nations. With approximately 14,000 undergraduate, graduate, and professional students, Washington University offers more than 90 programs and nearly 1500 classes in a broad spectrum of traditional and interdisciplinary majors.

Founded as Eliot Seminary in 1853 by St. Louisans, Washington University is highly regarded for its commitment to excellence in learning. Its programs, administration, facilities, resources, and activities combine to further its mission of teaching, research, and service to society. The University has played an integral role in the history and continuing growth of St. Louis, and benefits in turn from the wide array of social, cultural, and recreational opportunities offered by the metropolitan area to its 2.8 million residents.

More information about Washington University in St. Louis can be found at www.wustl.edu.

Washington University School of Medicine
Washington University School of Medicine is a leader in improving human health throughout the world. As noted leaders in patient care, research, and education, its outstanding faculty members have contributed many discoveries and innovations to the field of science since the founding of the School of Medicine in 1891. The School of Medicine is one of seven schools of Washington University in St. Louis.

Patient Care
Washington University Physicians is the clinical practice of the School of Medicine and provides care for more than 430,000 children and adults at 49 clinical sites each year. Washington University provides clinical services in partnership with Barnes-Jewish Hospital and St. Louis Children’s Hospital – both nationally-recognized, world-class teaching hospitals on the campus of Washington University Medical Center.

Research
The School of Medicine is a robust research enterprise and received more than $617 million in gifts and grants during the fiscal year ending June 30, 2011. The faculty, staff and students are committed to advancing the application of research discoveries to clinical care through multidisciplinary collaborations. The clinical faculty experts oversee a wide array of clinical trials, which offer patients the opportunity to participate in the evaluation of innovative treatments and prevention strategies.

Education
Students have the opportunity to learn from master clinicians and researchers while pursuing their studies in a wide array of academic departments and programs. The MD, audiology, occupational therapy, and physical therapy programs are among the highest ranked in the country by U.S. News & World Report. Faculty members are actively engaged in the local, regional and global community. Their efforts to improve human health range from studying and remedying disparities in health care, to educating local populations on disease risk, to affecting change in public health policy. Multidisciplinary efforts, such as those coordinated through the Institute of Public Health, are leading efforts to positively impact human health.
Program in Audiology and Communication Sciences

The Program in Audiology and Communication Sciences (PACS) offers graduate education programs leading to the following degrees through the Washington University School of Medicine.

- Doctor of Audiology (Au.D.)
- Master of Science in Deaf Education (M.S.D.E.)

In addition, the following graduate education program is offered by PACS and the degree is awarded through the Washington University Graduate School of Arts & Sciences.

- Doctor of Philosophy (Ph.D.) in Speech and Hearing Sciences

A Minor in Speech and Hearing Sciences is also offered cooperatively with the Washington University College of Arts & Sciences.

Mission Statements

**Washington University Mission**

Washington University’s mission is to discover and disseminate knowledge, and protect the freedom of inquiry through research, teaching, and learning. Washington University creates an environment to encourage and support an ethos of wide-ranging exploration. Washington University’s faculty and staff strive to enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country, and the world.

Our goals are:

- To welcome students, faculty, and staff from all backgrounds to create an inclusive community that is welcoming, nurturing, and intellectually rigorous;
- to foster excellence in our teaching, research, scholarship, and service;
- to prepare students with attitudes, skills, and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society; and
- to be an institution that excels by its accomplishments in our home community, St. Louis, as well as in the nation and the world.

To this end we intend:

- to judge ourselves by the most exacting standards;
- to attract people of great ability from diverse backgrounds;
- to encourage faculty and students to be bold, independent, and creative thinkers;
- to provide an exemplary, respectful, and responsive environment for living, teaching, learning, and working for present and future generations; and
- to focus on meaningful measurable results for all of our endeavors.

**School of Medicine Mission and Vision**

**Mission**

Washington University School of Medicine will lead in advancing human health through the best clinical care, innovative research and the education of tomorrow’s leaders in biomedicine in a culture that supports diversity, inclusion, critical thinking and creativity.

**Vision**

In leading the advancement of human health, Washington University School of Medicine will:

- Cultivate excellence and collegiality within an inclusive community
- Attract and develop a diverse, talented, academic workforce
- Lead the revolution in biomedicine
• Enhance our intellectual and technological environment to foster exceptionally creative research and education
• Develop and maintain excellent clinical programs to provide outstanding care
• Observe the highest standards of ethics, integrity and compassionate care
• Apply advances in research and medicine to the betterment of the human condition locally and globally

**Program in Audiology and Communication Sciences (PACS) Mission**

The mission of the Program in Audiology and Communication Sciences (PACS) is to serve as a center of excellence in audiology, deaf education, and speech and hearing sciences. This will be accomplished by:

- delivering exemplary educational programs;
- fostering a community of support; and
- maintaining high expectations for professionalism, leadership, and service.

**Curriculum Design and Framework**

Program curricula emphasize the importance of knowledge and practice in the areas of science, research, and clinical practice to the understanding of the fields of audiology, deaf education, and speech and hearing sciences.

**Audiology**

The Doctor of Audiology (Au.D.) Program is a four-year course of study, with all students following a prescribed curriculum. Students gradually progress from classroom-based instruction to clinical practicum in audiology, culminating in an independent clinical externship experience. The first-year classes provide the foundation of information needed for practice. Students gain knowledge in the basic and applied sciences, basic evaluation and diagnosis practices, research methods, and intervention strategies. Students also begin clinical observation and practicum in audiology. The second- and third-year classes provide advanced training in hearing science, evaluation and diagnosis practices, counseling techniques, research methods, and clinical practicum. Students also complete the Capstone Project by the end of the third year. The fourth year provides students with the clinical externship experience.

**Deaf Education**

The Master of Science in Deaf Education (M.S.D.E.) Program offers one- and two-year courses of study. Students in the two-year program follow a prescribed curriculum and gradually progress from classroom-based instruction to independent practice teaching experiences. The first-year classes provide the foundation of information needed for practice. Students gain knowledge in the basic and applied sciences, curriculum, instructional methods, and research methods, and complete classroom observation experiences. The second-year classes provide advanced training in evaluation techniques, manual communication, intervention strategies, counseling techniques, research methods, along with immersive practice teaching experiences. Students also complete the Independent Study in their second year. The one-year program is designed for experienced teachers of the deaf, and the curriculum for this program is individually tailored to meet the individual needs of the students enrolled.

**Speech and Hearing Sciences**

Students in the Speech and Hearing Sciences (Ph.D.) Program spend approximately three years completing academic coursework requirements and one to two years completing a dissertation. Coursework builds upon the student’s basic knowledge of aspects of the fields that pertain to speech, language, and hearing and emphasizes research training and teaching at an advanced level.

**History of the Program**

The consortium of graduate-education, research and clinical programs known today as **CID at Washington University School of Medicine** was born out of the pioneering efforts of St. Louis physician Max Goldstein, MD. In 1914, he founded the Central Institute for the Deaf (CID), where doctors and teachers worked together to help deaf people. When CID’s school building opened two years later, its auditory/oral methods for instructing children who were deaf or hard of hearing were groundbreaking.
Washington University and CID first joined forces in 1931, when CID’s established teacher training program became the first deaf education undergraduate program to affiliate with a university. Graduate programs in deaf education, audiology, and speech and hearing sciences soon followed. CID’s research efforts began in the 1930s to study the anatomy and science of hearing. During World War II, CID’s research on hearing loss in military personnel laid the foundation for the field of audiology. CID also pioneered hearing testing and hearing aids and opened the country’s first hearing aid clinic in 1941.

In September 2003, a new affiliation transferred CID’s graduate degree programs, research programs and adult audiology clinic, along with its building, to Washington University School of Medicine. The CID school continues to operate on the School of Medicine campus as CID – Central Institute for the Deaf.

Today, these programs continue to work together to fulfill a shared mission to serve people who are deaf or hard of hearing.

**Program Accreditation**

The Doctor of Audiology (Au.D.) Program is fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and provides all necessary academic and clinical experiences required for the Certificate of Clinical Competence in Audiology (CCC-A). The Program is also accredited by the Accreditation Commission for Audiology Education (ACAE).

The two-year Master of Science in Deaf Education (M.S.D.E.) Program is fully accredited by the Missouri Department of Elementary and Secondary Education (DESE) and the Council on Education of the Deaf (CED). Graduates of the two-year program are eligible for recommendation for initial teacher certification in the State of Missouri (Deaf/Hearing Impaired, B-12) and by CED.
University Policies & Procedures

Washington University Policies and Procedures

Policies and procedures are the techniques that an institution develops so that a large number of people can do a wide variety of activities with a minimum of confusion. Washington University tries to keep the number of policies and procedures to a minimum in order to allow individuals freedom to pursue their academic and personal goals. All policies at Washington University fulfill one or more of the purposes listed below:

• To protect the rights of members of, or visitors to, the University community;
• To protect the health and safety of members of, or visitors to, the University community;
• To protect the academic integrity of the University;
• To protect University and personal property.

As a general guide, bear in mind these purposes and use common sense.

→ Students should familiarize themselves with all University policies and procedures, the current versions of which can be found at: http://www.wustl.edu/policies/.

Mandatory Influenza Vaccination Policy

In accordance with Washington University’s Mandatory Influenza Vaccination Policy, all PACS students must receive an annual influenza vaccination by December 15th, unless granted an exemption for medical contraindications or religious beliefs. See Appendix O for complete information on the Policy.

WebSTAC

Washington University students have access to certain academic and account information via the Student Access (WebSTAC) system. In addition, they have the capability to update limited data fields, like addresses, phone numbers, directory information restrictions, and emergency contact information. New students should log into WebSTAC as soon as possible to choose their WUSTLKey, check personal data entered in the system, and to change the assigned password. E-mail addresses may not be changed from the assigned Washington University account. WebSTAC may be accessed through any computer with Internet access by going directly to https://acadinfo.wustl.edu.

WUSTLKey

Washington University assigns all students, faculty, and staff a WUSTLKey to access certain applications. These applications include WebSTAC, Blackboard, class evaluations, and others. The WUSTLKey is the combination of a Login ID and a password. The first time students login to WebSTAC using their student ID number and temporary password they will be prompted to select a unique Login ID and password of their own selection; this unique Login ID and password serves as the WUSTLKey.
School Policies & Procedures

→ Students should familiarize themselves with all School of Medicine policies and procedures, the current versions of which can be found at: http://medschoolhr.wustl.edu/Policies/.

Background Check and Drug Screening Policy
All incoming students in the School of Medicine must undergo a criminal background check and drug screening before matriculation because of requirements of the Joint Commission on Accreditation of Health Organizations (JCAHO). These confidential procedures are required of all health care workers, students and volunteers who participate in patient-related health care activities at the hospitals and health care facilities with which Washington University School of Medicine is affiliated, including the Central Institute for the Deaf (CID) school.

In order to matriculate, students who have accepted admission must consent to criminal background checks which must be completed successfully before he or she can matriculate in the School of Medicine. Consent forms will be distributed to applicants who are offered positions in the incoming class. Similarly, at the time of orientation all incoming pre-matriculant students must submit to screening for the following substances: THC-cannabis, cocaine, opiates, amphetamines, and PCP-phencyclidine. A confirmed positive test will preclude enrollment into the School of Medicine. All costs for the U.S. background check and drug screening are included in the stated tuition and fees. The student will be responsible for any additional costs associated with an international background check required for matriculation and/or practicum placements.

Change of Address
Students are responsible for notifying the University and PACS of all address, phone, and/or personal e-mail address changes.

- Updates to the program should be given in writing (may include e-mail) to the PACS Office.
- Updates to the University should be made by the student via WebSTAC. Please see the section in this handbook on WebSTAC for information on how to access the on-line system.

Change of Name or Student ID Number
Official documentation of a name change should be submitted to the PACS Office, along with a completed Student Name Change Request Form or Student ID Number Change Request Form. Forms are available from the Registrar’s Office and PACS Office.

Emergency Medical Procedures
In the event of a medical emergency, dial the 9-1-1 Emergency Number and then call WUSM Protective Services at (314) 362-4357 (HELP). Give the injured person’s name, nature of the problem, and location. In the event there is no respiration or pulse, initiate CPR or find someone who can.
An Automatic External Defibrillator (AED) can be found on the first floor (lobby area) of the CID Building (4560 Clayton Ave.) next to the elevator. The machine provides simple, oral instructions. The defibrillator pads include illustrations indicating where to place them on the patient. Once the pads are in place, the machine searches for a shockable rhythm, and, if necessary, shocks the patient and then instructs the user to call Protective Services at 362-4357 (HELP) and begin CPR.

Liability Insurance
Washington University provides liability insurance for all students while participating in required practicum rotations. This benefit is provided to students for claims arising out of activities that are part of academic programs and only while a student is acting in his/her capacity as a student enrolled in a degree program in the School of Medicine. This policy is subject to terms, conditions, limitations, and exclusions, and each request will be decided on a case-by-case basis at the sole discretion of the University. Coverage will not be provided for any criminal acts, acts committed while under the influence, acts in violation of the law, or where the injury or damage resulted from intentional malicious conduct or wrongdoing, or in the event that the action or proceeding is brought by or on behalf of Washington University. This coverage does not cover any liability that is insured elsewhere, but it may be in excess of any amount payable under any other insurance. Any incident, whether actual or alleged, involving injury that could lead to a claim for which you have knowledge must be reported immediately to the Risk Management Office of the School of Medicine at (314) 362-6956. Questions should also be addressed to that office.

Missing Student Notification Policy and Procedure
Washington University is committed to ensuring the safety of the members of our University community. In keeping with that goal, and in accordance with the Higher Education Act of 2008, 20 U.S.C. § 1092(j), the University has established a Missing Student Notification Policy and Procedure. Please visit http://medfacilities.wustl.edu/Security for the complete policy and procedure statement.

Policy for Students with Disabilities
It is the goal of Washington University to assist students with disabilities in removing the barriers their disabilities may pose and provide support in facing the challenge of pursuing an education at Washington University. Washington University recognizes and accepts its moral, professional, and legal responsibility to avoid discrimination in the acceptance and education of qualified students with disabilities and to provide reasonable accommodations to such students consistent with the principles embodied in the law.

Washington University makes every effort to ensure that all qualified applicants and students can participate and take full advantage of all programs and opportunities offered within the University. Washington University encourages and gives full consideration to all applicants for admission. Washington University does not discriminate in access to its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

All students in educational programs at the School of Medicine, those seeking admittance, as well as those who become disabled while they are enrolled, must possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty and the profession.

In this regard, we will be guided by the principles outlined below.

A. Responsibilities of the Student

1. Disclosure of Disability: It is the responsibility of a student who has a disability to disclose it and request accommodation from the PACS Program Director or Dean for Student Affairs. The School encourages students with disabilities to identify themselves as early as possible in order to optimize the mobilization of resources and available accommodations.
2. Diagnosis of Disability: Students who are in academic difficulty that might be a consequence of a disability are encouraged to avail themselves of diagnostic services that may lead to accommodations. Furthermore, such students are encouraged to explore with the administration of their academic unit the possibility of a disability if the inquiry is relevant to educational performance and there is evidence of educational performance problems.

3. Documentation of Disability and Request for Accommodation: The disability, its functional impact and requested accommodation(s) must be documented. If the student discloses a disability and requests accommodation, the School requires documentation of the disability from a qualified professional. The student is financially responsible, unless there are extraordinary and compelling circumstances, for the costs related to the documentation by an appropriately educated and trained professional. The information provided by the professional must be factual, objective, and technically valid, and must establish clearly that the disability substantially limits one or more of the student’s major life activities. The professional(s) who evaluate the student should identify options for management of the disability. Based on this information, the affected student then should request in writing the accommodations which he or she requests be made. The PACS Program Director or Dean for Student Affairs and the student should work together to arrive at reasonable accommodations. The School may also require a second expert opinion for which the School may be financially responsible under extraordinary and compelling circumstances. The School reserves the right to request as much detailed information from the student and/or the professional(s) as is necessary to assess the scope of the disability and/or the reasonable accommodations.

B. Responsibilities of the School

1. Review of Requests for Accommodation: Requests for accommodations will usually be reviewed by the PACS Program Director or Dean for Student Affairs. An ad hoc assessment team may be convened which may include the PACS Program Director, the Dean for Student Affairs, selected members of the Disabilities Oversight Committee (See Section B.5 below) and other consultants as appropriate to the individual circumstances. The assessment team usually should include: (1) individuals who understand the curriculum in question; (2) a person who is knowledgeable about the Americans with Disabilities Act; (3) a person with authority to authorize accommodations and cause them to be implemented.

2. Responsibilities for Accommodation: The School of Medicine is responsible for the costs incurred in making accommodations which are not unduly burdensome or unreasonable. Accommodations may include but may not be limited to academic modifications which do not fundamentally alter the nature of the program, auxiliary services, modifications of the circumstances and methods of qualification examinations, classroom modifications and others. The School’s responsibility to accommodate ends when a student with a disability: (1) refuses reasonable accommodations; (2) is unable, with reasonable accommodations, to fulfill the essential requirements of the program; (3) fulfills the essential requirements and graduates; or (4) transfers to another institution. The School is not required to provide an accommodation which fundamentally alters the nature of the program, is unduly burdensome or is unreasonable.

3. Confidentiality: Information pertaining to a student’s disability and accommodations will be maintained in a file that is kept confidential and separate from the student’s academic record. Appropriate faculty, staff and administrators may be informed regarding the disability, limitations, restrictions, and accommodations when they have a need to know such information.

4. Application of Committee on Academic and Professional Evaluation of Students (CAPES) Policies: The policies and procedures of the School regarding promotion and retention are contained in the CAPES Policies for each academic unit. These policies and procedures govern the relationship between the School and all students, including those with disabilities. The School is not obligated to retain a student with a disability who poses a significant threat to the health or safety of others when there is no reasonable accommodation that either eliminates or sufficiently reduces that risk.
5. Disabilities Oversight Committee: There shall exist a standing Disabilities Oversight Committee composed of members designated by the Dean of the School of Medicine. The committee shall have the following responsibilities: periodic review of requests for accommodations and accommodations granted, provide recommendations regarding accommodations for disabilities, to serve as requested on disability appeals committee. This group serves as a resource regarding issues of significance to the institution and to students with disabilities.

C. Appeals: A student with a disability who believes that a request for accommodation has been improperly denied or who perceives that he or she has been discriminated against on the basis of a disability should direct his or her appeal to the Dean of the School of Medicine. As needed, the Dean of the School of Medicine may assemble an advisory group to review appeals and make recommendations. This group may include, but may not be limited to, the following: the chair of the committee that oversees academic evaluation and advancement of students for the particular academic unit, students, and/or representatives of the Disability Oversight Committee.

Social Media Guidelines
The School of Medicine’s Social Media Guidelines can be found here: http://medicine.wustl.edu/policies/social-media/

The School of Medicine’s addendum to the University’s Social Media Policy can be found here: http://www.wustl.edu/policies/socialmedia.html

PACS recognizes the growing role of social media platforms and encourages students to familiarize themselves with the applicable guidelines and policies, as well as those that are closely related (e.g., logos, domain names, commercial use of WUSTL names and symbols, licensing and trademarks for products, filming and photography, etc.). Of particular relevance to students is the WUSM policy that “personal self-hosted social media sites unrelated to WUSM business or activities must clearly and prominently state that they do not represent the opinions or view of WUSM or the University and that they convey the personal views of the creator.”

