



College of Rehabilitation and Communication Sciences (CRCS)

Ph.D. in Rehabilitation and Communication Sciences (PhD in RCS)

Pocatello, Idaho & Meridian, Idaho

MANUAL OF POLICIES AND PROCEDURES

Established January 2019

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II. Preface

NOTE: Students and faculty associated with the Ph.D. in Rehabilitation and Communication Sciences (PhD in RCS) program are responsible for knowing and adhering to all the information contained in this manual, including policies, procedures, procedural and academic graduation requirements, deadlines, and information on ethical and professional behavior.

Students, Candidates, and Faculty must adhere to:

- PhD in RCS Policies and Procedures.
- Primary Program and Departmental Policies and Procedures.
- College of Rehabilitation and Communication Sciences Policies and Procedures.
 - <https://www.isu.edu/rehabsciences/>
- Kasiska Division of Health Sciences Policies and Procedures.
 - <https://www.isu.edu/healthsciences/>
- Graduate School's Policies, Procedures, and Requirements
 - <https://www.isu.edu/registrar/catalog/>
- Idaho State University Policies, Procedures, and Requirements
 - <https://www.isu.edu/policy/>

This Ph.D. Studies Manual is intended to offer a framework of the intended learning environment provided by the PhD in RCS program within the College of Rehabilitation and Communication Sciences (CRCS) at Idaho State University (ISU). It is also provided to inform the students and associated faculty of their rights, obligations, and responsibilities as a part of the program. The program reserves the right to update and change the Ph.D. Studies Manual as necessitated by governing authorities or administrative needs. Once the changes are posted online, they are in effect. Students and Faculty are encouraged to check the online version of the Ph.D. Studies Manual for the updated versions of all policies and procedures.

Questions about the Ph.D. Studies Manual, or suggestions for improving it, may be communicated to the PhD in RCS Program Director or Assistant Program Director, or members of the PhD in RCS Executive Council (PhD EC).

III. College Contact Information

College of Rehabilitation and Communication Sciences (CRCS)

921 S 8th Ave Stop 8090
650 Memorial Drive
Bldg 66, Room 202
Pocatello, Idaho 83209

Dean's Office: (208) 282-3992
Dean's Email: crcs@isu.edu

PhD in RCS Program Directors

(Pocatello, ID) Dan Hudock, PhD, CCC-SLP
(208) 282-4403
hudock@isu.edu

(Meridian, ID) Gabriel Bargen, PhD, CCC-SLP/A
(208) 373-1722
barggabr@isu.edu

PhD in RCS Executive Council (PhD EC)

(AuD-Pocatello) Jeff Brockett, Ed.D., CCC-AuD; (208) 282-2556; brocjeff@isu.edu
(SLP-Meridian) Alycia Cummings, Ph.D., CCC-SLP; (208) 373-1772; cummalyc@isu.edu
(SLP-Pocatello) Heather Ramsdell-Hudock, Ph.D., CCC-SLP; (208) 282-3077; ramsdell@isu.edu
(PT-Pocatello) Nancy Devine, DPT; (208) 282-3758; definanc@isu.edu
(PT-Pocatello) Cindy Seiger, Ph.D., PT, GCS, CEEAA; (208) 282-4416; seigcind@isu.edu
(OT-Pocatello) Kimberly Lloyd, MOTR/L; (208) 282-3006; lloykim3@isu.edu

Department of Communication Sciences and Disorders

Audiology (AuD) Program
Speech-Language Pathology (SLP) Program

Pocatello Campus (208) 282-4196
Idaho State University - CSD
921 S 8th Ave, Stop 8116
Pocatello, ID 83209

Meridian Campus (208) 373-1908
Meridian Health Science Center
1311 E. Central Drive
Meridian, ID 83642

Department of Physical and Occupational Therapy

Occupational Therapy (OT) Program
Physical Therapy (PT) Program

Pocatello Campus (208) 282-4095
921 S. 8th Avenue
Stop 8045
Pocatello, ID 83209

Meridian Campus (208) 373-1700
Meridian Health Science Center
1311 E. Central Drive
Meridian, ID 83642

IV. The Faculty

PhD Studies Faculty from the CRCS (<https://www.isu.edu/rehabsciences/phd-/faculty/>)

PhD Studies Faculty from the CRCS includes individuals representing a wide range of professional interests and educational backgrounds.

Pocatello

Audiology

Jeff Brockett, EdD, CCC-A, Idaho State University; Vestibular and balance evaluation, wide band reflectance, auditory pathologies, online learning

Chris Sanford, PhD, CCC-A, University of Washington; Pediatric hearing screening and assessment including middle-ear diagnostic techniques (e.g., wideband reflectance) and otoacoustic emissions, translational research with goals of improving diagnosis and treatment of hearing impairment in pediatric populations

Occupational Therapy

Bryan M. Gee, PhD, MEd, OTR/L, BCP, Idaho State University; Sensory processing interventions, traditional and non-traditional service delivery in pediatrics, patient education, instructional design, and technology in didactic and clinical education

Kelly Thompson, EdD, OTR/L, Idaho State University; Mental health practice, substance use disorders, practice in the 21st century, and student learning

Physical Therapy

Deanna Dye, PhD, University of Idaho; Critical reflection, chronic pain, cervical pain, and meaningful measurement

Mike Foley, PhD, University of Southern Mississippi; Oncology rehabilitation, physical function, physical activity, and exercise physiology

Cindy Seiger, PhD, GCS, CEEAA, Brigham Young University; Electrotherapy (pulsed shortwave diathermy and ultrasound), joint mobilization/manipulation (peripheral and vertebral joints), resilience for practitioners and patients, behavior change theories, geriatrics (balance and gait), and orthopedics (spine, ankle, and shoulder)

Speech Language Pathology

Dan Hudock, PhD, CCC-SLP, East Carolina University; Stuttering and other fluency-based disorders, counseling and interprofessional collaborations between mental-health professionals and Speech Language Pathologists, Acceptance and Commitment Therapy (ACT), and the neuroscience of speech perception and production as measured via EEG.

Kathleen Kangas, PhD, CCC-SLP, Purdue University; Augmentative and alternative communication, child language

Heather Ramsdell-Hudock, PhD, CCC-SLP, The University of Memphis; Infant vocal development, caregiver-infant reciprocity, phonetics, phonology, the scholarship of teaching and learning, and mentoring graduate and undergraduate students through the scientific process

Victoria (Tori) Scharp, PhD, CCC-SLP, University of Pittsburgh; Cognitive and psycholinguistic bases of neurological communicative disorders, semantic and discourse comprehension, nature and treatment of right hemisphere communication processes and disorders, and acquired neurogenic language disorders in adults

Meridian

Audiology

Gabriel Bargaen, PhD, CCC-A/SLP, University of Kansas; Pediatric audiology including diagnostic assessment and treatment. Assessing risks associated with hearing dysfunction in infants. Clinical application of auditory brainstem response (ABR) for hearing loss screening in newborns, infants and toddlers.

Physical Therapy

Evan Papa, DPT, PhD, University of Utah; Parkinson's disease, geriatric rehabilitation, balance, falls, and biomechanics

Speech Language Pathology

Kristina Blaiser, PhD, CCC-SLP, University of Minnesota; Program evaluation and assessment of children who are deaf/hard-of-hearing, family coaching, and telehealth models of service delivery

Kris Brock, PhD, CCC-SLP, Texas Tech University Health Sciences Center; Effectiveness and efficiency of augmentative and alternative communication systems, intervention, and associated variables related to technology, animation, and working memory

Alycia Cummings, PhD, CCC-SLP, University of California, San Diego and San Diego State University; Developmental speech sound disorders, electroencephalography and event-related potentials

Diane Ogiela, PhD, CCC-SLP, Michigan State University; Event-related potentials and electrophysiological measures to examine language processing in children with specific language impairment (SLI), evaluation of morphology and complex syntax comprehension and production in children with SLI, language sample analysis training outcomes in undergraduate and graduate SLP students

Emeriti Faculty

Jeanne Johnson, PhD CCC-SLP, Southern Illinois University, Event-related potentials and electrophysiological measures to examine language processing in children

Ron Schow, PhD, CCC-A, Northwestern University; Self-assessment, auditory processing disorders, audiologic rehabilitation

Tony Seikel, PhD, University of Kansas; Oral Dysphagia, Assessment and Treatment of Oromyofacial Disorders

Alex Urfer, PhD, PT, Ohio State University; Cardiopulmonary management, biomechanics, orthopedics, prosthetics, clinical physical therapy and therapeutic exercise

V. Description of the Program

A. Doctor of Philosophy in Rehabilitation and Communication Sciences (PhD in RCS)

The PhD in RCS is housed within the College of Rehabilitation and Communication Sciences (CRCS) at Idaho State University (ISU). The mission of the College is:

“...to advance the overall missions of Idaho State University and the Kasiska Division of Health Sciences by educating current and future rehabilitation and communication science professionals. The CRCS fosters interprofessional academic and clinical experiences for the faculty and students to promote excellence in providing collaborative evidence-based practice, and ethical patient/client-centered care. We serve the state of Idaho and the world by providing innovative, accessible learning experiences via on-site, distance and online courses, graduating knowledgeable, accomplished professionals, and influencing future professional practice through our vital contributions to research and creative scholarly activities.”