Tobacco-Free Policy
It is the policy of the University to provide a healthy, comfortable and productive work and learning environment for all faculty, staff and students. All smoking and other use of tobacco products are strictly prohibited within the School of Medicine buildings and on our property, including during breaks and meal times. This policy applies to the entire School of Medicine community, including, but not limited to all faculty, staff, students, patients, contractors and visitors.

Individuals within the WUSM community are not permitted to smoke or use tobacco products within WUSM owned, leased or occupied facilities or on WUSM owned, leased or occupied property. This includes: the physical campuses; parking facilities and lots (including in personal vehicles at these locations); WUSM owned, leased or rented vehicles; within 25 feet of entryways or exits; near air intakes; or near fire/explosion hazards; any worksites in which individuals within the WUSM Community work.

If individuals within the WUSM community smoke or use tobacco products off WUSM properties, they are expected to be respectful of residents, hospitals and businesses neighboring WUSM facilities. They should not loiter in front of homes, hospitals or businesses near WUSM facilities and must discard tobacco products in appropriate receptacles.

Violations of the policy may result in disciplinary action.

Transcripts
According to the 1974 Family Educational Rights and Privacy Act (FERPA), signed permission to issue your private academic record must be received before records can be released. Therefore, all schools and programs of Washington University must have a signed request and are unable to accept requests by telephone or email. You may request a transcript in person by completing a transcript/certification request form in the Office of the Registrar, located...
in Room 100 of the McDonnell Science Building. Office hours are from 8:30 am to 5 pm (Central Time Zone), Monday through Friday. You may also request transcripts in writing by fax or mail by sending the request to:

Office of the Registrar  
Attention: Transcript Processor  
Washington University School of Medicine  
Campus Box 8021, 660 S. Euclid Ave.  
St. Louis, MO 63110  
Fax: (314) 362-4658

Please include the following in your request:
• name (including name while in attendance if now different)  
• social security or student identification number  
• program and degree received  
• approximate dates of attendance  
• your address and phone number  
• address of the person to be sent the requested documents  
• sign and date the request indicating any deadline dates that may apply

There is no charge for this service. Please allow three to five days for processing your request, though requests are normally filled within 48 hours. For information on expedited delivery of your transcript, what appears on your transcript, or grade/degree posting dates, please contact the Registrar’s Office or visit http://wusmregistrar.wustl.edu/transcripts.htm.
Program Policies & Procedures

Advising and Registration

Upon entrance, each student is assigned a faculty advisor. The primary responsibility of the advisor is to act as the departmental representative. The advisor's responsibilities include:

- Participating in the registration process;
- Discussing the academic classes to be taken;
- Being available to discuss other issues of interest or concern with the student.

Students are registered in classes on a semester basis. Before each semester, each student is required to meet with his/her advisor, complete the registration form, and submit the form to the PACS Office. The completed registration form will then be forwarded to the School of Medicine's Registrar's Office to complete the registration process. Advising and registration materials will be distributed to students and advisors prior to each semester’s advising and registration period. Students should not register themselves via WebSTAC, but can use the on-line system to verify registration.

Application and Admission

Admission Standards

Admission is limited and on a competitive basis. Academic performance, as evidenced by transcripts and scores from the Graduate Record Examination (GRE) General Test are important factors in admission decisions. A grade point average (GPA) of 3.00 or higher, along with GRE scores in the 30th percentile or higher (all sections), are considered minimum criteria. For international applicants whose native language is not English, the score on the Test of English as a Foreign Language (TOEFL) should be at least 600 (paper), 250 (computer), or 100 (Internet). Other important components of the application package include strong letters of recommendation, a well-written personal statement, excellent written and interpersonal communication skills and a positive campus visit or interview (a visit or interview is recommended, but not required).

Prerequisites

Applicants must hold a bachelor’s degree (or equivalent) or higher from an accredited university to be considered for admission. Classes listed below are required for professional certification. Although completion is recommended prior to enrollment, these classes can generally be completed during graduate studies without an extension of the program. Classes in each subject, unless otherwise noted, must be equivalent to three semester hours or more of academic credit.

Au.D. Program:
- sign language
- typical language development
- speech and language disorders

M.S.D.E. Program:
- general classes in the arts, history and government, English composition, mathematics, oral communication, science, behavioral sciences and multicultural issues
- child and adolescent psychology
• education and psychology of exceptional children
• typical language development
• sign language

1 A degree in the liberal arts generally fulfills these requirements.
2 Must be equivalent to two semester hours or more of academic credit.

Application Procedures
Individuals interested in applying must do so online at http://gradapply.wustl.edu. The following items are required and must be received by the stated application deadline:
• Completed application, including personal statement;
• Application fee (non-refundable);
• Official transcripts from all college/university classes;
• Three letters of recommendation;
• Official scores from the GRE, submitted to Institution Code 6929 (Washington University College of Arts & Sciences), Department Code 0602 (Audiology);
• A campus visit or phone interview is strongly encouraged prior to the application deadline and can be arranged by contacting the PACS Office;
• Official scores from the Test of English as a Foreign Language (TOEFL) for all international applicants whose native language is not English.

Applicants for Readmission (Au.D. and M.S.D.E.)
If a student leaves the program for reasons other than an approved leave of absence after the successful completion of at least one semester and later wishes to resume his/her studies, the following items must be submitted by the published application deadlines:
• Completed application, including personal statement;
• Application fee of $60 ($80 for international applicants);
• Official transcripts from all college/university classes since leaving the program.

S.N.C.D. Applicants
Applicants who would like to be considered for admission as a Student Not Candidate for Degree (S.N.C.D.) in PACS must submit all of the above except for the GRE, and just one letter of recommendation will be required. The published application deadlines apply.

Application Deadlines
All application materials for the Au.D. and M.S.D.E. programs must be received by February 15th. Applications completed after this deadline will only be considered for placement on a wait list and/or if there is a space in the program. All application materials for the Ph.D. program must be received by January 15th. Applicants to the M.S.D.E. program may also elect to submit application materials by the early consideration deadline of December 15th. A limited number of admission offers will be made following this deadline.

Admission Decisions
All application materials are formally reviewed before the Admissions and Scholarship Committee meeting(s) by at least two members of the faculty who do not serve on the Committee. These two members of the faculty will make formal recommendations to the Admissions and Scholarship Committee regarding admission. Final decisions regarding admission and initial scholarship offers are made by the Admissions and Scholarship Committee, which is typically comprised of five members of the faculty, and approved by the Chairman of the Department of Otolaryngology. All applicants will be notified in writing via mail of admissions decisions and scholarship offers.

Students accepted for admission by PACS into the Speech and Hearing Sciences Program must also be approved for admission by the Dean of the Washington University Graduate School of Arts & Sciences. If approved for admission by the Dean, the student will receive a separate admission letter and documentation from the Graduate School.

Wait List
A very small number of individuals may qualify for our wait list. Individuals on the wait list will be offered a position if additional space becomes available. A deadline will be set for our initial offers to accept admission and wait-listed students will be notified immediately after this date as to the status of his/her application, and/or next steps. Wait-listed students may submit additional information or documents and/or request a campus visit or interview to assist the Admissions and Scholarship Committee with final decisions.

**Reconsideration**
If admission is not granted, the applicant may make a request to the PACS Program Director for reconsideration. This request must be made in writing and may, if the applicant so chooses, include his/her reasons why the request is being made. No additional information or documents will be accepted for the application file. If the applicant’s request for reconsideration is approved by the Program Director, at least two additional faculty members will review the application file. Based on the feedback from these additional reviews and the original application review, the Program Director will determine the appropriate steps for the final decision. The Admissions Committee is generally consulted only in the event that the Program Director would like to recommend the reversal of the original decision and offer the applicant admission or placement on the wait list. The applicant will be notified in writing of the final decision. All faculty comments are considered confidential and therefore, no specific reasons for denial of admission will be given.

**Deferment**
If accepted for admission, the applicant may defer enrollment for up to one academic year. This request must be made in writing and submitted to the Program Director before the deposit deadline stated in the student’s admission letter and the full deposit amount must accompany the request. This request will be placed in the applicant’s file. If more than one year passes and the student wishes to enroll in the program, the applicant must follow all standard application requirements and will not be given special consideration. Scholarship/financial assistance may not be deferred; these decisions are made on an annual basis and cannot be guaranteed. The full deposit is forfeited if the student does not enroll within one year.

**Post-Admission Requirements**
Following admission, the applicant is required to submit a non-refundable deposit of $200 to reserve his/her place in the class. In addition, the following items must also be received before registration and enrollment can be finalized:

- Final transcript documenting degree and date received from undergraduate educational institution;
- Completed health, life insurance and/or disability forms, as required by Student Health Services;
- PACS Scholarship agreement, signed by the applicant (if applicable);
- Any other items missing from the original application file;
- Consent to background check and drug screenings, necessary information to complete these checks and screenings, and successful completion of these (see “Background Check and Drug Screening Policy” for more information);
- Local contact information, including address and phone number;
- Request for Class Waiver/Audit (if applicable);
- Documentation of previously-completed observation and practicum hours (Au.D. students only, if applicable); and
- Completion of the mandated HIPAA training.

**Appointments with Faculty and Staff**
Most faculty members post office hours on the class syllabus and/or on the outside of their offices each semester. Appointments can also be scheduled by contacting the instructor, preferably by phone or e-mail. Please be aware that faculty members have meetings, activities within the community, activities within the University, and/or other job responsibilities that take them away from their offices. The faculty will always be available on an appointment basis. You may also communicate with faculty via e-mail.
Blackboard

Blackboard is the course management system used by PACS. Please visit http://bb.wustl.edu to access the system and for additional information.

Calendar

The academic calendar and examination periods will be consistent with the Washington University School of Arts & Sciences academic calendar. The PACS Office will develop and distribute the official PACS Academic Calendar and examination schedules, and also make these available on the PACS website. Students should note the important dates on their calendars, especially those for which attendance is required.

Capstone Project

The successful completion of the Capstone Project is a degree requirement for the Doctor of Audiology (Au.D.). All Capstone Projects must be submitted electronically so that they can be placed in the Bernard Becker Medical Library’s digital repository (“Digital Commons@Becker”). By submitting the Capstone Project to the PACS office, the student authorizes Bernard Becker Medical Library to post a copy of their work in Digital Commons@Becker or its successor technology. Please review the Digital Commons@Becker section of this handbook for important information on the digital repository, including the website link, permissions, copyright, and prior publication. At the sole discretion of PACS, projects may be subject to review and approval prior to submission to Digital Commons@Becker. For detailed information on the Capstone Project and its requirements, please refer to the separate publication “Guidelines for the Development and Submission of the Capstone Project and Independent Study”.

Certification and Licensure

Please note that PACS cannot sign off on certification and licensure paperwork, or otherwise certify completion of the training program and/or graduation requirements, until the actual date of graduation.

Audiology

American Speech-Language-Hearing Association (ASHA)

Students who successfully complete the Au.D. degree requirements will be eligible for recommendation for certification by ASHA. Certification requirements also include the successful completion of the PRAXIS examination (http://www.ets.org). For current information, please visit the ASHA website at http://www.asha.org.

Missouri State Board of Examiners for Hearing Instrument Specialists

Training for practice and/or licensure is not part of the formal training provided by the Au.D. program, although interested and qualified students are allowed to independently apply for licensure as a Hearing Instrument Specialist (HIS) immediately before or after graduation. Please note that current Au.D. students may not use the practicum hours completed and/or supervision received, in whole or in part, during a practicum rotation completed in PACS toward HIS licensure. Furthermore, PACS does not support either the obtaining of licensure prior to the student’s graduation or the earning of a master’s degree for the sole purpose of licensure and/or billing.

Missouri State Board of Registration for the Healing Arts – Audiology

Students who successfully complete the Au.D. degree requirements and meet the other requirements of the State of Missouri will be eligible for permanent and/or provisional license in Audiology in the State of Missouri. State regulations allow professionals with this licensure to dispense hearing aids, alleviating the need for Hearing Instrument Specialist (HIS) licensure described above.

Other States

Each state has its own specific licensure requirements for the practice of audiology. Students are encouraged to check these state requirements, which are generally available on the web, as soon as possible if they will not be practicing in Missouri.
Deaf Education

State of Missouri Department of Elementary and Secondary Education (Deaf and Hearing Impaired, B-12): Students who successfully complete the two-year M.S.D.E. degree requirements will be eligible for recommendation for certification by the State of Missouri (Deaf and Hearing Impaired, B-12). Certification requirements also include the successful completion of a content-area assessment, a background check and fingerprinting.

Council on Education of the Deaf (CED): Students who successfully complete the two-year M.S.D.E. degree requirements will be recommended for certification by the Council on Education of the Deaf (CED).

Other States: Each state has its own specific licensure requirements for the teaching students who are deaf/hearing impaired. Students are encouraged to check these state requirements, which are generally available on the web, as soon as possible if they will not be teaching in Missouri. Generally, students are first licensed to teach in the state where they received their training (Missouri) and then may apply for licensure in other states.

Class and Final Examination Schedules

Class and Final Examination Schedules: Class and final examination schedules are developed by the PACS Office on a semester basis (fall, spring, and summer) and are finalized approximately eight months before the first day of classes for that semester. Requests for changes to the class and/or final examination schedules after distribution must be communicated in writing by the instructor in advance to the PACS Office, with unanimous consent of the enrolled students, for consideration. The PACS Office must give final approval in advance for any change.

The Final Exam Study Period is set aside for students to study and review in preparation for final exams and papers. All final (or last) exams and papers should follow the published exam schedule and should not occur or be due during the Final Exam Study Period or on a regularly-scheduled class day. This includes written, oral, and take-home exams. Please visit http://provost.wustl.edu/reading_days_final_exams for additional information on policies and procedures related to reading days and final examinations.

Cancelled Classes and Make-Up Classes: In the event that an instructor must cancel class for any reason, he/she should notify the students as soon as possible via e-mail using WebFAC. If an announcement is made in class, it should be followed up with an email using WebFAC. The PACS Office should also be notified. Instructors will also be expected to make up class time missed due to inclement weather, instructor conflicts, the late arrival or early departure of the instructor, or any similar circumstance that reduces the total instructional time for the semester for that class.

Any exceptions to these policies and procedures must be approved by the Program Director.

Class and Practicum Evaluations

Students are expected, and often required, to perform evaluations of classes and practicum experiences at the end of each semester. This system permits the instructors to identify areas of concentration, promotes discussion of new teaching methodologies, allows curriculum inventory, recommends changes in class offerings, and provides better integration of the curriculum. Class evaluations are completed on-line and are completely confidential. Although instructors do have the ability to view whether or not individual students have completed the evaluations, they do not have the ability to view individual student comments or ratings.

Committee on Academic and Professional Evaluation of Students (CAPES)

A. Responsibility of the CAPES

1. Assessing overall academic achievement and professionalism of PACS students is the responsibility of the Committee on the Academic and Professional Evaluation of Students (CAPES). The deliberations of the CAPES are generally positive in approach and are committed to the ultimate aim of assisting students to
successfully complete the curriculum required for the student’s degree program(s). The principle that careful selection of students will minimize attrition from PACS is strongly endorsed by the CAPES. The CAPES has a number of important roles, including:

a. Monitoring the academic progress, including monitoring the achievement of competencies, of PACS students;
b. Monitoring the professional behavior of PACS students;
c. Approving promotion of PACS students to a subsequent semester of study;
d. Recommending those students who have successfully completed all the prescribed requirements and are qualified to receive the Doctor of Audiology (Au.D.), Master of Science in Deaf Education (M.S.D.E.), or Doctor of Philosophy (Ph.D.) in Speech and Hearing Sciences degree;
e. Requiring and/or approving entry of a student into an Individualized Study Program (ISP);
f. Deciding upon matters of disciplinary action related to academic, competency, and/or professional behavior concerns; and
g. Deciding upon other matters brought forth to the CAPES, such as student requests for leaves of absence or conversions of enrollment status.

2. The policies and procedures governing operation of the CAPES apply to all degree-seeking and non-degree students enrolled in PACS, as well as those who may be pursuing dual degrees that involve PACS, except where the requirements, policies, and procedures of the Graduate School of Arts & Sciences take precedence for Ph.D. students. These policies and procedures reflect those of the School of Medicine.

B. Membership of the CAPES

1. Chair: The PACS Program Director serves as chair of the CAPES.
2. Appointed and Ex Officio Membership: There will be five voting members of the CAPES. In addition, the CAPES membership will include, in ex officio capacity, a representative from the School of Medicine administration. Members will be appointed annually by the PACS Program Director.
3. Guests: A class instructor or other member of the faculty who is not a member of the CAPES, but who has submitted a Fail/Incomplete grade, concern, and/or other information related to a student that is to be discussed at a meeting of the CAPES may be present at the meeting to provide information concerning the student’s performance. Alternatively, a class instructor may send a designated representative or may submit additional information in writing. In the event that the class instructor or designated representative is not present or sufficient information has not been provided at the time of the meeting, final action for that student may be deferred until sufficient information is available. Other members of the School of Medicine administration may attend the CAPES meetings as non-voting observers at the discretion of the Program Director.

C. Meeting Frequency

1. Meetings:
   a. Semester Meetings: CAPES meetings must occur in a timely manner after final examinations following the fall, spring, and summer semesters. Dates, times, and locations for Semester Meetings will be set in advance and posted in a public area in PACS.
   b. Special Meetings: The CAPES may convene a Special Meeting at any time in response to a concern that has been formally reported.
2. Quorum: All CAPES meetings will require a quorum, which is designated as three-fifths (3/5) of the membership, and a majority vote of the members present shall be required for all decisions except where noted.

D. The Academic and Professional Evaluation of Students

1. In order to continue their studies in PACS, students must demonstrate the ability to synthesize and apply knowledge and the capability of becoming a safe and effective professional. Serious and/or repeat breaches of principles of PACS will be referred to the CAPES for review.
2. It is the responsibility of students who feel that personal concerns, health problems, or any other factors may be adversely affecting their performance to formally bring such matters to the attention of the Program Director, Director of Audiology Studies, or Director of Deaf Education Studies (as applicable to the student’s degree program), or the Director of the Student Health Service, for possible accommodations before it affects their performance.
### E. Grading System

1. A grade is used to report the final standing in each class. Final grades are assigned to represent the level of competence achieved.

<table>
<thead>
<tr>
<th>Grades for Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>Superior/Outstanding</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>Good/Acceptable</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Conditional</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audit Grades</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>L Audit (Successful)</td>
<td>The audited class and the grade received will appear on the transcripts, but the class is not creditable toward the fulfillment of advanced degree requirements. Please see “Waiving and Auditing Classes” for more information.</td>
</tr>
<tr>
<td>Z Audit (Unsuccessful)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pass/Fail Grades</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>P# Pass</td>
<td>Pass/Fail grades are not creditable toward the fulfillment of advanced degree requirements, but will appear on the transcript.</td>
</tr>
<tr>
<td>F# Fail</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit/No Credit Grades</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR# Credit</td>
<td>Credit/No Credit grades are not creditable toward the fulfillment of advanced degree requirements, but will appear on the transcript.</td>
</tr>
<tr>
<td>NCR# No Credit</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory/Unsatisfactory Grades</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S Satisfactory</td>
<td>Satisfactory/Unsatisfactory grade options are only used in dissertation research and other special classes where there is no feasible basis for comparison with the performance of other students past or present, and furthermore, when there is no sensible way to evaluate the student’s accomplishments against any recognized academic standard. This grade option is rarely used. Satisfactory grade options do count toward advanced degree requirements, and will appear on the transcript.</td>
</tr>
<tr>
<td>U Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Grade Notations</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Incomplete</td>
<td>With the consent of the instructor, students may leave classes incomplete and receive an “I” for a class. The instructor and student should come to a mutual agreement in advance as to the terms</td>
</tr>
</tbody>
</table>
for completion. The student will have one academic year from the date the grade was given to complete the work. Upon the instructor’s submission of a special grade report, the “I” will be changed to the appropriate grade; until that time, the grade will appear on the transcript. If the student fails to fulfill the terms of the agreement, the “I” will become part of his/her permanent record and appear on the transcript.