The PhD in RCS program is designed to develop a career path for post secondary educators, researchers, and administrators in healthcare fields. The program has *not* been designed with one employment or discipline emphasis (e.g. university, public schools, private practice, hospitals, etc.). Students interested in Rehabilitation, Communication Sciences and Disorders, or related fields will be provided a rich academic curriculum that includes coursework within and outside the CRCS. In addition, all students will conduct research in labs or at practicum sites engaging in basic, translational, and/or clinical research during their course of study helping prepare them to become independent scholars.

B. Admissions

Prospective applicants are encouraged to contact individual PhD and research faculty members whose professional areas of interest align most closely with their own. All applicants must obtain and submit a mentee / mentor agreement prior to admission to the program. Applicants seeking admission consideration for the Doctor of Philosophy, PhD, in Rehabilitation and Communication Sciences program at ISU must apply to, and meet all criteria for, admission to the [ISU Graduate School](#).

We offer a rolling admissions cycle and applications can be submitted throughout the calendar year and will be reviewed *periodically*. Our priority consideration date for the Fall cohort is February 15th, however *applications submitted through April 15th will still be reviewed and given consideration for the Fall cohort*. Our priority consideration date for the Spring cohort is October 15th, however *applications submitted through November 15th will still be reviewed and given consideration for the Spring cohort*.

All applicants are reviewed on a competitive case-by-case basis. Qualified applicants may be invited for an electronic interview. Meeting entry-level requirements for admission does not guarantee a seat in the program. Additionally, acceptance into the PhD program does not guarantee financial aid. Prospective students who are interested in financial support should

indicate this on their application. Applicants wishing to be considered for financial aid will be put into a merit-based competition for available teaching assistantships, doctoral traineeships, and positions on research grants. These positions typically require 20 hours per week of research, teaching, or clinical service in exchange for a monthly stipend. For students with qualifying stipends, a scholarship typically covers at least partial tuition, fees, and individual medical insurance.

Preferential consideration will be given to those applicants already holding graduate degrees / clinical certification and demonstrated academic potential in Audiology, Speech-Language Pathology, Occupational Therapy, Physical Therapy, or other related fields. Others may apply and will be considered for admission based on merit and potential for success.

1. Program Application Guidelines

Application to the PhD Program is online found at the following link:

<https://applyweb.collegenet.com/account/new/create?origin=https://www.applyweb.com/cgi-bin/applymenu?instcode=isugrad>)

Steps to applying:

- Submit official academic transcripts from institutions of higher education where any credits were obtained that contributed to bachelor's degrees and from all graduate-level coursework.
 - Cumulative grade point average (GPA) of 3.5 or greater over the last 60+/- semester credits (90± quarter credits) is required.
- Submit Graduate Record Exam (GRE) scores
 - 40th percentile or greater on either the verbal or quantitative sections of the GRE with no less than the 20th percentile on either the verbal or quantitative is required.
- Three Letters of Recent Professional Reference
 - Referees must complete the summative evaluation and upload their letters of reference via the link generated from the application portal.
- Submit an example of scholarly writing (e.g., thesis, publication, term-paper, etc)
- Submit a brief (1000 word maximum) letter of intent describing your professional area(s) of interest and experiences that lead you to pursue your PhD degree at Idaho State University and how this would help you attain your professional goals.
- Submit a current resume / CV
- Submit a completed mentee / mentor agreement form *prior* to acceptance to the program.

**International students whose native language is not English must meet ISU and program English proficiency requirements.*

**Some exceptions may be made to program admission requirements pending approval of the CRCS Ph.D. studies committee and Ph.D. program co-coordinators.*

C. Definitions

1. PhD in RCS Program Director & Assistant Program Director: The Program Director and Assistant Program Director (Assistant Director), when combined hereafter referred to as the Program Directors, are the administrators of the program with authority delegated to them from the Dean of the CRCS. The Program Directors will undergo a nominations process and then will be interviewed and appointed by the Dean of the CRCS. The Program Directors will be evaluated annually by the Dean of the CRCS to determine continuance, remediation, or

termination of their terms. They will lead and advise the PhD in RCS Executive Council (PhD EC), PhD in RCS Studies Faculty, and PhD applicants and students ensuring proper implementation of policies and procedures for the PhD in RCS Program including the curriculum, application process, recruitment, and admissions. The Program Directors will govern the program, faculty, and students ensuring effectiveness and quality of the program and program offerings and will regularly review the PhD in RCS Program, applicants, students, candidates, and faculty. They will also assist with review of annual performance evaluations. According to the Ph.D. in RCS Program Policy (CRCSPP-1901), the Program Directors are assigned the administrative responsibilities, which should include appropriate release time and a supporting stipend to perform such duties. Amount of the stipends and possible compensated summer effort should be negotiated with the Dean of the CRCS.

2. PhD in RCS Executive Council (PhD EC): Will consist of the Program Directors as the administrators and one program faculty member representing each of the following programs: Audiology, Occupational Therapy, Physical Therapy, and Speech-Language Pathology with up to two additional members-at-large ensuring adequate location and program representation. PhD EC members must be full-time ISU CRCS employees holding *either Regular or Allied Graduate Faculty Status*. Members of this committee will undergo a nomination process and will be interviewed and appointed by the relevant department chair upon consultation with the Program Directors. The committee will meet regularly, at least once a month, to guide development and review of program policies and procedures, and ensure program functioning, review applicants, students and candidates, provide input regarding admissions, aid in annual student performance evaluations, and give input regarding the program and students to the Program Directors. The PhD EC is the guiding committee for the PhD in RCS program.
3. PhD Studies Faculty: The PhD Studies Faculty consists of all ISU CRCS faculty members holding terminal research doctoral degrees (e.g., PhD or EdD). Faculty members will be encouraged to review and provide input regarding program policies and procedures, functioning, admissions, and student performance. They can be involved with the PhD in RCS Program to the full-extent of their willingness and availability, pending the minor stipulations stated below. They may: 1) Review and provide input on program policies, procedures, and functioning as well as applicants and students, 2) Assist with coursework within their fields of expertise and specialty areas, 3) Serve on or chair student Advisory, Research, or Dissertation Committees, and 4) Serve as a Major Advisor to PhD students.

**Regular Graduate Faculty Status is required to chair committees. Additionally, other limitations may be present for recent hires or early career academicians. Being an active member of the PhD Studies Faculty should be included in services activities but it does not earn administrative release time.*

**All CRCS faculty are encouraged to provide input about the program and actively participate pending desire, willingness, availability, credentials, and ISU Graduate Faculty Status. Faculty holding graduate clinical entry-level degrees and ISU Allied Graduate Faculty Status may serve on student committees and research projects.*

4. Advising: Each student in the PhD in RCS program will have a Major Advisor, Co-Advisors, or an Academic Advisor and Research Mentor pairing. Advisors will be responsible for reviewing the student's academic background and working with them to develop an appropriate program of study that aligns with their desired areas of interest and outcomes and substantially enhances their understanding of the area of specialization. All students are highly encouraged to meet with their advisor before registering for classes each semester. Only faculty assigned to a course may authorize the release of a registration block. The student should address questions regarding requirements, policies and procedures to the advisor first. When necessary, the advisor will be responsible for presenting student petitions to the petitions committee or full faculty. It is the student's responsibility to seek out the advisor when assistance is needed. Advisors may not call and schedule appointments with the students, but they will be available to the student when the student initiates the scheduling of a meeting.

- a) Major Advisor: Prior to formal admission into the PhD in RCS Program, the candidate will identify a major advisor who reflects the student's interest area and with whom the student will work throughout her or his program. Students must complete the advisor agreement form prior to enrollment in CRCS 7050 or 8050. Please see the appendix of this document for the agreement form. Choice of advisor is based on the candidate's interests, faculty's interest in participation, and availability of faculty in a specific professional area. Core faculty of the PhD in RCS will hold a research doctoral degree and will demonstrate a history of scholarly activity commensurate with mentoring and advising students in the program. Retired ISU faculty, and those who hold the status of Emeritus, are eligible to serve as a co-advisor and/or on the dissertation committee with approval from the emeritus faculty, the Program Directors, and the PhD EC. Although not required, the major advisor should be from the student's primary discipline, with some exceptions described below.

The major advisor chairs the student's advisory committee and has responsibility to monitor the student's academic and research progress. Although less common the academic and research mentorship responsibilities of a major advisor may be separated between an academic advisor and a research mentor. If a current ISU employee from CSD or DPOT is a student in the program their academic advisor must be from outside of their department. Similarly, when an applicant, student, or candidate, indicates a preference to work with a retired faculty member, or one holding emeritus status, their academic advisor should be a full-time CRCS faculty member, but the research mentorship responsibilities may be provided by the retired member. In all cases a Major Advisor / co-advisors, or both an academic advisor and research mentor, and student / candidate agreement must exist to maintain enrollment in the program. If a student or candidate does not have a major advisor agreement in place they cannot continue with their program. Students with justifiable reasons may request a change of advisor by submitting a written request to either of the Program Directors. The original advisor will be consulted before the request is evaluated and the student must submit a new student / advisor agreement form before the request will be considered. Please see

the appendix of this document for the agreement form. Faculty loads and student's interests will be considered in both the initial assignment and in any change of advisor assignment. Such a change request will be evaluated by the PhD EC and approved by Program Directors. If there is disagreement between the Program Directors regarding the decision a formal vote from the PhD EC members with simple majority will determine the outcome. It is encouraged that the major advisor be the same individual serving as the student's dissertation chair.

- b) Advisory Committee: Each student enrolled in the doctoral program must have a Major Advisor, Co-Advisors, or an Academic Advisor and Research Mentor and an advisory committee. The student's Advisory Committee is composed of a minimum of three faculty members with at least two being from the CRCS holding Regular Graduate Faculty status. The major advisor serves as chair of this committee. Recommended, but not required, is that one member of the committee members be from outside of the student's primary discipline. Faculty from outside the CRCS may also be considered. The Major Advisor and Advisory Committee works with the student to develop a program of study that is based on the student's aspirations and the advisor's aspirations for the student. The committee is charged with overseeing creation and review of the program of study as well as monitoring and evaluating student progress (these elements are described in section VI. Program Components & Requirements). Additionally, the Advisory Committee will determine the nature of students' written and/or oral comprehensive examination, guided by the Graduate School requirements. This will be completed prior to the student entering their final semester of required didactic coursework as well as prior to complete of the student's research project. The Advisory Committee is responsible for evaluation of any assessment procedures implemented, but, with the exception of the major advisor, may not necessarily be involved with evaluating the student's work.

D. Assurance of Quality

The quality of the PhD in RCS program is ensured through monitoring at five different levels. First, graduate programs at ISU are governed by the Graduate School, which oversees all activities related to degree implementation, administration, and completion. All requirements, academic procedures and policies for the PhD in RCS program were approved by the ISU Graduate Council and major program changes require approval from the Graduate Council. Second, the College of Rehabilitation and Communication Sciences (CRCS) within the Kasiska Division of Health Sciences (KDHS) mandates that all programs undergo regular program review, and a schedule of this review is maintained by the ISU Office of Academic Affairs and monitored by the KDHS. Third, the Northwest Commission on Colleges and Universities is the accrediting body for ISU, and mandates review of programs within the university. Fourth, each of the disciplines represented in the degree have entry-level programs accredited by their professional associations with strict academic guidelines for content and quality: American Speech-Language and Hearing Association ([ASHA] Council on Academic

Accreditation for Audiology and Speech-Language Pathology); Commission on Accreditation of Physical Therapy Education (CAPTE); Accreditation Council of Occupational Therapy Education (ACOTE). While the agencies do not directly accredit Ph.D. programs in their fields, the content provided by the program follows the strict guidelines of the agencies. If needed, a regional professional Advisory Board may be developed to review and guide the quality of the Ph.D. program. Further safeguards for quality are found in the application and admissions criteria for the program.

VI. Program Components & Requirements

A. Program Models

The PhD in RCS Program has two basic models that the candidate may choose from: Traditional and non-traditional. All students will have the same program of study requirements, however the main differences between the models are; 1) the mode of didactic course delivery, 2) limitations in course offerings for the Meridian-based and nontraditional students, 3) expectation for type of research conducted, 4) assistantship and funding offers, and 5) expected duration of the programs.

1. Traditional Model: This model reflects the more traditional style of Ph.D. education, with the candidate on-campus for the bulk of their curriculum and research experiences. The student's didactic coursework is predominantly traditional classroom presentation, and the research experiences may occur within existing research labs and/or clinical sites with affiliation agreements. However, traditional model students in Meridian will have course limitations based on offering. Full-time students choosing this model are more likely to receive stronger consideration for the Graduate Assistantship (GA) positions, although part-time students may be considered for GA positions if funded externally through grants etc, at the primary investigators (PI's) discretion. Other student funding opportunities may be available and should be discussed with the Major Advisor(s) and Program Directors.
2. Non-Traditional Model (online): This model allows students to remain in a local or distant geographic location, in Idaho or elsewhere, during their program. It is likely that students who choose this model will continue working at their site as they are in the program, but this does not have to be the case. It is likely that they will be distant from the ISU Pocatello campus or Meridian Health Science Center and will be part-time students. No full time option is offered for non-traditional students. Course delivery for students who choose this model will be via distance education, which may limit some of the course offerings available to them. As the student is off-site and may not be able to participate in the traditional research laboratory experiences, unless through collaborative agreements with other institutions etc, it is expected that an affiliation agreement be established between ISU and the student's workplace facility so the majority of the student's research may be conducted at their site. The research mentorship would still occur under the supervision of the student's major advisor from ISU. It is likely that many of the research experiences in this model will be clinical or translational in nature. Institutional review of proposed studies will still go through the ISU Human Subjects Committee for approval but may require additional approval from the student's worksite. Lastly, these students who choose this model will be less likely to receive graduate assistantships, unless supported through external funds, and at the PI's discretion. Although, not a requirement it is likely that the mentor and or student will travel to the other's location at various points throughout the program. Other student funding opportunities may be available and should be discussed with the Major Advisor(s) and Program Directors.

B. Program of Study Length

The normal time for completion of the PhD program is expected to be 3-6 years for full-time students and 5-9 years for part-time students. Student progress including completion of all required core and elective courses is the responsibility of the student. A prolonged time to degree beyond 3 years may result in action ranging from counseling by the Advisor to consideration for dismissal from the program. Unsatisfactory academic progress could result in temporary ineligibility for Graduate Assistantship (GA) position(s) or other funding opportunities.

Occasionally, students choose to extend their program of study by enrolling in fewer courses during a semester. In general, the College is receptive to these requests for curriculum modifications via the petitions process. However, the student should be aware that any modifications that extend their Program of Study may alter research opportunities. In addition, student funding opportunities when available, cannot be counted on for additional semesters in the program. Other forms of financial aid, including student loans, may be impacted by extending the program. It is the student's responsibility to be aware of all ramifications of curriculum modification. It is also the student's responsibility to seek out the advisor for assistance in identifying an appropriate plan for program extension and working with the Advisor and Advisory Committee prior to submitting the required petition for consideration.

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

Other requested modifications and deviations from the Program of Study must be approved in advance of the desired changes, per the process outlined in this document above.

C. Program Components

1. Overview of Curriculum Requirements: The Program of Study consists of four core elements: Academic Core, Research Core, Specialized Program, and Dissertation. Minimum credit-hour requirements for each element category are included below along with descriptions. *Please see the appendix for a sample list of course options to fulfill Program of Study requirements.*

Academic Core:	12 credits
Research Core:	15 credits
Specialized Program:	15 credits
Dissertation:	18 credits
Total:	60

Academic Core (12 credits). Academic core is focused on enhancing the students' understanding of related professions, interprofessionalism, and pedagogical theory and application. Regardless of specialization area, all students will be required to take: 1) CRCS 8001 Overview of Rehabilitation Disciplines (3cr), 2) HCA 5520 The Business of Healthcare (3cr), and 3) CRCS 8010 Mentored Teaching Practicum (1cr). The remaining minimum 5 credits should focus on an aspect of teaching/curriculum or rehabilitation administration. The student in consultation with her or his Advisor and then Advisory Committee will determine selection of the pre-existing graduate courses offered at ISU or in certain cases courses offered from other institutions that may be petitioned to be transferred in to the Program of Study.