Students are expected not to carry at one time any more than 9 semester hours of unfinished credits, which includes grades of I (Incomplete). Students may be denied permission to register in such cases.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>No Grade Reported</td>
<td>Will appear on the transcript. Students are expected not to carry at one time any more than 9 semester hours of unfinished credits, which includes grades of N (No Grade Reported). Students may be denied permission to register in such cases.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Will appear on the transcript if student withdraws after date published on the academic calendar to withdraw without notation.</td>
</tr>
<tr>
<td>R</td>
<td>Repeat</td>
<td>In the event that a PACS class is repeated, both grades will appear on the official transcript; the higher grade does not replace a previous or lower grade.</td>
</tr>
<tr>
<td>X</td>
<td>Final Examination Missed</td>
<td>Will appear on the transcript. Students are expected not to carry at one time any more than 9 semester hours of unfinished credits, which includes grades of X (Final Examination Missed). Students may be denied permission to register in such cases.</td>
</tr>
</tbody>
</table>

F. Grade Reporting
1. The class instructor determines grade criteria for his/her class, describes the class grading system in the syllabus, and assigns final semester grades and, as applicable, mid-term grades. University policy requires that mid-term grades be reported for all undergraduate freshmen. Instructors are also encouraged to report mid-term grades for any upper-class or graduate student who is performing poorly (equivalent to C- or below for undergraduate students; equivalent to B- or below for PACS students) and for all students on an ISP. Mid-term grade information helps students assess their progress and have a meaningful discussion with faculty members or academic advisors about their options. Sound academic decisions, made while options are still available to the students, will help them finish the semester as successfully as possible. PACS recommends that any student receiving a B- or below at mid-term meet with his/her academic advisor and the instructor(s) who assigned the grade to develop a plan for finishing the class successfully. Instructors with serious concerns about a student’s performance at mid-term should report those concerns to a member of the CAPES for a more formal intervention.

2. Students may access grades through WebSTAC; paper grade reports are not distributed.

3. Students have a right to grades/reviewing graded items within a timely manner following completion/submission.
G. Grade Point Average, Class Rank, and Grading Distribution

1. Grade point average (GPA) is calculated for each semester, as well as cumulatively. To calculate the GPA, first determine the point value associated with the final grade received by the number of semester hours for that class. Total the points for each class in the semester to get a calculation of total points. Then total the number of credits for each class to get the total semester credits, subtracting the classes in which non-qualifying grade options were elected. Divide the total number of semester points by the total semester credits to calculate the semester GPA. Students’ GPAs are also available through WebSTAC.

2. Students are expected to obtain and maintain a cumulative grade point average of at least 3.00 on a 4.00 scale in classes approved for their degree program. Failure to do so could result in placement of the student on probationary status and/or termination of financial assistance. In addition, Washington University discourages the continuation of students with accumulations of grades indicative of unsatisfactory or uncompleted study.

A/A+ = 4.00
A- = 3.70
B+ = 3.30
B = 3.00
B- = 2.70
C+ = 2.30
C = 2.00
C- = 1.70
F = 0.00

Other grade options are not calculated into the GPA.

3. Class rank and grading distribution are not announced.

H. Competencies

1. Graduates of the Au.D. program will be able to demonstrate the following:
   a. knowledge of the foundations, theories, and applications of audiology practice;
   b. clinical competencies in the prevention, evaluation, and treatment of auditory, vestibular, and related communication disorders;
   c. knowledge of research principles, ability to synthesize and critique research literature in audiology, and ability to integrate research into evidence-based clinical practice in audiology;
   d. knowledge and practice of ethical and legal standards and professional conduct expected in audiology practice; and
   e. proficiency in oral and written English communication skills.

2. Graduates of the M.S.D.E. program will be able to demonstrate the following:
   a. knowledge of the foundations and theories of learning and how hearing loss affects overall child development;
   b. practical competencies in the evaluation and facilitation of successful communicative, cognitive, and social development in children who are deaf or hard of hearing;
   c. knowledge of research principles, ability to synthesize and critique research literature in deaf education, and ability to integrate research into evidence-based practice in deaf education;
   d. knowledge and practice of ethical and legal standards and professional conduct expected in deaf education practice; and
   e. proficiency in oral and written English communication skills.

3. These goals, as well as more specific learning outcomes for each goal, are detailed:
   a. on the syllabi for classes; observation, practicum, and externship experiences; and the Capstone Project and Independent Study;
   b. “Guidelines for Development and Submission of the Capstone Project and Independent Study” Handbook
   c. “Observation Practicum and Externship” Handbook
4. Learning outcomes are based on accreditation, certification, and licensure standards, as well as additional learning outcomes established by PACS. Each component of the curricula is designed to provide students with specific knowledge and/or skills necessary to achieve the learning outcomes.

5. Learning outcomes are assessed through a variety of mechanisms, including:
   a. performance in academic classes;
   b. performance in observation, practicum, and externship rotations;
   c. Capstone Project or Independent Study (written paper and oral presentation); and
   d. passing score on the national examination for certification/licensure for the profession.

I. Indications for Review of Satisfactory Academic Progress
   1. Academic progress is monitored at the University level by Student Financial Services and at the departmental level by the CAPES.
   2. Students must maintain Satisfactory Academic Progress (SAP); failure to do so may result in disciplinary action and/or ineligibility for financial aid awards.
   3. SAP has both quantitative and qualitative criteria.
      a. Quantitative criteria are based on GPA requirements.
         i. For Au.D., M.S.D.E., and S.N.C.D. students in PACS, a 3.00 or above cumulative GPA must be maintained. Failure to maintain a 3.00 cumulative GPA will result in automatic placement on probation for one semester, at minimum.
         ii. A 3.00 minimum cumulative GPA will be required for recommendation for the Au.D. and M.S.D.E. degrees by PACS.
      b. Qualitative criteria are based on the ratio of credits earned divided by credits attempted, known as the “pace”.
         i. Students must be on pace to complete the degree by attempting no more than 150% of the credits required.
         ii. All students must follow the prescribed curriculum set forth for their specific degree program and year, or be following an ISP that has been approved by the CAPES.
         iii. Students may not carry at any time more than nine (9) semester hours for which the grades of I (Incomplete) or N (No Grade Reported) are recorded. Permission to register will be denied in these cases and students must resolve all such unfinished classes before they can be recommended for the degree.
   The criteria for SAP for Ph.D. students are detailed in the Graduate School of Arts & Sciences Bulletin, which can be found at [http://graduateschool.wustl.edu](http://graduateschool.wustl.edu). Specific policies and procedures related to SAP are available from Student Financial Services.

J. Procedures for Review of Satisfactory Academic Progress
   1. The following procedures will be followed during Semester Meetings and Special Meetings of the CAPES. Refer to the “Meeting Frequency” section for scheduling information.
      a. Semester Meetings
         i. All students’ progress through the prescribed curriculum or approved ISP will be reviewed.
         ii. All students’ semester grades, semester GPA, and cumulative GPA will be reviewed.
         iii. Students receiving a grade of “B-” or below, a semester GPA below 3.00, and/or a cumulative GPA below 3.00 will receive an individual, more thorough review of his/her academic performance.
         iv. The CAPES will review the cumulative academic record of each student to determine whether the student’s performance justifies advancement to the next semester of study or candidacy for the degree. Actions include, but are not limited to good standing, probation, and dismissal. An additional consequence may include placement on an ISP.
         v. Other formal concerns and/or requests submitted to the CAPES will also be reviewed. In such instances, the procedures for Special Meetings will apply to these reviews.
      b. Special Meetings
         i. A Special Meeting will be convened if a concern and/or request is formally reported between regularly-scheduled Semester Meetings for CAPES review.
ii. The Chair of the CAPES shall notify the student in writing of the date, time, and location of the meeting at which the CAPES will address the matter, and also of the general nature of the concern, if applicable.

iii. The members of the CAPES will review the request and/or concern in a closed and confidential meeting. Guests, as described in the “Membership of the CAPES” section, may also be in attendance.

iv. The CAPES will have a complete record of the student’s academic performance and the student’s file at the Special Meeting.

v. If the Special Meeting has been called to discuss a concern, the student being discussed will be asked to be available to appear to provide additional information relevant to the concern. If the Special Meeting has been called to discuss a request, the student being discussed may be asked to be available to provide additional information relevant to the concern. If the student’s appearance is required and he/she fails to be available to appear at the meeting, the CAPES may postpone the meeting or may conduct the meeting and impose sanctions without the student present; this determination will be made at the sole discretion of the CAPES. Failure of a student to appear or provide information requested by the CAPES may result in the Committee’s filing a Professionalism Concern Form (Appendix M).

vi. The student shall be permitted, upon request in advance of the Special Meeting, to appear before the CAPES on his/her own behalf. At the student’s request, he/she may be accompanied by a member of the faculty or staff of PACS or a fellow PACS student for guidance and support.

vii. A record of the Special Meeting of the CAPES shall be made.

viii. Action taken by the CAPES for breaches of professionalism may include dismissal. Sanctions short of dismissal include, but are not limited to warning, probation, defined penalty, suspension, fine, grade reduction, and restitution. Additional consequences may include a program of remediation, additional oversight, or placement on an ISP. The CAPES may also rule that the student’s record should include a citation regarding the matter. The CAPES decision shall be by simple majority vote unless the vote is for dismissal, in which case all voting CAPES members must be present and a four-fifths (⅘) majority will be required.

ix. After the meeting, the Chair will inform the student verbally of the decision of the CAPES. The Chair will then inform the student in writing of the decision within 10 working days.

K. Guiding Principles of Professionalism

1. A professional is one who is in command of a specialized body of knowledge and skills, and is given specific rights not typically allowed to the public. Along with those rights, the professional has specific responsibilities or duties not generally expected of the public. The label of professional is not a right but must be earned.

2. Professionalism consists of fundamentally important qualities including altruism, compassion and empathy, respect for those served and colleagues, commitment to ongoing excellence, honesty, trustworthiness, integrity, accountability, recognition of limits, collaboration, and duty to society.

3. Professional development is an on-going process at all levels of training and practice. The purpose of this document is to outline the key elements of professionalism expected of PACS students. It is not meant to be all encompassing, providing exact guidelines for all possible situations. Rather, four broad categories of professional behaviors are described below, with specific principles cited for each and examples provided for some of the principles.

   a. Professional Responsibility

   i. Students should actively participate in their education and work to improve the educational environment for other students.

   ii. Students are required to attend all required program activities and complete all academic requirements, as scheduled.

   iii. The goal of PACS is to graduate competent, highly-skilled professionals. Therefore, all students are expected to attend all classes, practicum experiences (including observation, practicum, and externships), and research activities, as assigned, as well as
actively participate in laboratory sessions, class discussions, and other activities required by the educational program. Failure to do so may jeopardize your ability to reach this goal; any absence may negatively impact grading and/or result in disciplinary action by the CAPES.

a. In cases of anticipated absences, students must request permission from the activity coordinator(s) (e.g., class instructor, practicum coordinator, practicum supervisor, etc.) in advance. If permission is granted, the student must work with the activity coordinator(s) to determine what will be necessary to make up the time missed.

b. In the case of unanticipated absences, such as sudden illness, students must contact the activity coordinator(s) as soon as possible. Students must work with the activity coordinator(s) to determine what will be necessary to make up the time missed, if such an opportunity is available.

iv. Students should have a willingness to pursue life-long, self-directed learning, which is an essential attribute of any professional.

v. Students should act responsibly in their personal and academic lives with regard to meeting deadlines, financial obligations, and other comparable responsibilities.

vi. Preparation for academic and professional requirements and responsibilities is expected.

vii. Respect for self and colleagues is expected. This includes behaviors such as arriving on time; exhibiting respectful body language; listening attentively; turning off cell phones in classrooms, hallways, practicum settings, or other professional settings; and allowing all present to engage in discussion.

viii. Potentially serious errors committed by the student and/or others should be reported immediately to the appropriate faculty, staff, or supervisor.

ix. Students are expected to contribute to their community and professional environment throughout their enrollment through volunteering, participating in professional activities and organizations, and assisting PACS with service activities such as note-writing, health fairs, community education programs, and tours.

x. Students are expected to adhere to procedures that promote and maintain a safe environment.

b. Competence and Self-Improvement

i. In order to function at the expected level, students should attend to their own physical and emotional health.

ii. Recognizing and admitting errors are keys to being a competent professional.

iii. Feedback, advice and criticism from faculty, staff, supervisors, fellow students, and other professionals fosters personal and professional development, and should be taken in the context of mentoring.

iv. Students should balance personal and professional interests and make their graduate education a priority.

c. Respect for Others

i. Students should conduct themselves with manners and consideration of all others, and be respectful of others’ time.

ii. Students should work with their fellow students and colleagues in a collaborative and encouraging manner.

iii. Respect for the ethnic and cultural diversity of classmates provides for a more nurturing environment for all.

iv. Understanding the appropriate venues for feedback is critical to successfully resolving conflicts. Feedback intended for a specific individual should be directed to that individual in a professional, respectful, and constructive manner.

v. Maintaining a professional relationship with faculty, staff, supervisors, and other professional colleagues is important, especially during times when these teachers are in a position to grade or evaluate the student. The University has a specific Policy on Consensual Faculty-Student Relationships that should be reviewed, as necessary, to avoid any situation that could potentially cause a conflict of interest.
vi. The patients and students we serve should be treated as individuals in the context of their family, culture and community.

d. Honesty and Integrity

i. The principles of academic integrity should be maintained. Offenses that constitute violations of academic integrity include:

- **Falsification of data**: dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results and gross negligence in collecting or analyzing data to selective reporting or omission of conflicting data for deceptive purposes;
- **Plagiarism**: the willful or unintentional act of using, without proper acknowledgement, another person's or persons' words, ideas, results, methods, opinions, or concepts in any work, published or unpublished, academic or nonacademic, public or private – **ALL WORK SHOULD BE APPROPRIATELY CITED USING THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) FORMAT**.
- **Abuse of confidentiality**: taking or releasing the ideas or data of others which were given to one in the expectation of confidentiality, including information protected under HIPAA and/or FERPA;
- **Dishonesty in publication**: knowingly publishing material that will mislead readers;
- **Deliberate violation of regulations**: failure to adhere to or to receive the approval required for work under research regulations of federal, state, local, or University agencies;
- **Property violations**: stealing or destroying research papers, supplies, equipment, or products of research, scholarship, or such other property of others that is related to their academic endeavors. [Taken from University of Michigan, Interim Policy Statement on the Integrity of Scholarship and Investigating Allegations of Misconduct in the Pursuit of Scholarship and Research 1986, pages 1-2]
- **Cheating**: the use of deceit in the classroom, laboratory or in the construction of materials related to the academic process, including copying someone else's answers during an examination or the use of unapproved materials during an examination;

ii. Students should clearly communicate their abilities and level of training to patients and/or students (including students’ parents and/or caregivers) and should only refer to themselves using the title “student”. Use of the titles “doctor” and “candidate” while a student is specifically prohibited.

iii. Students may not obtain business cards without advance permission of PACS.

iv. Students should not participate in any aspect of the academic program while under the influence of substance that may compromise his/her judgment or otherwise cause harm to a patient and/or student. Likewise, fellow students have a responsibility to report such incidents.

v. Students should be appropriately attired and personally groomed, consistent with a professional atmosphere, for all academic activities.

vi. Students should carefully consider their participation in benefits provided by pharmaceutical companies or other medically-related businesses. Specific and detailed policies and procedures regarding interaction with pharmaceutical and/or device manufacturer vendors; ethical practices; and conflict of interest. These apply to all faculty, staff, and students. The key issues that relate to students are summarized below.

- Students may not interact with pharmaceutical and/or device manufacturer vendors on Washington University property without prior approval of the Program Director. If such an on-campus meeting is approved, a third-party PACS faculty member must be present. These vendors may not distribute any materials to students other than peer-reviewed literature and/or technical information related to a particular device.
• Students may not accept any gifts, promotional items (e.g., pens, paper pads, bags, etc.), or other items or services of value (e.g., cash payments, free travel, free accommodations, free meeting registrations, etc.) from pharmaceutical companies and/or device manufacturers.
• Pharmaceutical companies and/or device manufacturers may not sponsor/pay for food or meals for any event or educational conference involving students.

vii. Students should be familiar with and respect the code(s) of ethics of the profession.
viii. Students should respect the laws of federal, state and local governments in both professional and private life.

4. When fellow students are aware that a classmate has violated the guiding principles of professionalism, they have a responsibility to report the issue to the instructor and/or a member of the CAPES.

L. Indications for Review of Professionalism
1. Matters involving possible breaches of professionalism shall be formally brought to the attention of the Chair of the CAPES. The individual(s) raising the questions of possible misconduct shall present them in writing to the CAPES by completing a Professionalism Concern Form (Appendix M) and providing other detailed written information, as necessary.

M. Procedures for Review of Professionalism
1. At the discretion of the Chair of the CAPES, in cases of serious or repeated breaches of professionalism raising concern about a pattern of behavior, the Chair of the CAPES may consult with the Director of Audiology Studies or Director of Deaf Education Studies (as applicable to the student’s degree program) to review the complaint and decide whether further action is necessary.
2. If further inquiry is deemed necessary, the Chair of the CAPES, along with the Director of Audiology Studies or Director of Deaf Education Studies (as applicable to the student’s degree program), will discuss the complaint with the student and if they determine that further action is warranted, the procedures below will be followed
   a. The Chair of the CAPES will raise the issue at the next regularly scheduled meeting (if one is scheduled within two weeks of meeting with the student) or convene a Special Meeting of the CAPES. If the person bringing the complaint is a member of the CAPES, he/she will not vote, but may participate in the discussion. If the person bringing the complaint is in attendance, but is not a member of the CAPES, he/she will be asked to present the complaint and will then be excused. The Chair of the CAPES will be responsible for overseeing the procedures of the meeting. A record of the Special Meeting of the CAPES shall be made. The CAPES shall, whenever possible, convene within two weeks after the initial meeting with the student.
   b. The purpose of the CAPES meeting is to provide fair and prompt review of the inquiry. The CAPES is not positioned in an adversarial role against the student, but simply serves to review the evidence as presented and determine its decision regarding disciplinary action.
   c. Prior to the meeting, the Chair of the CAPES will forward relevant information concerning the matter to the members of the CAPES. In addition, he/she will provide a copy of the complaint to the student and the date, time, and location of the meeting at which the CAPES will address the matter.
   d. The student being discussed at the Special Meeting of the CAPES will be asked to be available to appear to provide additional information relevant to the concern. If the student fails to be available to appear at the meeting, the CAPES may postpone the meeting or may conduct the meeting and impose sanctions without the student present. Failure of a student to appear or provide information requested by the CAPES may result in the Committee’s filing a Professionalism Concern Form (Appendix M). Meetings may be rescheduled at the discretion of the Chair of the CAPES.
   e. The CAPES will consider evidence that tends to prove or disprove the alleged conduct. If the CAPES finds the student engaged in misconduct, it may consider additional evidence of prior conduct, evidence as to the charged student’s character, the student’s academic record, or any other evidence that could assist the CAPES in determining the appropriate sanction. The Chair of the CAPES will rule on whether or not evidence in testimony will be considered. The CAPES has neither the advantages nor limitations inherent in a court of law. During the meeting the
student will have access to the evidence presented and may present evidence and witnesses on his/her own behalf.

f. The decision as to whether the student committed the alleged act will be made solely on the basis of evidence and testimony presented at the meeting. Innocence of the student will be presumed. A CAPES member must find in favor of the student unless the member is persuaded that it is more likely than not that the student engaged in the misconduct alleged.

g. Action taken by the CAPES for breaches of professionalism may include dismissal. Sanctions short of dismissal include, but are not limited to warning, probation, defined penalty, suspension, fine, and restitution. Additional consequences may include a program of remediation, additional oversight, or placement on an ISP. The CAPES may also rule that the student’s record should include a citation regarding the matter. The CAPES decision shall be by simple majority vote unless the vote is for dismissal, in which case all voting CAPES members must be present and a four-fifths ($\frac{4}{5}$) majority will be required.

h. After the meeting, the Chair will inform the student verbally of the decision of the CAPES. The Chair will then inform the student in writing of the decision within 10 working days.

i. A record of the Special Meeting of the CAPES shall be made. The record of such proceedings will be held confidentially with access restricted to CAPES members, the student involved, and members of the administration involved in the proceedings.

j. All witnesses who appear before the CAPES are assured that there will be no personal repercussions from their testimony.

k. Unless it is determined by the Chair of the CAPES that extraordinary circumstances exist, the student will be permitted to continue in the usual academic activities during the CAPES proceedings. However, if there is a reasonable basis for believing that the continued presence of the student in the program poses a substantial threat to the students or to other members of the University or campus community, the procedures outlined in the Leave of Absence section applies.

l. Should a student be referred to the CAPES for an issue involving both academic performance and professionalism concerns, the procedures for professionalism concerns will be followed.