Research Core (15 credits). Research core facilitates the student's understanding of statistics, statistical procedures, research design, scholarship, scientific dissemination, and grant writing through theoretical understanding and application of such procedures. All students will be required to take statistics and research methods coursework that will likely utilize courses currently taught in other departments at ISU. Each Fall / Spring academic semester that the doctoral student is enrolled in coursework they must be enrolled in CRCS 8020 (1cr) Doctoral Colloquium, which is a presentation and discussion lecture series with students and faculty presenting ongoing research results and proposed project ideas. Upon confirmation of doctoral candidacy enrollment in CRCS 8020 will no longer be required.

Specialized Program: (15 credits). Specialized program develops the student's area of expertise and scholarship through coursework, independent studies, directed student learning, and guided research with the major advisor / research mentor and the student's research project committee. It is expected that a majority of the student's specialized program coursework will be come from the Major Advisor / Research Mentor and faculty from the CRCS through independent studies, topical seminars, or related coursework, but 6 credits of basic or applied sciences outside of the CRCS, focused on enhancing the student's area(s) of specialization, are also required. For example, if a student wanted to

development an emphasis in biological neurosciences they could take BIOL 5523 and 5560, or if they wanted to be able to program neural network modeling simulations they could take programming classes from the computer sciences department to obtain this 6-credit requirement. Further, depending upon the needs of the student, independent studies on specific neuroscience topics (e.g., subcortical functioning) could be developed. A main requirement of the Specialized Program is the research practicum, where the student is guided through a research project that results in a manuscript submitted for publication consideration to a peer-reviewed academic journal of appropriate caliber. The project must follow ISU graduate thesis guidelines, requirements, and procedures, with the following exceptions: a GFR is not required and neither is submission of the completed document to the graduate school for approval. An open oral defense presentation with a general question and answer session is required, before a closed committee only question period. It is suggested that open oral prospectus and defense are held, but only the defense is required. The presentation should be marketed (posting fliers & sending email notifications) at least a week prior to the presentation.

Dissertation (18 credits). All students in the program must develop a research proposal that embodies the rationale and research methodology for their dissertation research following the ISU Graduate School requirements for dissertations. The student, under the advisement of the Dissertation Chair and Committee, should develop a dissertation research project. Dissertations should be primarily self-guided by the student and should take a minimum of one-year to complete. Students are required to have open prospectus and defense presentations followed by a general questioning period and then a closed question and answer sessions with the committee and student. All committee members must grant approval to the prospectus and defense via signatures on the signature page after the student has incorporated requested changes to draft manuscripts. During this process the students are expected to get appropriate human subjects approval from all associated facilities to conduct their research. After successful defense and completion of the dissertation it is the candidate's responsibility to make any requested changes / corrections within two-weeks and then properly format the document to ISU Graduate School Guidelines and submit it to the graduate school for approval. Any requested revisions from the graduate school are the student's responsibility.

2. Thesis or Thesis Equivalent Requirement: *Thesis or Thesis Equivalent (1-6 credits of CRCS 7050).* Students who did not complete a thesis (or comparable research project, that was approved via petition, during their entry-level graduate degree) must complete a supervised research project. Similar to the research practicum and dissertation, the student must have a committee comprised of at least three faculty members, two holding Graduate Faculty Status at ISU, one of whom being the chair of the committee from the student's primary program. At least one member of the committee must be a Graduate Faculty Representative (GFR) approved by the Graduate School at ISU. Although a GFR is not required by the Graduate School for thesis equivalent projects, it is a requirement of the Ph.D. program. With the exception of the GFR, the committee members should be able to make a meaningful contribution to the research project and have expertise in at least a related area. All project requirements and committee member assignments, including the GFR, will adhere to ISU Graduate School

regulations and expectations. The project will follow ISU Graduate School requirements, policies, and procedures with the exception of not having to submit the final document to the graduate school for approval. The student must hold an open oral defense of the project similar to defenses outlined elsewhere in this document. This should take place within the student's first year of the program, but must be completed within the first two years of the program and prior to beginning their directed research practicum. If this project is not complete within two years from the start of the program the student's Advisory Committee will determine a probation period, typically one semester or one year before recommending dismissal from the program. Failure to complete the thesis equivalent project during the probationary period may result in dismissal from the program.

3. Program of Study and Review: Upon establishment of the Advisory Committee and identification of coursework a Program of Study will be developed by the student and advisor in collaboration with the Advisory Committee. The Program of Study provides a plan for the course enrollment, and serves as guidance for both the student and the Advisory Committee. This program must be developed and approved by the end of the first semester of coursework. The Advisory Committee is responsible for approving the student's Program of Study as documented by signatures from the student, Major Advisor, and Advisory Committee members (please see the appendix for a template program of study document). The Program of Study should be reviewed periodically and updated as needed. The Advisory Committee will review the Program of Study to ensure that it meets the Graduate School and Program requirements. Changes to the program of study must be approved by the student, Major Advisory, and Advisory Committee members.

4. Research Practicum Requirement: *CRCS 8050: Research Practicum in Rehabilitation and Communication Sciences (1-6 credits)*. The student, with guidance from the major advisor, will develop a research practicum committee consisting of a chair from the student's primary program who holds graduate faculty status, typically the major advisor, and two other members, at least one of whom holds graduate faculty status at ISU. Ideally, the chair and committee members will be the Advisory Committee members, and later Dissertation Committee members, but this does not have to be the case. The student will then complete the guided research practicum, which involves developing, carrying out, and successfully defending a research project. This should follow similar procedures to the dissertation process and ideally will lead into the dissertation research. Students will meet the Graduate School's requirements for a thesis in this project with the exception of needing a GFR, or submitting the final product for approval to the Graduate School. The chair must approve the document two weeks before having the student send it out to committee members and scheduling the prospectus or defense. A prospectus presentation is recommended but not required. An open oral defense is required for the research project and should follow similar procedures to the dissertation defense. Upon successful completion of the project and obtaining all committee members' approval via signatures on appropriate signature pages, the student will submit the manuscript for publication consideration to a peer-

reviewed academic journal of appropriate caliber. Manuscript submission is required prior to the student taking their comprehensive examinations.

5. Comprehensive Examination: During last semester of required didactic coursework and after the student has successfully passed their research practicum and submitted their manuscript for publication consideration, the student will complete their written and oral comprehensive examinations as planned by the student's Advisory Committee (see section V.C.4.b) above). The comprehensive examinations can be scheduled during the last semester of didactic coursework or may be scheduled between semesters, over the summer, or during a semester where pre-doctoral, CRCS 8080, credits are taken. Successful completion of oral and written examinations is necessary before the student starts the dissertation process. The student passes the exam if a majority of the committee so votes. Otherwise, the student fails the exam. In the case of a tie vote with an even number committee, the student defaults to failing the exam. If examination responses are unsatisfactory, the committee may select a course of action, including remediation procedures, timing, and sequences for the second, and final, attempt at examination. Failure of the second examination will result in dismissal from the program.

6. Dissertation: After passing the comprehensive examinations, the student works with the major advisor to establish a Dissertation Committee and then begins development of dissertation project(s). Dissertations must adhere to the ISU Graduate School Dissertation Guidelines.

- a) Dissertation Committee: Ideally, the major advisor will chair the student's Dissertation Committee, but this is not specifically required, especially in the case of an academic advisor and research mentor pairing. Likewise, ideally, the student's dissertation committee will include members of the student's Advisory Committee, but again this is not specifically required. In alignment with the Graduate School requirements, the dissertation committee is composed of at least five graduate faculty members who are approved by the department director of graduate studies and the dean of the Graduate School. Three members must be from within and at least one must be from outside the department in which the student is enrolled; one of the outside members will also serve as the Graduate Faculty Representative (GFR). While the GFR is officially appointed by the Graduate School, the Dissertation Committee Chair and student may make recommendations to the Graduate School. Identification of the GFR does not have to be completed until the time of the dissertation prospectus. With the exception of the GFR, the dissertation committee members should be able to make a meaningful contribution to the research project(s) and have expertise in at least a related area. All dissertation committee member assignments, including the GFR, and related procedures will adhere to ISU Graduate School requirements and expectations. This committee will advise the student in developing their dissertation research project, but the project and a majority of the development should be lead by the student.