N. Individual Study Program (ISP)

1. The educational programs are designed to assist the individual needs of all PACS students, but occasionally students who have difficulty handling the normal requirements and expectations of the curriculum will enter into an Individualized Study Program (ISP). The following rules govern students engaged in an ISP:

   a. The intent of an ISP is to optimize the prospect that the student will successfully complete the curriculum.

   b. Entry into an ISP may occur in one of three ways:

      i. a student may request an ISP;

      ii. after careful consideration of the student’s performance, the CAPES may recommend entry into an ISP; or

      iii. after careful consideration of the student’s performance, the CAPES may require entry into an ISP.

   c. The specific details of any ISP (e.g., the sequencing of the classes, the content of the curriculum) will be determined by the CAPES with, as needed, input from the relevant instructors and/or the student. The details of the ISP will be recorded in the student’s academic file and a copy provided to the student.

   d. The CAPES will continue to monitor the progress of students on an ISP and there may be consequences for students who continue to have difficulty, including remediation, repeating classes (including classes, labs, practicum rotations, independent research projects, and/or other required components of the curriculum), or dismissal.

O. Appeals Process for CAPES Decisions

1. PACS has the right and responsibility to assure that each student, during time of enrollment, demonstrates levels of academic achievement and ethical stature appropriate to the professions. The provision of fairness must also be ensured in discharging those rights and responsibilities.
2. Within twenty (20) days of the date on which a disciplinary action decision is rendered by the CAPES, a student may request, in writing to the Chair of the CAPES, that the School of Medicine’s Appeals Committee review the record of the CAPES decision or that the Appeals Committee request that the CAPES consider additional information that was not previously presented to the CAPES. The letter should include the basis for the appeal, as well as any new, relevant information.

3. An Appeals Committee, composed of faculty members appointed by the Dean of the School of Medicine, shall be created to review appeal of decisions by the CAPES. Members of the CAPES may not be appointed to the Appeals Committee. A quorum of the Appeals Committee shall consist of five (5) members.

4. The Appeals Committee shall review the record of the CAPES decision solely to determine whether the pertinent CAPES procedures were followed and whether all relevant information was considered by the CAPES. If the appeal is based on a contention that all relevant information was not presented to the CAPES, the appeal must provide the Appeals Committee with adequate reason why the student did not present this information at the CAPES meeting in question. In all cases, the Appeals Committee shall not substitute its opinions of the merit of matter and appeal for those of the CAPES.

5. On all appeals the Appeals Committee may either remand the matter to the CAPES for reconsideration with its explanation for the remand, or deny the appeal. If the matter is remanded to the CAPES, all documents, minutes of the Appeals Committee meeting, and information submitted by or for the student in support of the appeal will be made available to the CAPES. The Appeals Committee shall provide its decision in writing to the Dean, the student, the CAPES, and the Registrar. The Appeals Committee shall determine whether the student may continue his or her curriculum pending its review of a CAPES decision.

6. Within twenty (20) days of the date of an Appeal Committee’s decision or referral back to the CAPES, the student may request, in writing, that the Dean of the School of Medicine review the decision of the Appeals Committee. The decision of the Dean will be final.

Criminal Activity and Substance Abuse

PACS is committed to maintaining a safe, healthy environment that complies with federal, state, and local laws; University policies and procedures; and professional ethical standards. In keeping with this goal, PACS students may not participate in unethical or illegal acts, violate any professional standard, or violate any University policies or procedures. Reports of such activity will be referred to the appropriate authorities and may impact a student’s enrollment in PACS.

Digital Commons@Becker

By submitting the Capstone Project or Independent Study to the PACS Office, the student authorizes Bernard Becker Medical Library to post a copy of their work in Digital Commons@Becker (http://digitalcommons.wustl.edu/) or its successor technology.

Permission to Deposit Student Works in Digital Commons@Becker

Digital Commons@Becker is a digital repository for hosting the scholarly work created at Washington University School of Medicine and enhancing its visibility and accessibility to scholars, researchers, and the public. Materials in Digital Commons@Becker are fully protected under copyright and students retain all rights to their work. Students who submit their work to Digital Commons@Becker are granting permission for Becker Medical Library to post the work.

Notice of Original Work and Use of Copyright Protected Materials

If your work includes content, data sets, images, figures, graphs or other materials that are not original works, you must include permissions from the copyright holder/s, or the work will not be posted in Digital Commons@Becker.

Notice of Prior Publication

Prior publication is an issue that students should be aware of. Some journal publishers have “prior publication” policies and will not accept a manuscript for peer-review if the research or work has been publicly disseminated. Unpublished materials such as student papers or student conference abstracts are not generally considered as “prior
publication.” Becker Library makes no effort to publicly disseminate the work further, nor does it perform peer review or other practices associated with the formal publication process. In the event that you plan to create a derivative of this work for future publication purposes, we recommend that students review publisher policies on prior publication and post the following disclosure statement on their work:

This work is intended for review only. It is not intended for citation, quotation, or other use in any form.

Diversity Statement

PACS envisions itself as a community that welcomes, encourages, and supports all of its members – faculty, staff, students and professional colleagues – toward our educational, clinical, research, and community service endeavors. Our members are diverse, representing different racial, ethnic, and gender groups, as well as geographic areas, religious beliefs, values, and physical and intellectual abilities, to name a few. If fact, we welcome such diversity within PACS, and the entire University, understanding that the future professionals we train will likely work in similarly diverse environments during their own professional careers. Please see the Non-Discrimination Statement for additional information.

Employment

Students may accept employment, but should not work more than 20 hours per week. Students will not be excused from classes, class activities, observation, practicum, or other activities required by the graduate program for such employment.

Fees (Non-Tuition)

The following are non-tuition fees charged to students by PACS.

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copies</td>
<td>First 300 images per academic year provided at no charge to the student. Additional images are available for purchase through the PACS Office at the following rate:</td>
</tr>
<tr>
<td></td>
<td>4¢ per image*</td>
</tr>
<tr>
<td></td>
<td>10¢ per page*</td>
</tr>
<tr>
<td>Faxes, Long-Distance</td>
<td>$0-5*</td>
</tr>
<tr>
<td>ID Badge (Replacement/Lost)</td>
<td>$10 + actual costs</td>
</tr>
<tr>
<td>Padlock Replacement / Removal</td>
<td></td>
</tr>
<tr>
<td>Prints</td>
<td>First $25 per semester/$75 per academic year provided at no charge to the student. Additional pages are available for purchase through the Campus Card, which can be accessed through WebSTAC, at the following rates:</td>
</tr>
<tr>
<td></td>
<td>B&amp;W, single-sided: 4¢ per image*</td>
</tr>
<tr>
<td></td>
<td>B&amp;W, two-sided: 6¢ per sheet (3¢ per image)*</td>
</tr>
<tr>
<td></td>
<td>Color, single-sided: 25¢ per image*</td>
</tr>
<tr>
<td></td>
<td>Color, double-sided: 40¢ per sheet (20¢ per image)*</td>
</tr>
<tr>
<td>Returned Check</td>
<td>$25</td>
</tr>
<tr>
<td>Late – Registration</td>
<td>$50 per week ($50 minimum)</td>
</tr>
<tr>
<td>Late – Scholarship Agreements</td>
<td>$50 per week ($50 minimum)</td>
</tr>
</tbody>
</table>

*Pre-payment required.

Additional fees imposed upon students for services or resources by other departments outside of PACS and charged to PACS on the student’s behalf may also be passed on to students. Non-payment of fees that do not require pre-payment may result in late fees, loss of privileges, and/or posting of charges to the student’s tuition account.
Formative and Summative Assessments
A variety of formative and summative assessments are required during the Au.D. and M.S.D.E. programs to ensure each student’s acquisition of knowledge and mastery of skills. In addition, the M.S.D.E. program requires an Oral Examination (see the section “Oral Examinations” for more information).

Free Trade Guidelines
Home School Rules for PACS Students Taking Classes Outside the School of Medicine
Full-time students enrolled in a degree program offered by PACS may enroll for eligible classes outside the School of Medicine without additional tuition charges. The following guidelines apply:

Student Eligibility:
- Students must be full time and in good standing in a degree-seeking program offered by PACS at the School of Medicine.

Class Eligibility:
- Classes from University College, Sever Institute of Continuing Studies, Summer School, Executive or Evening programs, applied music classes and other types of one-on-one instruction are not a part of this agreement and students may be required to pay additional tuition in order to take these classes.
- Undergraduate classes that are not eliminated by previously listed exclusions are eligible.
- Special/independent studies are included in the agreement if the faculty member accepts the project. However, the project may be declined due to limited time and/or resources of faculty or program.
- Class meeting times cannot conflict with a required class within the PACS curriculum for the student’s degree program.
- The class must meet at least one of the following requirements:
  - The class is required for professional certification and/or licensure, as determined in advance by the PACS Office.
  - The class is required as part of a CAPES-approved ISP.
  - The class is an elective that has been approved in advance by the advisor and PACS Office.

Required Permissions/Procedures
If all of the student and class eligibility criteria are met and a student would like to take an approved class outside the School of Medicine, they should first consult with the PACS Office for information and instructions on obtaining permissions and registering. If a student elects to enroll in a non-approved class or does not complete appropriate paperwork or follow registration procedures, the student will be responsible for any tuition and fees associated with the class.

Academic Credit
- No academic credit toward the degree will be given for elective classes, unless as allowed by the CAPES as part of an ISP.
- Classes taken under this agreement may not count toward a second degree if taken when not enrolled in that degree program. Students should consult with the appropriate degree program office regarding this issue.

Grade Options
School of Medicine students may take classes outside the School of Medicine for a grade, pass/fail or audit. This must be specified at the time of enrollment on the Form. Grades earned will become a part of the student’s permanent academic record at Washington University.

Host School Rules for non-PACS Students Taking School of Medicine Classes
These guidelines apply only to classes in the PACS curriculum. Please see program specific guidelines for classes in other School of Medicine degree programs (e.g., Clinical Investigation, Genetic Epidemiology, Medicine, Occupational Therapy, Physical Therapy, and Psychiatric Epidemiology).
Washington University in St. Louis graduate or professional students enrolled in full-time masters or doctoral degree programs may enroll in a limited number of classes at the School of Medicine in the PACS curriculum without additional tuition charges. Classes and students from University College, Sever Institute of Continuing Studies, Summer School, Executive or Evening programs are not a part of this agreement and may require the student to pay additional tuition. Applied music classes are also an exception to this policy and other types of one on one instruction may also be excluded. Graduate and professional students who qualify may take eligible undergraduate classes. Independent/special studies are a part of the agreement although a faculty/school may decline due to limitations of time and resources. It is the student’s responsibility to discuss specifics with his/her home program and host school officials. The following guidelines apply:

Student Eligibility:
- Students must be full time, in good standing and enrolled in a graduate or professional degree program at Washington University.
- Students from University College, Sever Institute of Continuing Studies, Summer School, Executive or Evening programs are not a part of this agreement. It is the student’s responsibility to determine eligibility with his/her home program.

Class Eligibility:
- Classes determined to be open to non-PACS students have been cross listed or have parallel listings in another department. PACS classes open outside the PACS program are as follows:
  - M89 (PACS) 401 Anatomy and Physiology of Speech and Hearing
  - M89 (PACS) 421 Introduction to Electroacoustics
  - M89 (PACS) 424 Speech and Hearing Sciences
  - M89 (PACS) 4301 Sign Language I
  - M89 (PACS) 4302 Sign Language II
  - M89 (PACS) 434 Typical Language Development
  - M89 (PACS) 543 Survey of Speech and Language Disorders
  - M89 (PACS) 544 Clinical Observation and Methods in Speech-Language Pathology
  - M89 (PACS) 5601 Clinical Audiology I

- All other classes in the PACS curriculum are restricted to PACS students, unless special permission has been granted to a student in advance.
- Class enrollment limits may apply.

Required Permissions/Procedures
- Students should register using the above class numbers according to the procedures of their home school.
- Completing prerequisites is the responsibility of the student.
- A class application form from the student’s home school must be complete (if applicable).
- Instructor permission is required for all eligible PACS classes prior to enrollment. Obtaining such permission is the responsibility of the student.
- Students should be cautioned that the PACS calendar may differ from his/her home program.

Academic Credit
- Classes will count toward requirements of the PACS degree should the student subsequently enroll in the Au.D. or M.S.D.E. program if all of the following requirements are met:
  - The student enrolls in the PACS degree program within three calendar years of the start date of the class.
  - The student received a grade of “B” or better in the class.
  - The same class is required in the curriculum at the time of the student’s enrollment.
- Students should consult with their own advisor/administrator for advanced approval if academic credit toward their degree is desired.

Grade Options
• Grade options for non-PACS students are determined by the student’s home school rules, and within the offerings of that class.

**Full-Time and Part-Time Enrollment**

Admission to the degree-seeking programs is granted on a full-time basis only. Full-time enrollment for doctoral (Au.D. and Ph.D.) students is defined as nine (9) or more semester hours for the fall and spring semesters; full-time enrollment for M.S.D.E. students is defined as 12 or more semester hours for the fall and spring semesters. Admission as an S.N.C.D. is granted on a part-time basis only. Enrollment status decisions are made at the time of admission by the Admissions and Scholarship Committee.

Admission or conversion to part-time enrollment will be approved only under extraordinary and compelling circumstances. Conversions are infrequent and may be granted only on a temporary basis by the CAPES as part of an ISP and/or upon request. Students may request such a conversion in writing, via original signed letter, to the PACS Office at least 30 days before the first day of semester classes. Statements should describe the reason for the request, and the requested start and end dates. The CAPES may request additional documentation before a decision is made. The usual tuition and fees and refund schedule will apply for any period of enrollment during the period in which the request is being reviewed. Students are expected to continue to attend scheduled classes, practicum, and other activities normally required for students during this review period. Students should note that conversion of enrollment status may impact the student’s class of study; tuition rate; curriculum offerings; eligibility for financial aid (including PACS Scholarship awards); eligibility for student health, life, and/or disability coverage; and/or other aspects of the academic program and/or benefits of enrollment.

**Graduation Requirements**

**Doctor of Audiology (Au.D.)**

Students pursuing for the Doctor of Audiology (Au.D.) must complete the prescribed curriculum, including classes and concurrent practicum experiences. This curriculum satisfies the Washington University requirements of a minimum of 72 semester units of graduate credit. As part of this curriculum, students must complete a Capstone Project (three semester hours minimum), culminating in a publication to be permanently stored in the digital holdings of the Bernard Becker Medical Library, and the findings of the project must be defended orally at the annual PACS Student Research Colloquium.

The PRAXIS examination is the culminating examination required for the Certificate of Clinical Competence (CCC) in Audiology by the American Speech-Language-Hearing Association (ASHA), and by most U.S. states for licensure purposes. Official score reports showing a passing score must be submitted directly to PACS by the Educational Testing Service (ETS), which administers the PRAXIS, before Au.D. students can be recommended for their CCC. Submission of score reports is also required so that PACS can provide the required data as part of its accreditation. A copy of the score report will be kept in the student’s academic file.

**Master of Science in Deaf Education (M.S.D.E.)**

Students pursuing the Master of Science in Deaf Education must complete the prescribed curriculum, including classes and concurrent practicum experiences. This curriculum satisfies the Washington University requirements of a minimum of 33 semester units of graduate credit and at least six (6) semester units of credit selected from classes in the 500-series or higher. As part of this curriculum, students must complete an independent study (two semester hours minimum), culminating in a publication to be permanently stored in the digital holdings of the Bernard Becker Medical Library. The findings of the project must be presented orally at the annual PACS Student Research Colloquium.

A comprehensive examination, usually taken in the final semester as an oral examination, is also required of all M.S.D.E. degree students. In addition, a content-area assessment for students pursuing initial teacher certification in Missouri will be required. Documentation of receipt of a passing score on this examination must be received before two-year M.S.D.E. students can be recommended for teacher certification. Submission of score reports is also required so that PACS can provide the required data as part of its accreditation. A copy of the score report will be kept in the student’s academic file.
**Doctor of Philosophy (Ph.D.) in Speech and Hearing Sciences**

To earn a Ph.D. at Washington University, a student must complete 72 semester hours, maintain satisfactory academic progress, pass certain examinations, fulfill residence and teaching requirements, and write, defend, and submit a dissertation. Full-time enrollment is required. Complete information on the requirements, policies, and procedures for the Ph.D. can be found in the Graduate School of Arts & Sciences Bulletin at [http://graduateschool.wustl.edu](http://graduateschool.wustl.edu). Information contained in the Bulletin related to admissions, financial information and academic information takes precedence for Ph.D. unless otherwise specified here.

Classes for the Ph.D. are drawn from departmental offerings, including statistics and research methods. Classes may also be drawn from related departments in affiliated areas of study. There is no prescribed curriculum; development of a curriculum that is appropriate for the individual student’s background and interests is developed with the advisor. Forty-eight hours are typically completed in the first two years of study, followed by completion of the written and oral qualifying examinations. Students then submit the title, scope and procedure of the dissertation for approval, which then allows admission to candidacy for the Ph.D. Completion and defense of the dissertation is the focus of the final year(s) of study.

Teaching experiences are designed to prepare Ph.D. students to become effective teachers and communicators of their discipline and their intellectual research endeavors. Objectives of these teaching experiences include: providing students with adequate breadth and depth of teaching experiences, providing faculty mentoring, and enhancing the overall training for Ph.D. students.

The following TA/teaching opportunities are required for all Ph.D. students:

1. TA orientation must be completed before students will be allowed to begin fulfilling the formal teaching requirements.

2. Students will be required to complete introductory teaching experiences by participating in the instruction of at least one speech and hearing class for no fewer than five class lectures. In addition, students will be expected to participate in supporting activities for that class, such as facilitating labs, mentoring individual students, and grading. For each class, the student will be assigned a faculty mentor who will provide guidance, support, and feedback throughout the experience.

3. Students will be required to complete advanced teaching experiences by (a) regularly attending departmental activities (e.g., brown bags, audiology grand rounds, otolaryngology grand rounds, research colloquia) throughout their enrollment and (b) providing at least five lectures at such departmental activities and/or national research meetings.

The student is responsible for tracking and documenting completion of these requirements via the Teaching Requirement Tracking and approval Form (Appendix N). The PACS Office will maintain the official, current copy of the form in the student’s file. Students should work closely with their advisor and the PACS Office to ensure that the information is kept up-to-date and accurate and that documentation is submitted, as appropriate and applicable, in a timely manner.

PACS requires that a copy of the final dissertation be made available to the dissertation examination committee at least four weeks before the dissertation examination takes place.

PACS will pay for the binding of two copies of the dissertation, with one copy provided to the student at no charge and one copy to be kept on file within the department.

**Grievance Procedures**

From time to time, individuals may feel they have legitimate complaints regarding some aspect of their involvement with PACS. It is the objective of PACS that such individuals have prompt and formal resolution of their grievance and that this will be accomplished through orderly procedures.
Prior to submitting a formal complaint, individuals should attempt to resolve the grievance with the individual involved. For example, if a student has a concern about a class, he/she should first discuss the matter with the instructor(s) involved, or if an instructor has a concern about a student’s behavior or performance, he/she should first discuss it with the student. In the case of practicum issues, the practicum coordinator should be included in these discussions. If such discussions do not resolve the concern, or if the individual is not comfortable with this class of action, the student’s advisor, director of the degree program in which the student is enrolled, and/or the Program Director should be notified. Oftentimes, the concern can be resolved satisfactorily during this informal process.

For formal complaints, a written grievance should be filed with the PACS Office. This will be presented to the Program Director. A written response will be provided within 10 business days. If a resolution has not been reached, an anticipated timeline or next steps will be included in this written response.

Complaints that are serious in nature and/or are not resolved at the departmental level may be taken to the School and/or University levels for action. Other School and/or University policies and procedures may take precedent in cases of serious concerns or complaints. The following members of the School of Medicine administration may be contacted with such grievances:

- Alison Whelan, M.D.
  Senior Associate Dean for Education
  (314) 362-7800
  whelana@wustl.edu

- Legail Chandler
  Assistant Dean/Executive Director for Human Resources
  (314) 362-4900
  legail.chandler@wustl.edu

The PACS Office will keep a record of formal, written grievances for a period of at least three (3) calendar years. Such records will be separate from student academic files, but maintained in a secure manner similar to that of student records. Relevant details of complaints may be shared with the appropriate committee of the faculty, University personnel, and/or accrediting agencies for purposes of reporting or to use lessons from the incident, process, procedures, and/or outcomes to improve teaching, learning, the student experience, or other aspects of the department’s operations.

Students in the Au.D. program may also file a complaint with the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation (CAA) if (a) the complaint relates to the standards for accreditation of the graduate program and (b) includes verification that the complainant exhausted all other complaint procedures. Complaints should be made in writing and be signed by the complainant. Documentation should include a clear description of the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. Complaints should be submitted by mail to:

- Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
  American Speech-Language-Hearing Association
  2200 Research Blvd.
  Rockville, MD 20850

Formal complaints will not be accepted by the CAA via e-mail or fax.

**Independent Study**

The successful completion of the Independent Study is a degree requirement for the Master of Science in Deaf Education (M.S.D.E.). All Independent Study projects must be submitted electronically so that they can be placed in the Bernard Becker Medical Library’s digital repository (“Digital Commons@Becker”). By submitting the Independent Study to the PACS Office, the student authorizes Bernard Becker Medical Library to post a copy of their work in Digital
Commons@Becker or its successor technology. Please review the Digital Commons@Becker section of this handbook for important information on the digital repository, including the website link, permissions, copyright, and prior publication. At the sole discretion of PACS, projects may be subject to review and approval prior to submission to Digital Commons@Becker. For detailed information on the Independent Study and its requirements, please refer to the separate publication “Guidelines for the Development and Submission of the Capstone Project and Independent Study”.

Leave of Absence Policy

A. A student may request a leave of absence for academic or personal reasons by submitting a statement in writing to the CAPES. Such a statement should include indication of the start and anticipated ending dates and a brief statement of the reason (academic or personal). Requests for leave of absence must be approved in advance by the CAPES. Leaves of absence shall be granted for no more than one year and no less than one semester, but in unusual cases may be renewed by CAPES for additional years. Students requiring a personal leave of absence for medical reasons must submit a supporting letter from the Director of the Student Health Service. If the student is not covered by the School of Medicine’s University Health Policy, a supporting letter from a qualified professional can be substituted. The CAPES will make the final decision on granting the leave of absence.

B. If there is a reasonable basis for believing that the continued presence of the student on campus or in practicum rotations poses a substantial threat to the student, to patients or students, or to the rights of others to engage in their normal University functions and activities, the following procedure applies:

1. The Chancellor or his designate may impose an involuntary leave of absence when there is evidence that a student has committed an offense under these rules or the University’s Judicial Code and there is evidence that the continued presence of the student on the University campus or as a participant in a practicum rotation poses a substantial threat to himself or herself, to patients or students, or to the rights of others to continue their normal University function and activities.

2. Imposition of the involuntary leave of absence may result in denial of access to the campus, prohibition of class attendance and/or prohibition of participation in practicum rotations.

3. If an involuntary leave of absence is imposed, the suspending authority shall prepare a written notice of the imposition and shall have the notice mailed certified or personally presented to the student. The written notice shall include a brief statement of the reasons therefore, and a brief statement of the procedures provided for resolving cases of involuntary leave of absence under these rules.

4. The student shall be given an opportunity to appear personally before the suspending authority within five (5) business days from the date of service of the notice of imposition of the involuntary leave of absence. If the student asks to appear personally before the suspending authority, only the following issues shall be considered:
   a. Whether the suspending authority’s information concerning the student’s conduct is reliable; and
   b. Whether under all the circumstances, there is a reasonable basis for believing that the continued presence of the student on campus or in practicum rotations poses a substantial threat to the student, to patients or students, or to the rights of others to engage in their normal University functions and activities.

5. Within one week of the date of imposition of the involuntary leave of absence, the suspending authority shall either file a statement of charges against the student with the University Judicial Board, and shall have the statement or charges served, by mail or personal service, upon the student and the dean of the school or college or director of the program in which the student is enrolled or initiate proceedings under these rules to convene a Disciplinary Committee.

6. A temporary suspension shall end when:
   a. Rescinded by the suspending authority; or
   b. Upon the failure of the suspending authority to promptly file a statement of charges with the University Judicial Board or a Disciplinary Committee; or
   c. When the case is heard and decided by the Judicial Board or a Disciplinary Committee.

7. Return of students from involuntary leave of absence requires clearance of both the Director of Student Health and the PACS Program Director.

C. A student returning from a leave of absence of one year duration or less will maintain the same tuition rate. Students returning after more than one year leave of absence will assume the tuition rate of the class they are
rejoining. Please refer to the section “Withdrawals and Refunds” for information on the effect of a leave of absence on tuition and other financially related matters.

D. Students receiving financial aid should be advised that at the end of sixty (60) days or more leave of absence, the grace period for loan repayment during a leave of absence may be exhausted. In such cases there will be an obligation for the student to start payments. According to the Federal rules under which loans are made, the use of a grace period during a leave of absence will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Financial Aid Office to determine the implications of a Leave of Absence for their financial aid.

E. The student’s original scholarship level cannot be guaranteed for renewal after returning from a Leave of Absence.

F. The student’s original curriculum and/or class offerings available to a student cannot be guaranteed for students after returning from a Leave of Absence, which may result in an extension of the typical length of study or other changes in the typical class of study.

G. The student is not provided the student health, disability, or life coverage during leaves of absence.

H. Students who wish to reenroll within the approved period of a leave of absence must file a written request to the CAPES at least 30 days before the first day of semester classes. The CAPES will provide the student with the accompanying documentation that will be required, if any, for review of the request.

Letterhead
The use of PACS letterhead in any form is restricted to official departmental business purposes and may not be used by students without advance permission of the Program Director.

Minor in Speech and Hearing Sciences
PACS offers the Minor in Speech and Hearing Sciences through the College of Arts & Sciences to qualified undergraduate students. Information and requirements can be found at http://bulletin.wustl.edu/artsci/speechhearing/.

Observance of Religious Holidays
If a class or scheduled event conflicts with religious observance and cannot be changed, it is the responsibility of the student to talk to the instructor and arrange coverage of the material in another manner.

Observation, Practicum, and Externship Requirements
The Au.D. and M.S.D.E. programs each have separate, specific observation, practicum, and/or externship requirements for the degree. These requirements are detailed in separate publications.

Oral Examinations
The Oral Examination is a degree requirement for all M.S.D.E. students. The Oral Examination is intended to sample the student’s ability to respond to questions that require a synthesis of knowledge obtained through classes, observation and practicum, and research; it is not intended as a defense or review of the Independent Study, though questions about the student’s Independent Study may be asked. Oral Examinations for M.S.D.E. students are typically scheduled during the final semester of study, with students examined by a three-member committee of the PACS faculty.

Qualifying Examinations
Admission to candidacy for the Ph.D. degree is contingent upon passing examinations called preliminary, qualifying, general or comprehensive. The qualifying process varies according to the department or program. In some
departments and programs it includes a series of incremental, sequential, and cumulative examinations spaced at intervals of time. In other departments or programs the examinations are telescoped into a relatively short period. The department or program that conducts the qualifying examinations assumes responsibility for notifying the Washington University Graduate School of Arts and Sciences of the admission of a student to candidacy. While the timetable for admission to candidacy varies from subject to subject, it is not the policy of the Graduate School to encourage, by financial awards or other means, the continuation of students who have met the residence requirements for the Ph.D. degree without passing the qualifying examinations.

1. Students are generally required to complete the required curriculum and/or the curriculum agreed upon with his/her advisor before Qualifying Examinations can be scheduled. This coursework must satisfy the Washington University requirements of a minimum of 72 semester units of graduate credit. Please note that only classes with grading options of 'Credit' will be accepted toward this 72-hour requirement; classes with grading options of 'Audit' or 'Pass/Fail' will not count. Exceptions can only be granted by the Program Director, with the advisor’s recommendation.

2. Students should work with his/her advisor and other faculty members to begin preparations for the qualifying exam one to two semesters prior to the scheduled date of the exam. At this time, the student should also notify the Program Director, his/her advisor and the PACS Office in writing of his/her intent to complete the qualifying exam and the preferred month for the exam.

3. Several months beforehand, the qualifying examination committee will be formed, with members chosen based on the student’s area(s) of interest. Three faculty members are the minimum, with the typical committee consisting of four to five faculty members, at least two of whom should hold the rank of professor.

4. The qualifying examination is intended to demonstrate the student’s level of knowledge in the field for which he/she is pursuing the doctoral degree. Students will be expected to present knowledge in both oral and written form, and to respond to questions posed by his/her committee.

5. For the written section, students may choose to complete the exam in one eight-hour day or two four-hour days. In advance, areas for study should be discussed with the advisor. Students will be presented with four sets of questions, with two questions in each set. Students must choose one question from each set to answer, for a total of four questions answered.

6. For the oral section, the student will be presented questions by the committee.

7. After completion of both sections, the student will be notified of his/her performance. There are typically three possibilities:
   - Pass—The student has qualified as a candidate for the Ph.D. degree.
   - Conditional Pass—The student must fulfill additional requirements, as determined by the committee, to pass the examination.
   - Fail—The student must withdraw from the program or retake the examination.

8. Washington University will be notified upon passing of the qualifying examination and upon Dean’s approval, the student will be considered a candidate for the Ph.D. degree.

Research Guidelines

Please visit [http://research.wustl.edu](http://research.wustl.edu) for information on policies and procedures related to research. All student research activities must be coordinated and approved through PACS and/or Otolaryngology and must follow all applicable research policies and procedures.
Research Training Programs

Several elective research training programs are periodically available to qualified Au.D. students. Such programs are generally offered either as summer (two-month or three-month) or as full-year programs of study. Students should not accept the offer of admission without taking the following steps:

1. Request the approval of the Director of Audiology Studies to participate in the program of study. Such requests are generally allowed for a single summer program of study, in lieu of a summer practicum experience, and/or for a single one-year program of study.
2. If the request is approved by the Director of Audiology Studies, students admitted to a one-year program of study should request a leave of absence from the CAPES; this step is not required for students admitted to a summer program of study.
3. The student should provide notification to the PACS Office.
4. The student may then accept the admission offer.

Residency Requirement

Master of Science in Deaf Education (M.S.D.E.)
The minimum residence requirement is the satisfactory completion of one full year of graduate study (24 semester units) in academic residence.

Doctor of Philosophy (Ph.D.) and Doctor of Audiology (Au.D.)
The minimum residence requirement for the Ph.D. and Au.D. degrees is the satisfactory completion of three full years of graduate study (72 semester units), of which at least two years (48 semester units) ordinarily will be spent at Washington University. Please note that only classes with grading options of ‘Credit’ will be accepted toward this 72-hour requirement; classes with grading options of ‘Audit’ or ‘Pass/Fail’ will not count.

Severe Weather and Emergency Conditions

The University maintains a central website for communicating emergency information to all faculty, staff, students, and others at http://emergency.wustl.edu/.

The full text of the WUSM Severe Weather and Emergency Conditions Policy for Students in the WUSM Education Programs is included below. To summarize, in the event of severe weather or an emergency condition, the Dean will determine whether there is a need to establish an “alternate work status.” Such status would mean that:

• Classes are cancelled
• Check with your practicum site to see if you need to report
• Other educational activities will be delayed or cancelled

If an “alternate work status” is declared, you should receive email notification from the School of Medicine. PACS will also try to duplicate these email communications to be sure everyone receives the message. Local media outlets may also be notified. It is important to note that the School of Medicine will make its own determination, separate from the Danforth Campus, so even if you see “Washington University” has cancelled classes, please follow only the communication you receive from the School of Medicine.

Individual instructors may still make independent decisions about holding classes, and as always, everyone should make their own determination about whether they can safely travel.

Individuals assigned as emergency contacts in PACS are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Contact Information</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>William W. Clark, Ph.D.</td>
<td>Program Director</td>
<td><a href="mailto:clarkw@wustl.edu">clarkw@wustl.edu</a></td>
</tr>
<tr>
<td>Beth Elliott, M.A.T.</td>
<td>Director, Finance and Student/Academic Affairs</td>
<td><a href="mailto:elliottb@wustl.edu">elliottb@wustl.edu</a></td>
</tr>
<tr>
<td>Beth Fisher</td>
<td>Administrative Coordinator</td>
<td><a href="mailto:fisherbet@wustl.edu">fisherbet@wustl.edu</a></td>
</tr>
<tr>
<td>Rene Miller</td>
<td>Academic Records Assistant and Coordinator</td>
<td><a href="mailto:millerrp@wustl.edu">millerrp@wustl.edu</a></td>
</tr>
</tbody>
</table>
WUSM Severe Weather and Emergency Conditions Policy for Students in the WUSM Education Programs

The School of Medicine must maintain essential services and operations during any severe weather or emergency situation and provide for the safety and care of its patients, students, staff, and faculty. In response to severe weather or other emergency situations, the Dean of the School of Medicine will determine the need for departments or education programs within the School of Medicine to temporarily establish an alternate work status.

For students, “alternate work status” means that the WUSM education program (DBBS/MSTP, Audiology, Masters Programs, Medical Student Education, Occupational Therapy, and Physical Therapy) may cancel or delay classes as necessary for as long as the WUSM dean determines to help ensure the safety of students, staff, and faculty. If the dean designates an “alternate work status” for WUSM, the respective education program directors will communicate to their students, either via website or emergency broadcast, information regarding the status of classes, non-clinical education activities (exams, labs, etc.), and clinical rotations as follows:

- **Classes and all non-clinical educational activities** (i.e., exams, labs, standardized patient sessions, etc.) are **cancelled**: Students are not expected to report to classes or non-clinical educational activities during the time that the dean has declared an “alternate work status,” and student absences will be noted as “excused” during this timeframe only. Program directors will determine what, if any, make-up schedule is needed. Students are also strongly encouraged to cancel any non-official student activities or functions that are scheduled during this timeframe to eliminate unnecessary travel in severe weather conditions.

- **Clinical rotations**: Clinical rotations for students include both educational and clinical care components and the relative balance varies by rotation. Therefore, the decision of which clinical rotations include sufficient essential clinical care to warrant student participation during an “alternate work status” event will be made by the respective education program directors. **For all rotations in which students are deemed essential, they will be expected to attend during “alternate work status” times**, and the program will be expected to provide appropriate overnight accommodations as needed.

- **On occasion, classes, non-clinical educational activities, and or clinical rotations may be delayed** – students are expected to report to classes, non-clinical educational activities, or clinical rotations on a **delayed schedule**; program directors will communicate the exact time to report via the website or broadcast message; not reporting shall result in an unexcused absence according to the policies of individual programs.

We should presume that the School of Medicine is operating normally unless there is an official communication to the contrary from the Dean’s Office via your respective education program.

The ultimate decision regarding whether the commute to classes or to clinical rotations can be safely made remains with the individual. If a student does not feel she/he can safely commute, and the School of Medicine is operating normally, the standard absence policy for the students’ respective education program shall be in effect.

Transfer of Credit

All transfers of credit must be approved by the student’s home department/program and a recommendation will be made to the Dean. Generally, classes completed over seven years prior to commencement of studies will not be considered for transfer. Academic credit applied to complete requirements for an advanced degree may not be transferred to fulfill requirements for an equivalent or lower degree, and academic credit applied to complete an undergraduate degree may not be transferred to complete a higher degree.

All graduate academic credit approved for transfer will be transferred as electives unless the classes are judged to be equivalent to core classes offered by PACS. Students will be required to submit a syllabus and/or official class description as evidence of class content with the transfer request.

Generally, classes completed over seven years prior to commencement of studies will not be considered for transfer. Academic credit applied to complete requirements for an advanced degree may not be transferred to fulfill requirements for an equivalent or lower degree.
Master of Science in Deaf Education (M.S.D.E.)
A maximum of six (6) semester units may be transferred from an institution of recognized graduate standing toward fulfillment of requirements for the master’s degree from Washington University. Applications for the transfer of credit for the master’s degree are not approved, however, until one full semester of study (12 semester units) has been completed successfully. All transfers of credit must be approved by the student’s home department/program and a recommendation will be made to the Dean. Transfer hours are generally not needed for students completing the M.S.D.E. since the curriculum is prescribed and meets the minimum University requirements for the master’s degree.

Doctor of Audiology (Au.D.)
A maximum of 24 semester units (one full year of study) may be transferred from an institution of recognized graduate standing toward fulfillment of requirements for the doctoral degree from Washington University. Applications for the transfer of credit for the doctoral degree are not approved, however, until one full year of study (24 semester units) has been completed successfully. Transfer hours are generally not needed for students completing the Au.D. since the curriculum is prescribed and meets the minimum University requirements for the doctoral degree.

Doctor of Philosophy (Ph.D.)
A maximum of 24 semester units (one full year of study) may be transferred from an institution of recognized graduate standing toward fulfillment of requirements for the doctoral degree from Washington University. Applications for the transfer of credit for the doctoral degree are not approved, however, until one full year of study (24 semester units) has been completed successfully. Students who completed the Master of Science in Speech and Hearing (M.S.S.H.) at Washington University may apply to transfer up to 33 semester units of credit toward fulfillments of the Ph.D. degree. Students who completed the M.S.D.E. at Washington University may apply to transfer up to 36 semester units of credit toward fulfillments of the Ph.D. degree. Students who completed the Au.D. at Washington University may apply to transfer up to 48 semester units of credit toward fulfillments of the Ph.D. degree.