- b) Prospectus: Upon successfully passing the comprehensive examinations, the student works with the major advisor to establish a Dissertation Committee and begin development of dissertation research project(s). The dissertation will reflect independent, original, scholarly research that meaningfully contributes to the candidate's area of major concentration and more broadly to the scientific knowledge of the field and must adhere to all ISU and Graduate School procedures and requirements for a dissertation. The committee is involved with the theoretical development, research design, and preparation for the dissertation research. Students must demonstrate an understanding of the content and independent scholarship through written proficiency of (a) review of the literature, (b) rationale for the study, (c) statement of the problem or question to be addressed, (d) detailed methodology, including design and statistical treatment, (e) bibliography, (f) timeline, and (g) budget. Optionally, the student may also include (h) preliminary data from a pilot study. The student will present an open proposal prospectus. The Dissertation Committee will determine approval of the proposal. After successful completion of the prospectus the student's Advisory Committee recommends them for doctoral candidacy. If the student does not successfully pass their prospectus they are given one attempt to remediate and try again. If the second attempt is not passed, the student is dismissed from the program.
- c) Defense: The doctoral candidate must demonstrate written and oral proficiency through their final dissertation document and oral defense. The final document and oral defense must meet the Graduate School requirements for a dissertation along with following any associated policies and procedures. The candidate must present an open oral defense following the previously described procedures. Following the defense, the candidate must document approval of the dissertation by obtaining signatures of the Dissertation Committee members. When the candidate meets all program requirements they are recommended for graduation to the Graduate School. If the candidate does not successfully pass their defense they are given one attempt to remediate and try again. If the second attempt is not passed, the candidate is dismissed from the program.

7. Doctoral Candidacy: Upon successful completion of their comprehensive examinations and passing their dissertation prospectus, the student is recommended for doctoral candidacy to the ISU Graduate School. Approval signatures must be obtained by the student from the student's Major Advisor, Advisory Committee, Program Directors, and Dean of CRCS before sending the doctoral candidacy approval recommendation form to the Graduate School for notification. Candidacy indicates that the student has completed all requirements but their dissertation defense, commonly known as all but dissertation (ABD). At this point students receive the title of "doctoral candidate" rather than a doctoral student.

8. Submission of Research Funding Proposal: The student and advisor will work together to develop a proposal for funding that is submitted for consideration during the student's program. This may be a portion of the student's comprehensive examination

(e.g., field-based), but this does not have to be the case. Ideally, the grant submission would occur prior to starting their dissertation project(s) and would go to support their dissertation research. The funding proposal will target either an internal or external research funding announcement or program funding announcement from granting mechanisms (e.g., National Institutes of Health, National Science Foundation, other Foundations, Mountain West Consortium, Idaho State University etc.), but the funding agency will be determined by the student and advisor.

D. Intended Program Outcomes

Objective 1. Students will obtain: a) knowledge and practical experiences within the fields of Audiology, Occupational Therapy, Physical Therapy, Speech-Language Pathology, or related fields, and b) a core of knowledge in an area of specialization.

Objective 2. Students will be positioned to be academic/research leaders who generate high-quality meaningful scholarship.

Objective 3. Students will participate in interprofessional and cross-disciplinary activities at all levels of scholarship, pedagogy, and service across a range of health-care, or related, fields.

Objective 5. Students will maintain a robust curriculum that will meet the changing needs of the Interprofessional Rehabilitation Sciences and related fields.

Objective 6. Upon recommendation for graduation all students will have met the following program requirements:

- Successfully completed the core curriculum in the program, comprehensive examination, and doctoral dissertation research.
- Participated in cross-disciplinary education, which may include clinical, research, or teaching experiences outside of their professions.
- Participated in cross-disciplinary laboratory, teaching or service experiences and participate in bi-weekly interdisciplinary colloquia.
- Demonstrated emergent competency in teaching (face-to-face and online via lectures, guided discussions, laboratory experiences, lesson planning, testing, and grading) and use of innovative strategies for access (e.g., video interaction, online teaching, independent studies).
- Successfully completed coursework in pedagogy, a mentored teaching experience, and assisted with teaching.
- Demonstrated the ability to plan, initiate, conduct, analyze, and disseminate high-quality research.
- Demonstrated the ability to conduct and disseminate knowledge and scholarship by completing their research practicum and dissertation project(s), assisting with research throughout their program, presenting research findings at conferences, and submitted manuscript(s) for publication consideration.
- Applied for funding consideration.

E. Evaluations

1. Program Evaluation:

In accordance with ISU assessment policies and procedures, all graduate programs undergo ongoing annual review, as well as full assessment every 5 years. The annual review process will be presented at the beginning of each school year and will involve discussion by all faculty and the director of the program, in concert with non-program faculty in the CRCS, student representatives, and opportunity for input from the Advisory Board. The purpose of the review is to determine the potential need for curriculum revisions and additions, based on feedback from constituents. Results from the annual program evaluation and summarized input should be presented to the Dean of the CRCS and CRCS Executive Council during the first CRCS Executive Council meeting of each Fall semester.

Every five years the program may undergo a full program review. At this time a curriculum map should be considered and input from constituents will be sought to determine whether the curriculum and program requirements, as implemented, provides a clear roadmap to achieving the goals of the program. In addition, any self-study materials generated during this process may undergo an external review by an individual from a university outside of Idaho but with a similar doctoral program. Recommendations from external reviewers, faculty members, students, and community constituents may be utilized to revise content, and add or remove coursework and experience sites.

2. Program Directors' Annual Evaluation: The Dean of the CRCS will perform annual evaluations of the Program Directors to determine continuance, remediation, or termination of their terms. The Dean should solicit input from the CSD and DPOT chairs, PhD EC members, PhD Studies Faculty, and PhD in RCS students to inform her or his evaluation. The Dean should meet individually with the Program Director and Assistant Program Director to discuss the evaluations.
3. Course / Instructor Evaluation: Evaluations of courses should occur at the end of the semester in which the courses are offered. These should include student evaluations of the course and may include peer-observation of the course.
4. Student / Candidate Evaluation: At the end of each academic year the student's / candidate's progress is evaluated. The student /candidate completes a review of the activities completed during the past academic year, including coursework, scholarship, and assistantship activity, then consults with the major advisor (please see the appendix for evaluation forms). Faculty involved with the student will be asked to evaluate their performance. The Major Advisor, Co-Advisors, or Academic Advisor and Research Mentor will create a summary evaluation that will be presented to the Advisory Committee, the PhD EC, and Program Directors for further evaluations. The Major Advisor, Advisory Committee, PhD EC, and Program Directors will make annual recommendations regarding the student's continuation, remediation, or dismissal from the program following PhD Program policies. Evaluations will be used when determining student funding offers.
 - a) According to ISU regulations, no student may be granted a PhD degree who does not have a 3.0 grade point average upon completion of all academic work

(reference the ISU Graduate Catalog). Therefore, any student who has received semester grades of “C+” or lower in two or more courses throughout the plan of study, or if that student’s an overall GPA falls below 3.0, will be dismissed from the PhD in RCS Program. In individual cases, a more stringent policy of minimum allowable grades may be applied, as in the case of students admitted with performance requirements. If a student’s PhD education is terminated for reasons of poor academic performance, she/he may reapply for admission no sooner than one full semester following the semester of the termination.

- b) Students must complete all aspects of the program within five years of completion of their comprehensive exams per ISU Graduate School Requirements.

F. Americans with Disability Act Compliance Statement

The Americans with Disabilities Act (ADA) provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protection to people with disabilities who utilize the services provided by Idaho State University. Idaho State University makes significant efforts to comply with requests for “reasonable accommodations,” to a course, policy, or physical barrier and will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities.

Idaho State University has issued a [statement of compliance](#) with the ADA. Students who need auxiliary aids or other accommodations are asked to contact the ADA and Disabilities Resource Center on campus. The College of Rehabilitation and Communication Sciences will cooperate and accommodate to requests made by the ADA and Disabilities Resource Center.

In order for Disabilities Services to arrange accommodations, we request notification as early as possible so that your needs may be met. In addition to complying with the civil rights protections of the ADA, ISU provides access to assistive technology, a social community and workshops in how to be a more successful student. Please contact Disability Services for additional information (<https://www.isu.edu/disabilityservices/about-us/staff/#d.en.76794>).

****It is the student’s responsibility to contact the ISU Office for Inclusion / Disability Services and to follow through with their testing and procedures.***

VII. Program General Policies

A. Standards of Professional Conduct

The CRCS at ISU strives to promote professionalism among students as it fosters an environment committed to excellence in education. The professions of Audiology, Physical Therapy, Occupational Therapy, Physical Therapy, Speech-Language Pathology, and related disciplines require adherence to high ethical standards. Students represent the university and the PhD in RCS Program as well as their professions and are expected to act with honor and integrity at all times, including times in the classroom, in or near clinical practice settings, in research labs, and in the community, as well as in all written and oral communication. Students are expected to demonstrate respect towards faculty members, fellow students, participants, and clients thereby creating an environment conducive to learning and inclusion. Any form of academic or professional misconduct that violates the standards expected of students will not be tolerated.