Tuition Payment and Late Fees

Tuition and Fees
PACS tuition and fees are published annually in the PACS Bulletin. Rates include all classes and practicum required for the degree, as well as any additional classes required for professional certification, assuming these additional classes have been approved by PACS, students receive appropriate PACS and/or advisor approvals, and that the classes are completed at Washington University. Rates are frozen at the time of enrollment and are guaranteed for all years of study for students who remain in good standing and maintain continuous enrollment in the admitted program. Students are responsible for any additional tuition charges and/or fees for other unapproved classes taken through Washington University and/or classes required for professional certification that is completed at another institution.

Tuition Bills
Tuition bills are delivered to students electronically through WebSTAC. The system allows students to view tuition bills, make electronic payments, print bills, review account history for up to 12 months, and create unique logon access for parents or “other payers” that only students can authorize. This information can be viewed through WebSTAC by selecting Billing Records, then Pay/View My Bill.

Tuition Payment
Tuition and related fees are due by the last business day of the first full week of classes each semester. Tuition due dates will be listed on the PACS Academic Calendar. **Tuition can be paid in the Office of the Registrar, located in the McDonnell Science Building, Room 100, Monday through Friday, 8:30 a.m. – 5:00 p.m.** Accepted forms of payment are check and money order. **Cash or credit cards cannot be accepted. Students and/or other authorized payers can also pay tuition through WebSTAC.**

If a student has not satisfied past financial obligations to Washington University (tuition, fees, Olin Residence Hall fees, bookstore charges, library charges, copy fees, etc.) by one month before the end of the academic year, the
student’s academic record/transcript will not be released until the account is paid in full. In addition, the student will not be promoted, graduated, or allowed to enter practicum placements.

Students who rely on loans should be certain their loan applications and other paperwork are submitted and processed in time to meet registration deadlines. The WUSM Office of Student Financial Planning will assist students with loan applications and financial planning upon request. Please note that students receiving scholarships from PACS must meet the requirements of the scholarship in order for the funding to continue.

**Late Fees – Tuition**
All payments of tuition and other University charges are due and payable on the dates specified on the PACS Academic Calendar, which is published annually. Any payment due from the student and not paid by the specified date will accrue interest at the usury rate in effect on the first business day of the month in which payment is due. The fee will be imposed on any accounts not paid within 30 days of the due date. Any amount not paid when due plus accrued interest thereon must be paid in full within three months of the original due date will result in the suspension from classes.

If a student fails to settle such unpaid amounts within three months of the original due date, the School will not release the student’s grade reports or transcript pending settlement of the unpaid account. A student who has not satisfied all of his/her delinquent financial obligations to Washington University (tuition, fees, Olin Residence hall rental, etc.) by the end of the academic year will not be allowed to progress to the next academic year, or graduate.

Students who rely on financial aid funds to meet their obligations should submit their applications for processing according to application deadlines published by the Office of Student Financial Planning. Deadlines allow for receipt of financial aid funds if applications are filed by the deadline. The Office of Student Financial Planning will assist students with loan applications and financial planning upon request.

**Visitors**
Visitors may attend classes offered by PACS and/or utilize the PACS facilities (including the student lounge) only with advance permission. Guests of students must be accompanied by the student at all times.

**Waiving and Auditing Classes**
The Doctor of Audiology (Au.D.) and two-year Master of Science in Deaf Education (M.S.D.E.) programs each have prescribed curricula that meet current requirements of the University, PACS, and certification/licensing agencies. These curricula have been designed to provide comprehensive preparation for future professionals in the fields of audiology and deaf education. Selected classes may be waived through successful completion of an equivalent class, or classes, at another college/university prior to enrollment in PACS. These classes, and the academic requirements to waive them, are listed below. Any student who has completed one of the required PACS classes through PACS within two years of enrollment and received a grade of “B-” or better will not be required to retake that class.

**Doctor of Audiology (Au.D.)**
- **PACS 4301 – Sign Language I**
  Requirement: A two-credit course in sign language systems, or the equivalent content in multiple classes.
- **PACS 434—Typical Language Development**
  Requirement: A three-credit class that dealt primarily (>50%) with **typical** language development, or the equivalent content in multiple classes.
- **PACS 543—Survey of Speech and Language Disorders**
  Requirement: A two-credit class that covered **speech and language disorders**, or the equivalent content in multiple classes.

**Master of Science in Deaf Education (M.S.D.E.) – Two Year**
- **PACS 4301 – Sign Language I**
  Requirement: A two-credit course in sign language systems, or the equivalent content in multiple classes.
- **PACS 434—Typical Language Development**
Requirement: A three-credit class that dealt primarily (>50%) with typical language development, or the equivalent content in multiple classes.

- **EDUC 408—Education and Psychology of the Exceptional Child**
  Requirement: A three-credit class on psychology and/or education of the exceptional child (including gifted).

- **PSYC 304—Educational Psychology; PSYC 321—Developmental Psychology I; or EDUC 4052—Educational Psychology**
  Requirement: A three-credit class on psychology/development of children and adolescents.

Students interested in waiving or auditing one or more of these classes should complete the “Request for Class Waiver/Audit” form and submit it with the required documentation. The request will be reviewed and the student will be notified of waiver/audit eligibility. Please note that you may not use one previously-taken class to waive more than one class. In some cases, such as classes outside PACS, approval of the instructor may also be required and additional tuition charges may apply. Students who audit a class are required to attend class and participate regularly in class activities. However, completion of assignments, exams, tests, etc. is not generally required. Students are strongly encouraged to meet with the instructor before the beginning of the semester to discuss expectations and to ensure that the audited class will not interfere with practicum or other requirements of the degree program, which take priority. Students who participate successfully will receive a grade of ‘L’; students who fail to participate successfully will receive a grade of ‘Z’. The audited class and the grade received will appear on the transcripts, but the class is not creditable toward the fulfillment of advanced degree requirements and will not count toward the GPA.

**Withdrawals and Refunds**

During the first two weeks of academic classes, withdrawals from a class will not show on the transcript and all records of the class will be deleted. Between the third and twelfth weeks of classes, a withdrawal will appear as a “W” on the transcript. After the twelfth week, no withdrawals will be permitted, even if the instructor consents to the withdrawal. In addition, students in the Doctor of Audiology (Au.D.) Program and the Master of Science in Deaf Education (M.S.D.E.) Program may not withdraw from required classes unless one or more of the following conditions has been met:

- such withdrawal is part of a CAPES-approved ISP;
- the student has received approval to waive/audit that class;
- the class is an elective;
- the student is withdrawing from the program or taking an approved leave of absence.

Any student who, for any reason whatsoever, wishes to withdraw from PACS should consult first with the Program Director. No such withdrawal will be official until students file a written request for withdrawal to the Program Director that has been approved. Subsequent readmission is neither implied nor guaranteed for students who elect to withdraw. If one or more of these conditions has been met, the student should complete an Add-Drop Form, have it signed by his/her advisor, and submit it to the PACS Office. The following withdrawal and refund schedule applies to Au.D., M.S.D.E. and S.N.C.D. students in PACS.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Applicable Refund</th>
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<tbody>
<tr>
<td>Within 1st week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Within 2nd week of classes</td>
<td>70%</td>
</tr>
<tr>
<td>Within 3rd or 4th week of classes</td>
<td>60%</td>
</tr>
<tr>
<td>After 4th week and before end of 8th week</td>
<td>40%</td>
</tr>
<tr>
<td>After 8th week</td>
<td>0%</td>
</tr>
</tbody>
</table>

Ph.D. students should consult with the Graduate School of Arts and Sciences for policies and procedures related to withdrawals and refunds. For more information, please visit [http://graduateschool.wustl.edu/](http://graduateschool.wustl.edu/).
Resources

Accounts
PACS students have two primary accounts for financial transactions.

- **Tuition Account**: The tuition account is the account maintained by Washington University, to which all tuition charges, scholarship credits, and loan disbursements are posted. Examples of other items that post to this tuition account include interlibrary loan charges, library fees and fines, parking permits, parking fines, Graduate Student Assistantship (GSA) credits, and residence hall charges. Tuition account information, including balance information and transaction history, is available through WebSTAC.

- **Incidental Account**: The incidental account is the account maintained by PACS, to which various incidental charges may be posted. Examples include fees for padlocks, returned checks, late registrations, and late scholarship agreements.

Athletic Facilities

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Website</th>
<th>Cost?</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Forty Fitness Center</td>
<td>Offers exercise classes, cycling, massages, and personal training. Open to graduate students.</td>
<td><a href="http://s40fitness.wustl.edu/">http://s40fitness.wustl.edu/</a></td>
<td>Yes</td>
</tr>
<tr>
<td>Athletic Complex</td>
<td>Includes the Field House, Francis Gymnasium, Francis Field, and the Tao Tennis Center. Athletic facilities include a recreational gym with adaptable basketball, tennis, and volleyball courts; an eight-lane, 25-meter swimming pool with diving well; eight handball/racquetball courts; two squash courts; indoor and outdoor tracks; and a full weight room and sauna. (Does not include the McWilliams Fitness Center, which is available for an annual membership fee to graduate students.)</td>
<td><a href="http://bearsports.wustl.edu/Facilities/Pages/AthleticComplex.aspx">http://bearsports.wustl.edu/Facilities/Pages/AthleticComplex.aspx</a></td>
<td>No</td>
</tr>
<tr>
<td>Olin Residence Hall</td>
<td>Located on the ground floor of Olin Residence Hall is a large gymnasium, weight room and a laundry room with coin-operated washers and dryers. A student lounge with a fully equipped kitchen and large screen television is also located on the ground floor.</td>
<td><a href="http://bulletinoftheschoolofmedicine.wustl.edu/STUDENT">http://bulletinoftheschoolofmedicine.wustl.edu/STUDENT</a> SERVICES/Pages/Housing.aspx</td>
<td>No</td>
</tr>
</tbody>
</table>

Audiovisual Equipment
Each classroom is set up with audiovisual equipment to be used for teaching purposes. Please do not alter or remove any equipment from the classrooms without permission of the PACS Office. Any equipment altered or moved with permission must be returned to the original set-up and classroom. Problems with the equipment should be reported to the PACS Office.

Bulletin Boards
Student bulletin boards are located in the student lounge and outside the PACS Student Lab. Postings must be approved by the PACS Office. Notices will remain posted for 30 days. Please do not post announcements onto walls or any other painted surface using tape, push pins, or any other method.

Classrooms
There are three main classrooms used by PACS, all of which are located in the CID Building, 4560 Clayton Avenue.

- Clark Learning Center, CID Building, 3rd Floor
- Discovery Room, CID Building, 2nd Floor, Room 213
- PACS Classroom, CID Building, 2nd Floor, Room 2020
Additional classrooms on the Danforth and Medical Campus, such as the Farrell Learning and Teaching Center, may also be utilized. Classroom assignments for classes and final examinations will be posted on the schedules. The Clark Learning Center and PACS Classroom may be reserved by students for PACS-related functions. Please contact the PACS Office to check availability and make reservations.

Computer, Network and E-mail

Students have access to computers in the Student Lounge. From any workstation, students will be able to access the Internet, utilize a variety of application programs, send output to a network printer, access personal files on the network, and receive e-mail.

Students also have access to the WiFi network on the medical campus. Laptops and other devices must be set up by the information technology office to access the wireless network.

All students will be provided with a WU e-mail address. Email is the main method of communication between students, faculty, and staff. **Students are responsible for checking WU e-mail daily.**

Training on computer, network, and email systems will be available to students during orientation.

Copying, Printing, Scanning and Faxing

A Xerox machine is available in the Student Lounge that allows students to copy, print, scan/e-mail, and fax documents. Students should not use the machines of other departments/offices without advance permission. Any such charges submitted to PACS will be billed to students' incidental accounts.

- **Copying:** Using the copy function on the Xerox machine requires a copy code, which will be given to students at orientation. Students are responsible for making all copies required for classes and for costs related to copies. Students will receive 300 free images per academic year. Additional images may be purchased – see “Fees (Non-Tuition)” section for more details.

- **Printing:** Students may print to the Xerox machine from the Student Lounge computers. A code is not needed. Remote printing is also available through a print release station. Students are allowed $25 of free printed pages per semester and a shortcut to access your current print balance can be found on the desktop of each computer in the Student Lounge. Additional pages are available for purchase through the Campus Card, which can be accessed through WebSTAC. See “Fees (Non-Tuition)” section for more details.

- **Scanning/E-mailing:** A function is available on the Xerox that allows you to scan a document and send it via e-mail as an Adobe Acrobat pdf. After logging in, select “All Services”, then “E-mail”, enter the e-mail where you’d like the scanned document sent, and scan the document as you would if you were copying. The document will be delivered to the e-mail address as a pdf document.

- **Faxing:** The Xerox machine also allows the sending of local faxes and the receipt of faxes at no cost to the student. The personal copy code is required to access this feature. After logging in, select “All Services”, then “Fax”. To send a local fax, place the documents to fax on the top feeder facing up, dial 9 + the fax number and press the “Start” button. A confirmation page will print to let you know if the fax transmission was successful or not. For long distance faxes, there is a fee, which must be paid in advance. Students should complete a PACS Fax Cover Sheet, attach the documents to be faxed, and submit these items to the PACS Office. International fax services are not available.

- **Assistance:** If the machine is malfunctioning, out of service, or needs paper, please notify the PACS Office. Oftentimes, simply restarting the machine will solve the problem, so students are encouraged to troubleshoot on their own.

Financial Assistance

PACS is committed to enrolling talented, motivated students from diverse backgrounds. Historically, we’ve been able to provide assistance to 100% of our students through a variety of support mechanisms.

- **PACS Scholarships** are the primary form of financial support for Au.D. and M.S.D.E. students. Offered at the time of admission, PACS Scholarships are guaranteed for all years of study, provided the student remains in...
good standing. There is no work requirement in exchange for the scholarship during the student’s enrollment. A service obligation may be required for some scholarship recipients. Requests for increase in PACS Scholarship funding for the next academic year should be submitted in writing to the Admissions and Scholarship Committee by February 15th. The Admissions and Scholarship Committee may consult with the CAPES before responding to the request. Due to the financial limitations of PACS and the financial needs of the many talented students enrolled in PACS, increases to the PACS Scholarship are made only under extreme circumstances.

- A limited number of **Graduate Student Assistantships (GSAs)** are available to qualified Au.D. and M.S.D.E. students on a competitive basis. These positions typically provide a financial award in exchange for a work commitment to PACS, such as serving as a teaching or clerical assistant.
- **Federal Work-Study** positions may be available to qualified Au.D. and M.S.D.E. students. Such positions generally involve clerical work within PACS.
- **Part-time, paid positions** are often available.
- A number of other internal, competitive scholarships and awards are also available to Au.D. and M.S.D.E. on an annual basis following matriculation.
- The Office of Student Financial Planning can provide applicants to the Au.D. and M.S.D.E. programs with information on **loan opportunities**. For more information, please call (888) 840-3239, e-mail money@msnotes.wustl.edu, or visit http://wumfsinaid.wustl.edu/. Loan disbursement checks are distributed by the PACS Office and/or by electronic deposit (must be set up by the student in WebSTAC). Notification is sent to students via e-mail when loan checks are ready to be picked up from the PACS Office.
- Ph.D. students may be eligible for **partial tuition remission, fellowships, loans** and/or **external grants**. For more information, please visit http://graduateschool.wustl.edu/ or call (314) 935-6821.

### Food and Beverage Services

Vending machines are located in the CID Building on the 1st floor in the main lobby and in the Student Lounge on the 2nd floor. In addition, food and beverage services are available at a number of locations on the WUSM Campus (see list below) and nearby in the Central West End. The Campus Card may be accepted at select locations.

**Barnes-Jewish Hospital Cafeterias**  
4949 Barnes-Jewish Hospital Plaza, Main Floor  
216 S. Kingshighway

**Children’s Hospital Cafeteria**  
400 S. Kingshighway, Lower Level

**Farrell Learning and Teaching Center – Kaldi’s**  
Farrell Learning and Teaching Center (Euclid and Scott Avenues), 1st Floor

**4480 Clayton Ave.**  
4480 Clayton Ave., 1st Floor

**McDonnell Sciences Shell Café**  
McDonnell Medical Sciences Building (Euclid and McKinley Avenues), 1st Floor

**Queeny Tower Restaurant**  
Queeny Tower Building, 17th Floor

**Washington University Medical Bookstore (Barnes & Noble/ Starbucks Café)**  
Pediatric Research Building (4905 Children’s Place), 1st Floor

### Housing

Ample housing at reasonable rates is available near the WUSM campus.
Washington University On-Campus Housing
Graduate students may live in the Spencer T. Olin Residence Hall, 4550 Scott Avenue. Olin Hall provides housing for approximately 200 men and women enrolled in programs offered on the WUSM Campus, including the School of Medicine, Physical Therapy, Occupational Therapy, and other degree programs. The eleven-story building is adjacent to the Washington University School of Medicine and the McDonnell Science Building and located near Forest Park, the MetroLink light rail system, and a number of shops and restaurants in the Central West End. Olin Hall rates are approximately $3000-7000 per academic year, depending on the type of room you choose. For information, please contact:

Spencer T. Olin Residence Hall
4550 Scott Avenue
St. Louis, MO 63110
(314) 362-3230

http://bulletinoftheschoolofmedicine.wustl.edu/STUDENTSERVICES/Pages/Housing.aspx

Off-Campus Housing
Washington University owns and oversees a large number of apartment buildings in the area. The apartments have a mix of one, two, or three bedroom units. In most situations, residents pay their own utility charges. Some buildings are designated only for graduate students, while others are for undergraduates. For information, please visit: http://offcampushousing.wustl.edu/. In addition, the PACS Office has a list of apartment buildings in the nearby Central West End, which is available upon request.

Identification Badges
The Washington University School of Medicine ID badges are used for identification, building access, library services, obtaining tickets for athletic and other events, and other student services. Students are responsible for obtaining the ID badge during orientation. It is the policy of the Washington University School of Medicine that all students are required to display their ID badge in a place that is visible and above the waist line at all times while on campus or on the premises of the University owned or leased space. In addition, students must be able to produce it upon request by Protective Services or any other University official. Identification badges are the property of the University and will be retained by the University when a student ceases to be enrolled; a lost badge fee will apply if the ID badge is not returned at the end of the student’s enrollment (or at the end of the 3rd year in the case of Au.D. students). PACS will pay all fees for the initial (first) ID badge. A fee may apply for replacement badges. Please notify the PACS Office if a replacement badge is needed so the appropriate form can be submitted and fees collected.

International Students
The International Office has a variety of resources to facilitate adjustment for students from other countries. All students are welcome, and encouraged, to participate in activities at the International House. International students on non-immigrant visas should report to the International House upon arrival. It is located on the Danforth Campus, Stix International House, 6470 Forsyth Blvd. The International Office can answer questions about visas and work authorization and can be reached by phone at (314) 935-5910, by e-mail at oiss@wustl.edu, or on the web at http://oisshome.wustl.edu/.

Lending Library
PACS maintains a lending library of resources and materials for its faculty, staff, and students. Items, such as anatomical models, textbooks, testing and curriculum materials, hearing aids, otoscopes, and padlocks are available for check-out at no charge.

Library Addresses

<table>
<thead>
<tr>
<th>Library</th>
<th>Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Architecture</td>
<td>(314) 935-5268</td>
<td>Kemper Art Museum, Ground Floor (Danforth Campus)</td>
</tr>
</tbody>
</table>
Student Lockers and padlocks are available to all students free of charge on a first-come, first-serve basis, with full-time students given priority. Please see the PACS Office to check out a padlock. Personal padlocks may not be used and will be removed at the student’s expense. Lockers are located in the hallway leading into the Student Lounge. Students must turn in at the end of each academic year (following the spring semester) by the date indicated by PACS or be subject to a removal fee. The student will also be responsible for other actual costs to PACS for labor and materials (e.g., lock removal, locker repair).

Lost and Found
Lost and Found items will be held by the PACS Office. All items in the Lost and Found will be discarded at the end of the academic year.

Mail
Students may put stamped outgoing mail in the appropriate mailbox. All mail received for students will be placed in the student mailboxes. Campus mail may also be sent and must be marked with the campus box number; there is no fee for campus mail services. PACS can be reached at Campus Box 8042.

Office Supplies
The PACS Office will make some basic office supplies, such as paper clips, staplers, scissors, and tape, available to students in the Student Lounge.

Parking and Transportation Services
Parking
Parking is available on various surface lots and garages owned by Washington University. The surface lots are located at various sites within the WUSM Campus. Shuttle services are available for transportation from one site to another in accordance with shuttle schedules. To obtain information about parking permits and shuttle services, contact Facilities Integrated Service Center, which is located in Olin Residence Hall (4550 Scott Avenue), at WUSMFacilities@wusm.wustl.edu or (314) 362-3100.

Free Metro Pass
Washington University provides all full-time students with free access to the entire Metro transit system, including the light rail system (Metro Link) and bus system (Metro Bus). For information on routes and schedules, please visit http://www.metrostlouis.org. To apply for a free Metro Pass, please visit http://parking.wustl.edu/metro.htm.

Shuttle and Safety Services
Danforth Campus
Washington University offers bus service between campuses, to nearby shopping areas, and to a number of residential areas near the campuses. This service is free of charge. For information and routes, visit [http://parking.wustl.edu/](http://parking.wustl.edu/) or call (314) 935-5600.

**School of Medicine**

The School of Medicine offers two additional services. For more information on these, please visit [http://medfacilities.wustl.edu/parkingtransportation](http://medfacilities.wustl.edu/parkingtransportation).

1. **Personal Safety Escorts:** Protective Services provides personal safety escorts for students. Students may be transported in a vehicle or be walked to their vehicle. Shuttles should be used for routine rides to their campus destinations. Availability is at the discretion of Protective Services, and response time may vary. Please call (314) 362-4357 (HELP) to request a personal safety escort.

2. **Shuttle Services:** WUSM provides an additional shuttle service to several residential areas near campus, including the Central West End, DeBaliviere, Skinker, and Parkview neighborhoods. Shuttles depart on the hour and half-hour from Olin Circle, Monday-Friday, 5:00 p.m.-12:30 a.m. A valid WU ID must be presented and riders will be asked to provide their destination address. Please visit the website above for neighborhood maps and boundaries.

**Safety and Security (on campus)**

PACS is located in a secure building with 24-hour campus security by WUSM Protective Services. To contact Protective Services, call (314) 362-4357 (HELP).

**Safety and Security (of clients/students)**

Faculty, staff, and students have an ethical, and often legal, obligation to protect the safety of clients and students at all times. Every effort should be made to comply at all times with policies, procedures, laws, and other regulations in place in the location(s) where you are working and/or placed.

**SharePoint**

PACS maintains a secure SharePoint site at [http://pacs.wusm.wustl.edu](http://pacs.wusm.wustl.edu). The site includes helpful information and resources for faculty, staff, and students, such as a calendar to reserve time in the PACS Student Lab, web links, and forms. Students should use their network log-on information to access the site.

**Student Health Services**

All full-time PACS students receive coverage through the WUSM Student Health Services. These costs are covered by the tuition. This coverage provides some health, life, disability, and dental benefits. WUSM Student Health Services is located at 4525 Scott Avenue, 3rd Floor, Room 3420 and hours of operation are 8:00 a.m. – 4:00 p.m., Monday through Friday. Complete information is available at: [http://wusmhealth.wustl.edu](http://wusmhealth.wustl.edu). Note that this coverage applies for Ph.D. students, rather than the student health coverage typically offered for students in the Graduate School of Arts & Sciences.

**Student Lab**

The PACS Student Lab is located in the CID Building, Room 255 and the ID badge is needed to access the room via a card swipe. Students may reserve the Lab in 2-hour time blocks through an electronic calendar (see “SharePoint” for more information). Equipment and basic supplies are available in the Lab; these should not be removed or relocated for any reason. Additional equipment and supplies can be checked out from PACS (see “Lending Library” for more information). Students should handle the equipment and supplies with care, turning off all equipment and lights when finished and keeping the lab neat for fellow students. Students should notify the PACS Office if there are problems with the equipment or supplies in the Lab.
Student Lounge
The Student Lounge is located in the CID Building, 4560 Clayton Avenue, 2nd Floor. Keeping the area neat is the responsibility of the students.

Student and Professional Organizations
There are several active student organizations in PACS, as well as professional organizations in which students participate. All student organizations are expected to work closely with PACS administration for ongoing support and continued approval. All guest speakers, fundraising activities, professional activities, promotional materials, use of University classrooms or other space, correspondence with prospective students, advertising, and other situations that represent the University and/or PACS must be approved in advance by PACS.

Textbooks
Textbooks for classes offered by PACS are available from the Barnes & Noble College Bookstore on the WUSM Campus. More information is available at http://washingtonmed.bncollege.com. Information on other textbooks, resources, or supplies will be provided on the class syllabus.

Webpage
PACS maintains its own website at http://pacs.wustl.edu. See “SharePoint” for information on the secure site maintained by PACS.
Appendix A

2014-15 Academic Calendar

(Revised 8/15/14; dates are subject to change)

Fall Semester 2014

Wednesday, August 20  9:00 am – 4:00 pm: New Student Orientation (see orientation schedule) – REQUIRED FIRST DAY FOR ALL NEW PACS STUDENTS

Wednesday, August 20  10:30 am – 4:00 pm: Returning Student Meetings (see orientation schedule) – REQUIRED FIRST DAY FOR ALL RETURNING PACS STUDENTS

Wednesday, August 20  10:30 am – 12:00 pm: New Student Welcome and Lunch – ALL STUDENTS AND FACULTY INVITED

Wednesday, August 20  12:00 pm: Faculty Meeting, Clark Learning Center

Thursday, August 21  9:00 am – 4:00 pm: New / Returning Student Orientation (see orientation schedule)

Friday, August 22  8:00 – 11:00 am: New / Returning Student Orientation (see orientation schedule)

Friday, August 22  12:00 pm: Welcome Luncheon, Maggiano’s, #2 The Boulevard – ALL STUDENTS AND FACULTY INVITED

Monday, August 25  DEADLINE FOR ALL STUDENTS TO RETURN PACS STUDENT HANDBOOK SIGNATURE PAGE / DEADLINE FOR NEW STUDENTS TO COMPLETE HIPAA TRAINING

Monday, August 25  Fall 2014 Classes Begin


Friday, August 29  Fall 2014 Tuition Payments Due

Monday, September 1  Labor Day – No Classes

Tuesday, September 2  DEADLINE FOR ALL STUDENTS TO HAVE PERMANENT AND LOCAL ADDRESSES ENTERED IN WEBSTAC

Monday, September 29  Independent Study/Capstone Project Proposals Due to PACS Office – REQUIRED FOR ALL 1ST-YEAR M.S.D.E., 2ND-YEAR M.S.D.E., AND 3RD-YEAR AU.D. STUDENTS

Monday, September 29  Deadline to File Intent to Graduate for December 2014

Friday, October 17  Final Exam Study Period

Wednesday, November 26—Thursday, November 27  Thanksgiving Break—No Classes

Friday, December 5  Last Day of Classes for Fall 2014

Monday, December 8 – Wednesday, December 10  Final Exam Study Period

Thursday, December 11—Tuesday, December 16  Final Exams

Wednesday, December 17  11:30 am: Faculty Meeting, Clark Learning Center

Wednesday, December 17  December 2014 Degree Date

Spring Semester 2015

Monday, January 5  1:00 p.m.: Fall 2014 CAPES Meeting, PACS Classroom

Monday, January 5  Spring 2015 Observation and Practicum Begins (M.S.D.E. students)

Monday, January 5 – Friday, January 9  InterSession: PACS 4501- Observation and Practicum in Deaf Education – REQUIRED FOR ALL 1ST-YEAR M.S.D.E. STUDENTS

Friday, January 9  1ST-Year M.S.D.E. Meeting, Discovery Room

Monday, January 12  Spring 2015 Classes Begin

Monday, January 12  Spring 2015 Observation and Practicum Begins (Au.D. students)
Friday, January 16    Spring 2015 Tuition Payments Due
Monday, January 19    Martin Luther King, Jr. Holiday
Monday, March 2 — Tuesday, March 31    Oral Examinations (2nd-Year and 1-Year M.S.D.E. students), Schedule TBA
Monday, March 9 — Friday, March 13    Spring Break – No Classes
Monday, March 16    10:30 a.m., IRB Meeting, Clark Learning Center, REQUIRED FOR ALL 2ND-YEAR AU.D. STUDENTS – This Meeting is Subject to Change.
Monday, March 23 — Friday, April 3    Advising and Registration for Summer 2015 / Fall 2015
Friday, April 24    Final Drafts of Independent Studies/Capstone Projects Due to IS/CP Advisors
Friday, April 24    Last Day of Classes for Spring 2015
Monday, April 27 — Wednesday, April 29    Final Exam Study Period
Thursday, April 30 — Wednesday, May 6    Final Exams
Wednesday, May 6    Last Day to Submit Final Independent Studies / Capstone Projects to PACS Office
Wednesday, May 6    PACS Student Research Colloquium PRACTICE SESSION, Time and Location TBA
Wednesday, May 6    1:00 pm: 1st-Year M.S.D.E. practicum meeting, Discovery Room
Thursday, May 7— Friday, May 8    8:30 am – 3:00 pm, Post Session I – PACS Student Research Colloquium, Location TBA, REQUIRED FOR ALL STUDENTS (TO ATTEND OR PRESENT)
Monday, May 11    11:30 am: Faculty Meeting, Clark Learning Center
Monday, May 11    2:00 pm: Spring 2015 CAPES Meeting, PACS Classroom
Wednesday, May 13    PACS Student-Faculty Luncheon, Time and Location TBA
Thursday, May 14    10:00 am – 12:00 pm, Commencement PRACTICE SESSION, Farrell LTC, Connor Auditorium
Friday, May 15    Independent Study Advisor and Topic Due to PACS Office, REQUIRED FOR 1ST-YEAR M.S.D.E. STUDENTS
Friday, May 15    May 2015 Degree Date / Washington University Commencement Ceremony / PACS Recognition Ceremony, 1:00 pm, Farrell LTC, Connor Auditorium

Summer Semester 2015

Monday, May 18    First Summer 2015 Session Begins
Monday, May 18 – Friday, May 29    PACS 569 - Hearing Disorders, 9:00 a.m. – 12:00 p.m., Clark Learning Center, REQUIRED FOR 1ST-YEAR AU.D. STUDENTS
Monday, May 18 – Friday, May 29    PACS 517 - Counseling for Audiology, 1:00 – 4:00 p.m., Clark Learning Center, REQUIRED FOR 2ND-YEAR AU.D. STUDENTS
Monday, May 25    Memorial Day Holiday – No Classes
TBA    Department of Otolaryngology’s Ogura Day (Resident Research Day)
Friday, July 3    Independence Day Holiday – No Classes
Friday, July 31    Deadline to File Intent to Graduate for August 2015
Friday, August 1    Capstone Project Advisor and Topic Due to PACS Office, REQUIRED FOR 2ND-YEAR AU.D. STUDENTS
Thursday, August 13    Last Summer 2015 Session Ends
Monday, August 17    10:00 am: Summer 2015 CAPES Meeting, PACS Classroom

Fall Semester 2015 (tentative dates)

Wednesday, August 19 – Friday, August 21    Orientation / Meetings
Monday, August 24    Fall 2015 Classes Begin
Appendix B

Course Descriptions

PACS 234. Introduction to Speech and Hearing Sciences and Disorders
Introduction to the fields of audiology, education of children who are deaf or hard of hearing, and speech-language pathology. Typical speech, language and hearing processes are discussed, as well as communication disorders. Selected research topics in speech and hearing sciences are also presented. Credit 3 units.

PACS 401. Anatomy and Physiology of Speech and Hearing
Introduction to the fields of anatomy and physiology of the peripheral hearing system and central nervous system, including functional descriptions of the systems and processes underlying speech and hearing function and dysfunction. Credit 3 units.

PACS 4011. Behavior Management
Introduction to various behavior management systems effective in both individual and group environments. Behavior modification, environmental controls, psychodynamic techniques, and biophysical interventions are discussed, observed, and practiced. Focus is on working with children who are deaf or hard of hearing. Lectures and experience with children. Credit 2 units.

PACS 414. Hearing
Study of the basic auditory phenomena: sensitivity, psychophysical attributes, masking, localization, adaptation and complex auditory perception. Credit 3 units.

PACS 416. Evaluation Techniques for Children Who Are Deaf or Hard of Hearing
A basic introduction to psychometrics with emphasis on the selection, interpretation, and evaluation of tests. Specific techniques for assessing intellectual, educational, linguistic, and personality development in children who are deaf or hard of hearing, from infancy through adolescence, are discussed and demonstrated. Credit 3 units.

PACS 421. Introduction to Electroacoustics
Introduction to the physics of sound. Topics include production, transmission, and reception of sound and factors affecting human communication. Includes discussion, lectures, problems, and lab. Credit 3 units.

PACS 424. Speech and Hearing Sciences
Surveys a broad array of speech and hearing science topics. Focus is on how speech and hearing science research findings can be applied to the practice of deaf education. Credit 1 unit.

PACS 4301. Sign Language I
Basics of American Sign Language are introduced, including vocabulary, grammatical structure, fingerspelling, and cultural information about the Deaf community. This is a highly interactive and participatory course. Credit 2 units.

PACS 4302. Sign Language II
Continues development of American Sign Language with additional vocabulary, emphasis on expressive and receptive abilities, conversational skills, and knowledge of Deaf culture. This is a highly interactive and participatory course. Prerequisite: PACS 4301-Sign Language I. Credit 2 units.

PACS 434. Typical Language Development
Study of typical language development, including the phonologic, morphologic, semantic, syntactic and metalinguistic aspects. Methods of language measurement, including the role of comprehension, and pragmatic aspects of language are included. Credit 3 units.

PACS 436. Introduction to Manual Communication
Analysis and comparison of American Sign Language (ASL) and other sign systems used by individuals who are deaf or hard of hearing. Credit 2 units.

PACS 444. Amplification Systems and Aural Rehabilitation for Children
This course will provide students with a broad understanding of amplification systems and principles and methods of aural rehabilitation as they apply to children who are deaf or hard of hearing. Amplification systems to be covered will include digital hearing aids, cochlear implants and a full range of assistive devices. Aural rehabilitation topics will emphasize patient management and will include communication strategies, conversation styles and speech recognition assessment. Students will be provided with videotapes, live demonstrations and in-class activities. Direct contact with children will also be used to support lectures and discussions. Credit 2 units.

PACS 4500. Observation in Deaf Education
Supervised observation of children who are deaf or hard of hearing in educational settings. Credit variable, maximum 6 units.

PACS 4501. Observation and Practicum in Deaf Education
Supervised observation of and practicum prior to practicum. Credit 2 units.

PACS 4511. Practicum in Deaf Education
Supervised practicum in education of children who are deaf or hard of hearing. Credit 7 units.

PACS 4512. Practicum in Deaf Education
Supervised practicum in education of children who are deaf or hard of hearing. Credit 7 units.

PACS 4514. Language Instruction for Children Who Are Deaf or Hard of Hearing
Supervised practicum in teaching reading to children who are deaf or hard of hearing. Credit 1.5 units.

PACS 4515. Language Instruction for Children Who Are Deaf or Hard of Hearing
Supervised practicum in teaching reading to children who are deaf or hard of hearing. Credit 1.5 units.

PACS 4516. Language Instruction for Children Who Are Deaf or Hard of Hearing
Principles and methods of developing competence in spoken English in children who are deaf or hard of hearing, birth to grade 12. Includes presentation of instructional techniques for teaching children who are deaf or hard of hearing English vocabulary and syntax, as well as techniques for developing and encouraging spoken language for communicating. Credit 3 units.

PACS 4525. Reading Instruction for Children Who Are Deaf or Hard of Hearing
Principles and methods of developing reading competence in children who are typically hearing and those who are deaf or hard of hearing, with an emphasis on the stages of development and appropriate teaching sequences. Various approaches to teaching reading are presented and appropriate adaptations for children who are deaf or hard of hearing are discussed, as well as techniques and materials designed specifically to accommodate to the language deficit exhibited by some children who are deaf or hard of hearing. Credit 3 units.

PACS 454. Education Curriculum for Children Who Are Deaf or Hard of Hearing I
Principles and methods of teaching subject matter, including written language, science, social studies, mathematics and physical education, and the use of instructional technology. Mainstreaming is discussed. Lectures, demonstrations, observations, and some practice teaching. Credit 3 units.

PACS 455. Education Curriculum for Children Who Are Deaf or Hard of Hearing II
Principles and methods of teaching subject matter, including written language, math, science, social studies, art, music and school health education. Use of instructional technology and transition issues are emphasized. Lectures, demonstrations, observations, and some practice teaching. Credit 3 units.

PACS 457. Counseling Parents of Children Who Are Deaf or Hard of Hearing
Helps teachers of children who are deaf or hard of hearing interact more effectively with parents and caregivers. Students will develop a repertoire of interviewing and counseling skills to help address the needs of both the child and the parents or caregivers. Credit 3 units.

PACS 458. Speech for Children Who Are Deaf or Hard of Hearing
Development, improvement and maintenance for children who are deaf or hard of hearing through multisensory approaches. Articulation, voice and rhythm patterns are considered. Lectures, demonstrations and practice. Credit 3 units.

PACS 460. Observation and Practicum in Audiology
Supervised observation and practicum in audiology. Credit 1 unit.

PACS 4610. Practicum in Audiology
Supervised practicum in audiology. Credit 3 units.

PACS 4611. Practicum in Audiology
Supervised practicum in audiology. Credit 3 units.

PACS 4612. Practicum in Audiology
Supervised practicum in audiology. Credit 3 units.

PACS 4613. Practicum in Audiology
Supervised practicum in audiology. Credit 3 units.

PACS 4614. Practicum in Audiology
Supervised practicum in audiology. Credit 3 units.

PACS 4615. Practicum in Audiology
Supervised practicum in audiology. Credit 3 units.

PACS 4620. Clinical Externship in Audiology
Full-time clinical externship in audiology (on campus). Credit 12 units.

PACS 4621. Clinical Externship in Audiology
Full-time clinical externship in audiology (on campus). Credit 12 units.

PACS 4630. Clinical Externship in Audiology
Full-time clinical externship in audiology (off campus). Credit 12 units.

PACS 4631. Clinical Externship in Audiology
Full-time clinical externship in audiology (off campus). Credit 12 units.

PACS 466. Rehabilitative Audiology
Principles and methods of aural rehabilitation with an emphasis on patient management. Topics include communication strategies and conversation styles, speech recognition assessment and hearing aid service provisions for adults, older persons, children, and family members. Credit 3 units.