Students and faculty are expected to uphold the professional and ethical standards of the PhD in RCS Program, primary department and program, primary discipline, CRCS, KDHS, Graduate School / Office for Research, and ISU etc. Depending on the offense, any violations of professional or ethical behavior standards may result in probation, a failing grade, and/or dismissal from the program.

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

- Be consistent, prepared, punctual
- Be respectful to students, instructors, staff, clients, and other professionals
- Embrace teamwork
- Consistently display effective interpersonal skills
- Be positively responsive to feedback
- Be honest and trustworthy
- Be a positive role model
- Maintain a professional appearance, when appropriate
- Be accountable
- Be open minded and flexible
- Be empathetic towards others
- Be culturally sensitive
- Follow all HIPAA and FERPA regulations and practices consistently when appropriate

The CRCS takes seriously any professional or ethical violations. If a student has violated HIPAA or FERPA guidelines, engaged in academic misconduct, or

demonstrated inappropriate professional or ethical behavior, the procedures described in the ISU Graduate Catalog for Academic Dishonesty will be followed and may result in appropriate sanctions or dismissal from the program.

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

B. Student Responsibilities for Completion of Degree Requirements

The student is expected to:

1. Take an active part in planning his/her Plan of Study, including selecting appropriate courses.
2. Submit any petitions required for approval of courses and to support progress.
3. Check their transcript at the end of each semester to be certain that courses are listed correctly and grades are reported. If an error was made in enrolling or a grade is missing, it is the student's responsibility to follow-up with the completion of appropriate form(s) or to notify the instructor that the grade must be filed.
4. Complete all incomplete coursework by the end of the next full semester of enrollment or by an earlier deadline mutually agreed upon with course professor.
5. Maintain continuous enrollment.
6. Maintain a cumulative grade point average of at least 3.0 on a 4-point grade scale and per ISU Graduate School policy.
7. Meet all research project and dissertation requirements based on established guidelines.
8. Submit all necessary forms at the appropriate time.
9. Submit changes of name, address, phone or email in writing to the major advisor, to the CRCS office, and online through Bengal Web.
10. Participate in self, course, and program evaluation via completion of the documents requested in section VI. E.

C. Transfer Credits

According to the ISU Graduate School, colleges and departments may accept credits by transfer in total or in part from a master's degree earned at Idaho State University or at another accredited institution regardless of age of the courses. Requests for transfer credits need to be submitted to the Graduate School within the 1st year of program enrollment and prior to submission of program of study. Official transcripts to be used for transfer of credits from other institutions to apply to a degree program at Idaho State University must be received in the Graduate School at the completion of the course, or 2 weeks after the semester ends, whichever comes first. Student's must go through the

petitions process for program approval of transfer credits applied to their program of study requirements.

D. Petitions

Students and candidates may petition the PhD EC regarding any aspect of the program (please see the appendix for a petition template). The individual should work with their advisor to fully develop the petition before electronically submitting it to the Program Directors. If the applicant has not yet indicated an Advisor or if the advisor has yet to agree to mentor the applicant they may choose to work with a Program Director, or member of the PhD EC to develop their petition. Petitions must be electronically submitted to the Program Directors by the student, who should cc relevant individuals. The Program Directors will then clarify any ambiguous items and obtain additional information, when necessary. The Program Directors will present the petition to the PhD EC who will evaluate the petition and make recommendations and a determination. The PhD EC and Program Directors will try to be flexible when they can, but program standards and considerations are thoroughly discussed before approval. Examples of topics that may be petitioned include: requesting that transfer credits be considered for program of study requirements, requesting consideration of prior research experiences or projects to fulfill program requirements, or requesting a leave of absence (non-medical, immediate medical, parental leave, etc). Approval of the leave of absence does not indicate a refund of tuition or fees, however the student may be eligible for financial refunds pending timing or the request / approval in accordance to university policy. It is the student's responsibility to fully investigate and determine potential ramifications for petitions before submitting them.

E. Continuous Registration Requirements

The "Continuing Registration" policy of the Graduate School requires that all students who have registered for thesis or dissertation credits must be registered for at least one graduate credit during each subsequent semester until the degree has been earned, including summer semesters and the semester in which the thesis or dissertation is defended. Students are expected to enroll each semester from admission through graduation. All PhD students must maintain enrollment and follow the Plan of Study. Once the student has enrolled in a Dissertation credit, the student will be required to maintain the continuous enrollment until graduation. Generally students will register for 1-credit of dissertation (CRCS 9000) or dissertation: summer research (CRCS 9001) during any part-time semesters needed to defend the dissertation.

F. Student Group

PhD in RCS students are encouraged to consider starting a student group through the Association of Students at ISU (ASISU), which may be able to provide some funding sources for the association and students to travel and present at conferences etc. This may also be seen as a good marketing opportunity for the professions and students.

G. Student Concerns

If a student has a concern they should contact the individual directly to schedule an appointment to discuss the concern. This is the first point of resolution and should be done in a timely manner so that the concern is directly addressed with the individual so they are able to respond. If the issue is not resolved the student should contact their Advisor regarding the issue. The Advisor should counsel the student regarding the concern, policies, and procedures for conflict resolution. If the concern is with the advisor the student should contact one of the Program Directors. If consultation with the Advisor does not resolve the concern the student should contact one of the Program Directors. If the concern is regarding one of the program directors, or if the concern is not adequately resolved via intervention of the Program Directors, the student should contact the Dean of the CRCS.

If the concern involves the grade on an assignment specific to a course, or concerns about the course in general, the student should contact the professor and make an appointment to discuss the assignment. If this does not resolve the concern ISU Academic Affairs and Graduate School policies will be followed.

H. Student's Program Performance

The Academic Remediation Policy has been created to identify students who are at risk for academic failure and assist them in developing strategies to utilize resources to increase their potential for success.

1. Concerns at Midterm: All faculty should submit midterm grades of B- or lower to the Program Directors. If a student earns a midterm grade of B- or below in any course, the Program Director will issue a letter to the student stating the current performance is below expectations. The letter will recommend that the student should meet with his/her instructor and advisor to identify strategies or resources to improve the grade during the remaining portion of the course. The letter will also remind the student of the GPA requirement to stay in the program.
2. Concerns at End of Semester: If a student earns a final semester course grade of B- or lower, they will receive a letter from the Program Directors stating their performance is below expectations and letter will also remind the student of the GPA requirement to stay in the program. The notice will also recommend that the student meet with their major advisor to discuss strategies to improve performance in the Program.
3. Dismissal from the Program:
 - a) If two grades of C+ or below (or unsatisfactory grades) are earned or if the cumulative PhD in RCS program GPA falls below 3.0 the student / candidate is dismissed from the program.
 - b) If the student fails an aspect of their first attempt, including prospectus or defense, of their thesis equivalent project, mentored research practicum, comprehensive

- exam(s), or dissertation they may have a second, and final attempt. If they fail their second remediation attempt for any of the listed points of evaluation they will be dismissed from the program.
- c) If a student's documented performance is consistently below expectations they may be dismissed from the program.
 - d) If an egregious professional or ethical issue occurs the student may be immediately dismissed from the program.

I. Application to Graduate

Following successful completion of the requirements of the PhD degree as determined by the Major Advisor and Advisory Committee, students must submit a formal application for graduation (<http://coursecat.isu.edu/graduate/generalinfoandpolicies/programofstudy/>). Students seeking PhD degrees must submit a Program of Study to the Graduate School upon completion of examinations, along with a letter verifying advancement to candidacy, noting the candidate's successful examination completion. See "Dates, Deadlines, and Procedures" for specific dates. The Program of Study will list all requirements that must be completed in order to receive the degree or certificate; this includes committee members. Applications for degrees will not be processed without the prior approval of a Program of Study.

An application for graduation must be filed with the Graduate School. The application and a diploma processing fee of \$20 must be paid at this time. If the student does not complete requirements during this semester, an updated application must be submitted for the subsequent semester and a \$20 reprocessing fee paid to the Graduate School. Degree applicants must submit all official transcripts before applying for a degree. Official transcripts to be used for transfer of credits into a degree program must be received before the application for a degree will be processed.

VIII. General Office Policies

A. Use of Clinical and Laboratory Equipment

Each department of the CRCS owns a significant amount of clinical and research equipment, most of which can be available to students for educational purposes. However, under no circumstances should a student attempt to operate any of this equipment without proper training and/or supervision from a faculty member. If a student inadvertently damages a piece of equipment, she/he should immediately report the damage to the advisor.

B. University Library Policy

Both the Pocatello and Meridian campuses have university libraries. Additionally, many library resources are available online. Please visit the Idaho State University library website for more information. <https://www.isu.edu/library/>

C. Inspection of Student Files

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

1. The College will maintain a cumulative file on each student accepted into the PhD Program in Rehabilitation and Communication Sciences. This file will contain documents including, but not limited to, signed manual distribution form, admission documents, program of study, advising notes, performance concern letters, and completion of requirements and exams forms.
2. Students wishing to review their College or Departmental folder must request their folder from the College or Departmental office on either campus. Prior to review of information contained within their student file, the student must submit a written request to the College Dean or Department Chairperson. Forms for this purpose may be secured from the College or Departmental office. At the time of the request, the student should indicate on the form those items which she/he wishes to see.
3. Letters of recommendation or other similar materials contained within a student's folder may not be available for inspection without the written permission of the individual(s) who wrote the item of interest. Letters of recommendation or other similar material written by faculty and/or staff members of the College of Rehabilitation and Communication Sciences, these materials must be accompanied by a completed Waiver and Consent form. Forms for requesting permission are available in the College and Departmental offices. Waiver/Consent forms are also available in the College office; this form establishes the student's intent to either waive her/his right of access to confidential statements and

recommendations, or to retain the right of access to such material. No such material will be in a student's file without a completed Waiver and Consent form.

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

Please do not construe the establishment of the above procedures as an attempt to discourage students from inspecting their College or Departmental records. Rather, these procedures are simply necessary to insure compliance with the University's policy regarding the inspection of student files and FERPA.

D. Computer Policies

Computers and printers are available for student use in the Meridian and Pocatello computer labs. Computers dedicated to clinic use, i.e., computers dedicated to Electronic Medical Records, are located in each department's campus clinic. For further policies regarding computer use in clinical areas please see each department's Clinical Policies and Procedures Manual.

IX. Resources for Conducting Research

A. Ethics in Research and Clinical Interactions

The goal of clinical research is to develop generalizable knowledge that improves human health. The purpose of ethical guidelines is both to protect patient volunteers and to preserve the integrity of the science. For more information go to:

<https://clinicalcenter.nih.gov/recruit/ethics.html>

Using these sources of guidance and others, seven main principles have been described as guiding the conduct of ethical research:

1. **Social and clinical value:** Every research study is designed to answer a specific question. Answering certain questions will have significant value for society or for present or future patients with a particular illness. An answer to the research question should be important or valuable enough to justify asking people to accept some risk or inconvenience for others. In other words, answers to the research question should contribute to scientific understanding of health or improve our ways of preventing, treating, or caring for people with a given disease. Only if society will gain useful knowledge — which requires sharing results, both negative and positive — can exposing human subjects to the risk and burden of research be justified.
2. **Scientific validity:** A study should be designed in a way that will get an understandable answer to the valuable research question. This includes considering whether the question researchers are asking is answerable, whether the research methods are valid and feasible, and whether the study is designed with a clear scientific objective and using accepted principles, methods, and reliable practices. It is also important that statistical plans be of sufficient power to definitively test the objective, for example, and for data analysis. Invalid research is unethical because it is a waste of resources and exposes people to risk for no purpose.
3. **Fair subject selection:** Who does the study need to include, to answer the question it is asking? The primary basis for recruiting and enrolling groups and individuals should be the scientific goals of the study — not vulnerability, privilege, or other factors unrelated to the purposes of the study. Consistent with the scientific purpose, people should be chosen in a way that minimizes risks and enhances benefits to individuals and society. Groups and individuals who accept the risks and burdens of research should be in a position to enjoy its benefits, and those who may benefit should share some of the risks and burdens. Specific groups or individuals (for example, women or children) should not be excluded from the opportunity to participate in research without a good scientific reason or a particular susceptibility to risk.
4. **Favorable risk-benefit ratio:** Uncertainty about the degree of risks and benefits associated with a drug, device, or procedure being tested is inherent in clinical research — otherwise there would be little point to doing the research. And by definition, there is more uncertainty about risks and benefits in early-phase research.

than in later research. Depending on the particulars of a study, research risks might be trivial or serious, might cause transient discomfort or long-term changes. Risks can be physical (death, disability, infection), psychological (depression, anxiety), economic (job loss), or social (for example, discrimination or stigma from participating in a certain trial). Has everything been done to minimize the risks and inconvenience to research subjects, to maximize the potential benefits, and to determine that the potential benefits to individuals and society are proportionate to, or outweigh, the risks? Research volunteers often receive some health services and benefits in the course of participating, yet the purpose of clinical research is not to provide health services.

5. Independent review: To minimize potential conflicts of interest and make sure a study is ethically acceptable before it even starts, an independent review panel with no vested interest in the particular study should review the proposal and ask important questions, including: Are those conducting the trial sufficiently free of bias? Is the study doing all it can to protect research volunteers? Has the trial been ethically designed and is the risk–benefit ratio favorable? In the United States, independent evaluation of research projects is done through granting agencies, local institutional review boards (IRBs), and data and safety monitoring boards. These groups also monitor a study while it is ongoing.
6. Informed consent :
 - For research to be ethical, most agree that individuals should make their own decision about whether they want to participate or continue participating in research. This is done through a process of informed consent in which individuals (1) are accurately informed of the purpose, methods, risks, benefits, and alternatives to the research, (2) understand this information and how it relates to their own clinical situation or interests, and (3) make a voluntary decision about whether to participate.
 - There are exceptions to the need for informed consent from the individual — for example, in the case of a child, of an adult with severe Alzheimer’s, of an adult unconscious by head trauma, or of someone with limited mental capacity. Ensuring that the individual’s research participation is consistent with his or her values and interests usually entails empowering a proxy decision maker to decide about participation, usually based on what research decision the subject would have made, if doing so were possible.
7. Respect for potential and enrolled subjects: Individuals should be treated with respect from the time they are approached for possible participation—even if they refuse enrollment in a study—throughout their participation and after their participation ends.

B. Author Order

Traditionally, the first author contributes most and also receives most of the credit, whereas the position of subsequent authors is usually decided by contribution,

alphabetical order, or reverse seniority. Ranking the first or second author in a two-author paper is straightforward, but the meaning of position becomes increasingly arbitrary as the number of authors increases beyond two.

For more information go to: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1769438/>

C. Grant Review / Proposal Scoring System and Procedure

The NIH scoring system was designed to encourage reliable scoring of applications. Reviewers or study sections who assign high ratings to all applications diminish their ability to communicate the scientific impact of an individual application. Therefore, reviewers who carefully consider the rating guidance below can improve the reliability of their scores as well as their ability to communicate the scientific impact of the applications reviewed. Below is a review of the NIH scoring system. For more information go to: National Institutes of Health

A. Scoring Summary

- The NIH grant application scoring system uses a 9-point scale for both overall impact scores and scores for individual review criteria.
 - For both types of score, ratings are in whole numbers only (no decimal ratings).
- For the overall impact score,
 - The scale is used by all eligible (without conflict of interest) SRG (Scientific Review Group) members, and
 - Five is considered an average score.
- For criterion scores,
 - The scale is used by the assigned reviewers to evaluate (at least) five individual criteria (e.g., Significance, Investigator(s), Innovation, Approach, Environment).