PACS 468. Pediatric Audiology
Fundamentals of audiological assessment for infants and children. Behavioral and electrophysiologic procedures, and assessment of auditory processing abilities, are presented. Credit 3 units.

PACS 470. Practice Management in Audiology
Issues relating to establishing a private practice including clinical management, small business and accounting practices, models of private practice, referrals and reimbursement, and managed care. Credit 2 units.

PACS 472. Professional Issues and Ethics in Audiology
Information on the organization, administration, and evaluation of clinical audiology programs in universities, schools and other settings. Professional roles and ethics in supervision, direct clinical service and consultation. Federal and state laws related to certification and licensure will be presented. Topics may vary from year-to-year. Credit 1 unit.

PACS 5001. Electrophysiologic Techniques I
Introduces basic concepts in administration and interpretation of physiologic and electrophysiologic measures, with focus on auditory evoked potentials (AEP). Content covers basic instrumentation, parameters and variables affecting the AEP, auditory brainstem response (ABR), middle (MLR) and late (LLR) evoked potentials, auditory steady state response (ASSR) and otoacoustic emissions (OAE). Credit 3 units.

PACS 5002. Electrophysiologic Techniques II
Advanced concepts related to the administration and interpretation of physiologic and electrophysiologic measures. Content includes in-depth study of ABR and other auditory evoked potentials, and the clinical application of these for the audiologist. Additional topics include study of electrocochleography (ECochG), P300 auditory responses, and mismatched negativity (MMN). This course will include a thorough study of intraoperative monitoring including neurophysiology and anatomy review, cranial nerve monitoring, spinal cord monitoring, and facial nerve monitoring. Credit 2 units.

PACS 505. Auditory Neuroscience
Development of an in-depth understanding of issues related to auditory neurophysiology from the auditory nerve to the cortex. Credit 2 units.

PACS 506. Genetics in Hearing Loss
Study of the genetic causes of hearing loss and balance disorders, and syndromes affecting the auditory and vestibular systems. Credit 1 unit.

PACS 507. Vestibular Disorders
Comprehensive course covering the assessment, diagnosis, and treatment of vestibular disorders. Credit 2 units.

PACS 510. Auditory Perception
Study of how the listener perceives parameters of and differences in acoustical stimuli. Perception of the speech stimulus is also studied in detail, both for listeners who are typically-developing and those who are deaf or hard of hearing. Credit 3 units.

PACS 511. Hearing Conservation
This course will cover topics related to hearing conservation, including effects of
PACS 517. Counseling for Audiology
Examines the relationship between clinician and patient in audiology. Topics include counseling theory and practices, and principles and methods of effective interviewing and counseling across the lifespan. Credit 2 units.

PACS 519. Psychosocial and Educational Foundations of Deafness
Educational, legal, philosophical, cultural, and political influences related to individuals who are deaf or hard of hearing. Impact of pre-lingual and post-lingual deafness on an individual's social and psychological functioning. Deaf Culture also discussed. Credit 3 units.

PACS 543. Survey of Speech and Language Disorders
Surveys a broad range of speech and language disorders in terms of associated characteristics, assessment techniques, and treatment considerations. Credit 2 units.

PACS 544. Clinical Observation and Methods in Speech-Language Pathology
Provides students with an introduction to clinical methods and supervised observation experiences in speech-language pathology. Credit 3 units.

PACS 551. Research Seminar
This course covers topics related to outcomes research and evidence-based practice as a foundation for students' independent research. Additional topics may vary year to year. Credit 0.5 units.

PACS 554. Fundamentals of Early Intervention and Child Development
Course provides information about general child development, focusing on ages birth through five years. Course also discusses historical and philosophical tenets of early intervention practice, as well as the Federal laws that govern special education services for children with disabilities, ages birth to five years. Credit 1 unit.

PACS 555. Early Intervention: Serving Children Who Are Deaf or Hard of Hearing, Birth to Age 5
This course provides an overview of early childhood development, intervention strategies, assessment techniques and teaching strategies that can be used with young children who are deaf or hard of hearing, birth to 5 years. Credit 3 units.

PACS 558. Teaching Portfolio
This course is designed to help students in the M.S.D.E. program create a teaching portfolio that reflects their own teaching development. The items chosen by the students to place in the portfolio will represent what they teach, how they teach, and why they teach. In addition, it will demonstrate their ability to reflect on and critique their own teaching practice especially in relation to course planning, instructional strategies, psychology of learning, and assessment. Professional issues, including the résumé and interviews, will also be discussed. Credit 1 unit.

PACS 5601. Clinical Audiology I
An introduction to the field of clinical audiology. Covers the role of the audiologist in the diagnosis and treatment of hearing disorders; the administration and interpretation of audiologic test results; and amplification systems and assistive devices. Additional topics will include relevant calibration and instrumentation requirements, audiology as a career, and legal and ethical issues in the field. Credit 3 units.

PACS 5602. Clinical Audiology II
Covers hearing evaluation and diagnosis in clinical audiology from infancy through adulthood. Topics include auditory processing disorders, functional hearing loss, and other advanced measures. Credit 3 units.

PACS 565. Hearing Devices in Audiology I
Philosophical issues related to the selection and evaluation of hearing devices, including hearing aids and alternative devices. Means of adjusting hearing devices and measuring their function and benefit are covered. Credit 3 units.

PACS 5652. Hearing Devices in Audiology II
Advanced issues related to the selection and evaluation of hearing aids. Means of adjusting hearing aids and measuring their function and benefit. Credit 3 units.

PACS 5653. Hearing Devices in Audiology III
Course covers a variety of topics related to selection, fitting and rehabilitation of cochlear implant patients. Lectures and practical experience in psychophysical testing, programming of the cochlear implant, and auditory training. Credit 3 units.

PACS 569. Hearing Disorders
This course covers the nature and causes of hearing disorders, including outer and middle ear, cochlear, retrocochlear and central nervous system. Credit 2 units.

PACS 570. Independent Study
Independent work on the Independent Study. Credit variable, maximum 6 units.

PACS 5700. Capstone Project
Independent work on the Capstone Project. Credit variable, maximum 6 units.

PACS 577. Research in Speech and Hearing
Credit variable, maximum 12 units.

PACS 587. Dissertation Research
Credit variable, maximum 12 units.

PACS 597. Supervised Teaching in Speech and Hearing
Supervised instructional experience as a graduate teaching assistant. Under faculty supervision, a teaching assistant may earn credit by instructing undergraduate or graduate students in courses offered by PACS. Credit variable, maximum 12 units.

PACS 883. Master's Continuing Student
Master's continuing student status (full time). Credit 0 units.

PACS 884. Doctoral Continuing Student
Doctoral continuing student status (full time). Credit 0 units.

PACS 885. Master's Nonresident
Master's nonresident student status (less than full time). Credit 0 units.

PACS 886. Doctoral Nonresident
Doctoral nonresident student status (less than full time). Credit 0 units.
## Appendix C


<table>
<thead>
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*These courses are eligible for waiver or audit.*
## Appendix D
### Curriculum—Doctor of Audiology (Au.D.) Program, 2013-17

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| ONE 2013-14 | 401—Anatomy and Physiology of Speech and Hearing (4)  
421—Introduction to Electroacoustics (3)  
434—Normal Language Development (3) *  
460—Observation and Practicum in Audiology (1)  
551—Research Seminar (.5)  
5601—Clinical Audiology I (3)  
574—Statistics and Research Methods (2) | 433—Acoustical Phonetics and Speech Perception (3)  
460—Observation and Practicum in Audiology (1)  
505—Auditory Neuroscience (2)  
5602—Clinical Audiology II (3)  
565—Hearing Devices I (3) | 4610—Practicum in Audiology (3)  
569—Hearing Disorders (2) |
| TWO 2014-15 | 414—Hearing (Psychoacoustics) (3)  
4611—Practicum in Audiology (3)  
5001—Electrophysiologic Techniques I (3)  
5652—Hearing Devices II (3) | 4612—Practicum in Audiology (3)  
468—Diagnostic Pediatric Audiology (3)  
5002—Electrophysiologic Techniques II (2)  
543—Survey of Speech and Language Disorders (2) *  
5653—Hearing Devices III: Cochlear Implants (3) | 4613—Practicum in Audiology (3)  
517—Counseling for Audiology (2) |
| THREE 2015-16 | 470—Practice Management (2)  
472—Professional Issues and Ethics (1)  
4614—Practicum in Audiology (3)  
466—Rehabilitative Audiology (3)  
506—Genetics in Hearing Loss (1) | 4615—Practicum in Audiology (3)  
507—Assessment and Management of Vestibular Disorders (2)  
511—Hearing Conservation (3)  
5700—Capstone Project (3-6) | |
| FOUR 2016-17 | 4620/4630—Clinical Externship (12) | 4621/4631—Clinical Externship (12) | |

* These courses are eligible for waiver or audit.
## Appendix E

### Curriculum—Doctor of Audiology (Au.D.) Program, 2012-16

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<td>551—Research Seminar (.5)</td>
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* These courses are eligible for waiver or audit.
# Appendix F


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*These courses are eligible for waiver or audit.*
## Appendix G

### Curriculum—Two-Year Master of Science in Deaf Education (M.S.D.E.), 2014-16

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<td>444 — Amplification Systems and Aural Rehabilitation for Children (2)</td>
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<td>424 — Speech and Hearing Sciences (1)</td>
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<td>4525 — Reading Instruction for Children who are Deaf or Hard of Hearing (3)</td>
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<td>4301 — Sign Language I (2) *</td>
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<td>454 — Education Curriculum for Children who are Deaf or Hard of Hearing I (3)</td>
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<td>555 — Early Intervention: Serving Children who are Deaf or Hard of Hearing: Birth to Age 5 (3)</td>
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<td>558 — Teaching Portfolio (1)</td>
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**Additional Courses Required for Teacher Certification Eligibility:**

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*These courses are eligible for waiver or audit.*
## Appendix H

### Curriculum—Two-Year Master of Science in Deaf Education (M.S.D.E.), 2013-15

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<td>458—Speech for Children Who Are Deaf or Hard of Hearing (3)</td>
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<th>FALL SEMESTER 2014</th>
<th>SPRING SEMESTER 2015</th>
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<td>416—Evaluation Techniques for Children Who Are Deaf or Hard of Hearing (3)</td>
<td>4512—Practicum in Deaf Education (7)</td>
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<tr>
<td>436—Introduction to Manual Communication (2) *</td>
<td>4514—Practicum in Reading for Children Who Are Deaf or Hard of Hearing (1.5)</td>
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<td>457—Counseling Parents of Children Who Are Deaf or Hard of Hearing (3)</td>
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<td>4513—Practicum in Reading for Children Who Are Deaf or Hard of Hearing (1.5)</td>
<td>519—Psychosocial and Educational Foundations of Deafness (3)</td>
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<td>455—Education Curriculum for Children Who Are Deaf or Hard of Hearing II (3)</td>
<td>558—Teaching Portfolio (1)</td>
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<td>555—Early Intervention: Serving Children Who Are Deaf or Hard of Hearing, Birth to Age 5 (3)</td>
<td>570—Independent Study (2)</td>
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### ADDITIONAL COURSES REQUIRED FOR TEACHER CERTIFICATION ELIGIBILITY:

- Education and Psychology of the Exceptional Child (3) *
- Child and Adolescent Psychology (3) *

*These courses are eligible for waiver or audit.*
## Appendix I

**Faculty and Staff Contact Information – 2014-15**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Phone</th>
<th>Email</th>
<th>On-Campus Office Location (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td><a href="mailto:pacs@wusm.wustl.edu">pacs@wusm.wustl.edu</a></td>
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<tr>
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</tr>
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</table>
# Appendix J

## PACS Professionalism Concern Form

Washington University School of Medicine  
Program in Audiology and Communication Sciences

### Professionalism Concern Form

<table>
<thead>
<tr>
<th>Student name</th>
<th>Name of individual completing form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course, site, or setting, if applicable</td>
<td>Term/date of behavior/concern</td>
</tr>
</tbody>
</table>

This student has exhibited one or more of the following behaviors that need improvement to meet expected standards of professional behaviors as outlined in the Guiding Principles of Professionalism. *The individual completing this form should attach any relevant documentation and submit with the original, signed document.*

This student needs further education or assistance with the following: (circle all that apply):

1. **Professional Responsibility**
   a. Participation in their education and community  
   b. Attendance, punctuality, and/or notification of absences for required activities  
   c. Contributing to an atmosphere conducive to learning, respectful of self and others, and promoting a safe environment

2. **Competence and Self-Improvement**
   a. Maintenance of personal physical and emotional health  
   b. Acceptance of feedback and constructive criticism  
   c. Prioritization of graduate education and other responsibilities

3. **Respect for Others**
   a. Conducting themselves in a respectful manner  
   b. Working with others in a collaborative and encouraging manner  
   c. Respecting the diversity of faculty, staff, fellow students, and the individuals served  
   d. Resolving conflicts in an appropriate manner  
   e. Establishing and maintaining appropriate boundaries in professional situations

4. **Honesty and Integrity**
   a. Maintaining honesty and integrity  
   b. Communicating abilities and level of training  
   c. Maintaining a professional manner in language, deportment, and appearance  
   d. Maintaining appropriate relationship with pharmaceutical and/or device manufacturers

5. **Other (please comment):**

6. 

---

Evaluator signature  
Date  
Phone number

I have read this evaluation and discussed it with the individual completing the form. (Required)

---

Student signature  
Date

Student comments may be included on the back of this form or on an attached sheet (optional). *Please return this form to the PACS Office upon completion.*
### Appendix K

**Teaching Requirement Tracking and Approval Form, Speech and Hearing Sciences (Ph.D.) Program**

**TEACHING REQUIREMENT TRACKING AND APPROVAL FORM**

I. Speech and Hearing Sciences (Ph.D.) Program

The Speech and Hearing (Ph.D.) program prepares students for academic and research careers in speech and hearing sciences. Teaching experiences are designed to prepare Ph.D. students to become effective teachers and communicators of their discipline and their intellectual research endeavors. Objectives of these teaching experiences include:

- providing students with adequate breadth and depth of teaching experiences
- providing faculty mentoring
- enhancing the overall training for Ph.D. students

**Instructions:** The following requirements must be met by all Speech and Hearing (Ph.D.) students as part of their training before the degree can be approved/awarded. The PACS Office will maintain a current copy of this form in each student’s file; students should work closely with their advisor and the PACS Office to ensure that information is kept up-to-date and accurate and that documentation is submitted, as appropriate and applicable, in a timely manner.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID #</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Student Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in TA orientation through The Teaching Center; TA orientation must be completed before students will be allowed to begin fulfilling the formal teaching requirements.</td>
<td>Following completion, submit documentation of participation to the PACS Office.</td>
</tr>
<tr>
<td>Participate in at least two other workshops through The Teaching Center that are applicable to the student’s interests and needs. These must be approved in advance by the student’s advisor.</td>
<td>Following completion of each workshop, submit documentation to the PACS Office.</td>
</tr>
</tbody>
</table>
| Complete introductory teaching experiences by participating in the instruction for at least one speech and hearing sciences course by no fewer than five course lectures. In addition, students will be expected to participate in other supporting activities for that course, such as facilitating labs, mentoring individual students, and grading. For each course, the student will be assigned a faculty mentor who will provide guidance, support, and feedback throughout the experience. | • Student should register for teaching experiences in the semester completed through PACS 597—Supervised Teaching in Speech and Hearing for graded credit.  
| | • Following completion of each teaching experience, submit a summary to the PACS Office, including information on how each of the requirements were fulfilled. |
| Students will be required to complete advanced teaching experiences by (a) regularly attending departmental activities (e.g., brown bags, audiology grand rounds, otolaryngology grand rounds, research colloquia) throughout their enrollment and (b) providing at least five lectures at such departmental activities and/or national research meetings. | • Provide regular updates (at least every semester) on your activities related to item (a) to the PACS Office.  
| | • Following completion of each experience for (b), submit a summary to the PACS Office. |
| OPTIONAL: Students who are interested in teaching are also encouraged to pursue the Teaching Citation through The Teaching Center. | n/a |

**PROGRAM DIRECTOR’S APPROVAL SIGNATURE**

DATE

Upon completion of all requirements and approval by the Program Director, the PACS Office will email the Graduate School of Arts & Sciences notification that the teaching requirements have been met. *The email must include the name of the department/program, the student’s name, the student’s year in the program, and a statement that the teaching requirement has been met.*
Appendix L
Mandatory Influenza Vaccination Policy

WASHINGTON UNIVERSITY MANDATORY INFLUENZA VACCINATION POLICY
Effective July 1, 2013

Influenza poses serious health risks in healthcare and workplace settings. Numerous organizations, including the American Medical Association, have recognized the vital role of vaccination in mitigating those risks:

For vaccine-preventable diseases, the most effective way to reduce transmission from health care worker to patient is immunization. Immunizing health care workers has the double benefit of directly protecting the health care worker and indirectly protecting the patients with whom they come in contact. For example, studies continue to show that immunizing health care workers for influenza reduces patient morbidity and mortality in both acute and long-term care settings. Immunization also creates herd immunity, protecting patient and health care workers who cannot be vaccinated or for whom vaccine is unlikely to trigger a sufficient antibody response. Immunization helps to maintain the critical workforce during disease outbreaks, during which health care workers are the first line of defense. In addition, by being vaccinated, physicians and other health care workers set an example to their peers, patients, and the public concerning the importance of immunization.

This policy is intended to maximize influenza vaccination rates among healthcare personnel at the Washington University, with the goal of minimizing the incidence and adverse effects of the illness on patients and workers.

Policy

As a condition of employment and/or access to patient care or clinical care areas, all healthcare personnel (HCP) who provide patient care services or work in patient care or clinical care areas must receive an annual influenza vaccination by December 15, unless granted an exemption for medical contraindications or religious beliefs. Individuals who assume positions as covered HCP after December 15 but before March 31 (or a later date as determined by Occupational Health Services/Student Health Services) will be required to receive an influenza vaccination or be granted an exemption prior to commencing such roles.

HCP include all Washington University employees, faculty, staff, residents, fellows, students, trainees, independent contractors, temporary agency personnel, non-appointees, volunteers, and

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1 AMA Council on Ethical and Judicial Affairs, Routine Universal Immunization of Physicians for Vaccine-Preventable Disease, CEJA Report I-I-10 (November 2010). This report is the basis for AMA Code of Medical Ethics Opinion 9.133 (Routine Universal Immunization of Physicians), issued June 2011.

2 For purposes of this policy, patient/clinical care services and areas includes activities and locations involving interaction with human research subjects.
Appendix M
PACS Student Handbook Signature Page
2014-15 Academic Year

The Program in Audiology and Communication Sciences (PACS) Student Handbook is distributed annually during orientation to all students actively enrolled in PACS. It is the responsibility of each student to read the Handbook, and follow its policies and procedures. Completion and submission of this signature page by the deadline indicated on the PACS Academic Calendar is a requirement of enrollment in PACS.

The Handbook is subject to the terms and conditions of University policies and procedures. Information contained in the PACS Student Handbook is not to be regarded as creating a binding contract between the student and PACS. PACS reserves the right to change the fees, regulations, and schedules pertaining to admission and registration; to change the academic policies, programs, and degree requirements; and/or to change any other regulation affecting the student body as they are required and/or necessary, as determined by the faculty, staff, and/or administration of Washington University and PACS.

I affirm that I have read and understand the PACS Student Handbook (2014-15) and agree to abide by policies and procedures contained here.

_________________________________________  __________________________
Signature                                   Date

_________________________________________
Printed Name