B. Preliminary Scores

- Before the review meeting, assigned reviewers determine preliminary scores for each of the scored review criteria and a preliminary score for the overall impact
- The impact score should reflect the reviewer's overall evaluation, not a numerical average of individual criterion scores
- Reviewers should consider the full range of the rating scale and the scoring descriptors in assigning preliminary and final scores
 - However, a reviewer should not assume that the applications assigned to him/her necessarily cover that entire range of scores, and should assign scores as appropriate for the work or science proposed
- An application does not need to be strong in all categories to be judged likely to have major impact
- Reviewers must enter the criterion scores into the Internet Assisted Review (IAR) site in the NIH Commons for them to appear in the summary statement

- If entered in IAR, the scores will be transferred to a table at the beginning of the reviewer's critique
- Assigned reviewers may submit criterion scores only after their critiques have been uploaded
 - At the SRO's discretion, SRG members assigned as discussants may submit criterion scores without critiques
- In the READ phase of the meeting reviewers may submit their scores and critiques, but may not edit them
- Final scores are given by private scoring and are based on the outcome of the deliberations at the peer review meeting

C. Criterion Scoring

- In most cases, five individual criteria are scored, but certain Funding Opportunity Announcements may include more than five scored criteria
- Criterion scores are provided for all applications
- Criterion scores are intended to convey how each assigned reviewer weighed the strengths and weaknesses of each section
- Providing scores without providing comments in the review critique is discouraged
- The impact score for the application is not intended to be an average of criterion scores
- Criterion scores are entered into the Internet Assisted Review site for the meeting; the same screen also allows uploading of the written critique at the same time
- If the reviewer's opinion changed as a result of discussion at the meeting, the reviewer should change his/her criterion scores to match his/her critiques and overall impact score as part of the EDIT phase
- The criterion scores appear in a table at the beginning of each critique in the summary statement

D. Impact Score

- Discussed applications receive numerical impact scores from all eligible reviewers (e.g., without conflicts of interest)
- The impact score for an application is based on each individual reviewer's assessment of the scored criteria plus additional criteria regarding the protection and inclusion of human subjects; vertebrate animal care and welfare; biohazards, and criteria specific to the funding opportunity
- Reviewers are guided to use the full range of the rating scale and spread their scores to better discriminate among applications
- Reviewers whose evaluations or opinions of an application fall outside the range of those presented by the assigned reviewers and discussant(s) should ensure that their opinions are brought to the attention of the entire committee
- In addition, the SRO and Chairperson should ensure that all opinions are voiced before final scoring is conducted

- Reviewers should feel free to assign the score that they believe best represents the impact of the application, and not feel constrained to limit their scores to the upper half of the score range if they do not feel such a score is warranted
- Reviewers will score an application as presented in its entirety, and may not modify their scores on the assumption that a portion of the work proposed will be deleted or modified according to the SRG's recommendations
- After the meeting, individual reviewer scores will be averaged and the result multiplied by 10 to determine the final impact score
- The range of the final application scores is 10 through 90

E. Non-Numeric Scores

- Not Discussed (ND)
 - Applications unanimously judged by the peer review committee to be less competitive are not discussed at the peer review meeting
 - These applications do not receive a numerical impact score
 - These applications do receive individual criterion scores
 - Not all meetings use the "Not Discussed" option
- Not Recommended for Further Consideration (NRFC)
 - NR for an application occurs by majority vote of the SRG members
 - NR occurs in the following scenarios:
 - Application lacks significant and substantial merit
 - Application presents serious ethical problems in the protection of human subjects from research risks
 - Application presents serious ethical problems in the use of vertebrate animals, biohazards, and/or select agents
 - NR-scored applications do not proceed to the second level of peer review (National Advisory Council/Board) because they cannot be funded
- Other Non-numeric Scores
 - DF: Deferred (usually due to lack of sufficient information or quorum, allegations of research misconduct)
 - AB: Abstention (used rarely)
 - CF: Conflict (score put in by a reviewer who is in conflict with the application)
 - NP: Not Present
- **Reviewer Guidance**
- The table below provides a guide for reviewers in assigning overall impact scores and individual criterion scores.
- Overall impact, for a research project, is the project's likelihood to have a sustained, powerful influence on the research field(s) involved but may be defined differently for different types of applications.
- Each review criterion should be assessed based on the strength of that criterion in the context of the work being proposed

- As a result, a reviewer may give only moderate scores to some of the review criteria but still give a high overall impact score because the one review criterion critically important to the research is rated highly; or a reviewer could give mostly high criterion ratings but rate the overall impact score lower because the one criterion critically important to the research being proposed is not highly rated.
- An application does not need to be strong in all categories to be judged likely to have major impact, e.g., a project that by its nature is not innovative may be essential to advance a field.
- A score of 5 is a good, medium-impact application.
- The entire scale (1-9) should always be considered.

Overall Impact or Criterion Strength	Score	Descriptor
High	1	Exceptional
	2	Outstanding
	3	Excellent
Medium	4	Very Good
	5	Good
	6	Satisfactory
Low	7	Fair
	8	Marginal
	9	Poor
Other Designations for Final Outcome		
AB	Abstention	
CF	Conflict of Interest	
DF	Deferred	
ND	Not Discussed	
NP	Not Present	
NR	Not Recommended for Further Consideration	

D. Checklist of Key Steps to Planning, Conducting, Preparing, and Publishing a Research Project

The checklist below is an available guide during the research process.

PLANNING	PROJECTED DATE	ACTUAL DATE
Initial planning meeting with adviser/director		
Topic selected		
Extensive Literature Review		
Research Questions finalized		
Instrumentation Review/Development		
Proposal - Draft prepared		
Proposal/Prospectus Advertised for presentation		
Proposal/Prospectus presented		
Proposal accepted by committee/director		
ARRANGEMENTS/PERMISSIONS	PROJECTED DATE	ACTUAL DATE
Setting selected/OK'd		
Subjects selected		
Human Subjects proposal submitted		
Human Subjects approval received		
DATA COLLECTION	PROJECTED DATE	ACTUAL DATE
Develop initial data collection sheets/procedures		
Develop pilot study procedures		
Carry out pilot		
Perform reliability statistics, if appropriate		
Revise procedures based on pilot		
Develop revised data collection sheets/procedures		
Begin "keeper" data collection!		
Create working database		
Create working graphs/analyses if necessary		

WRITE-UP	PROJECTED DATE	ACTUAL DATE
Introduction/Literature Review		
Methods		
Results		
Discussion/Conclusion		
Abstract		
Figures & Tables		
DEFENSE	PROJECTED DATE	ACTUAL DATE
Intro/Lit Review approved for defense		
Methods approved for defense		
Results approved for defense		
Discussion/Conclusion approved for defense		
Abstract approved for defense		
Figures & Tables approved for defense		
Disseminate copies to committee/faculty		
Schedule oral defense of project		
Advertise oral defense of project		
Defense Date		
SUBMITTING PROJECT FOR PUBLICATION OR OTHERWISE		
Take draft to Grad School for approval of format (thesis/diss. only)		
Make changes to thesis/dissertation as outlined by adviser/committee based on defense		
Submit final copy to Graduate School (thesis/diss. only)		
Prepare manuscript per guidelines of selected journal		
Submit first draft of manuscript to adviser/director/authors		

Complete revisions of manuscript draft		
Repeat previous steps as needed		
Prepare cover letter for submission for publication		
Prepare copies of manuscript for submission to journal		
Mail in manuscript		

X. Appendices

A. Curriculum

- **Academic Core (12 credits):** This consists of courses that will be taken by all candidates, regardless of specialization. Students must take CRCS 8001, HCA 5520, CRCS 8010, plus an additional 5 credits from the following list:
 - **CRCS 8001 Overview of Rehabilitation Disciplines (3).** Overview of the disciplines of Audiology, Occupational Therapy, Physical Therapy and Speech-Language Pathology. Examines interprofessional function of rehabilitation within multiple settings, including education, clinical practice and administration.
 - **HCA 5520 The Business of Healthcare (3).** This course provides an introduction and orientation to the business side of healthcare organizations for non-business health professions students. Topics covered include: the fundamentals of healthcare leadership; healthcare budgeting and finance; healthcare planning and marketing; healthcare regulations, laws, and ethics; healthcare informatics, Human Resource management of healthcare organizations, healthcare quality and performance improvements; and current healthcare megatrends, including the business-related impacts of healthcare reform. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.
 - **Teaching and Curriculum.** Pedagogical theory and methods for academic instruction of clinical content. Student must choose a minimum of 3 credits from the following existing courses after consultation with their advisor. (The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.)
 - **EDUC 6602 Theories of Learning: 3 semester hours.** Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.
 - **EDLH 7732 College and University Curriculum: 3 semester hours.** In-depth study of current higher education curriculum practices and issues in the context of historical, philosophical, and political influences. Includes focus on processes of curriculum development.
 - **EDLH 7734 Issues and Trends in Higher Education: 3 semester hours.** Critical analysis of current topics in higher education. Consideration of roles and responsibilities of chief academic officers, boards of regents, faculties, and student services.
 - **EDLT 7740 / 7742 / 7743 Instructional Systems Design I: 3 semester hours.** Examination of the instructional design process; applications of current research related to development of instructional multimedia materials. PREREQ: EDLP 7706. / Multimedia Authoring, I: 3 semester hours. Use of Macromedia Director as the main authoring system for designing instruction. PREREQ: EDLT 7740. / Multimedia Authoring II: 3 semester hours. Advanced use of Macromedia Director as an authoring system. Includes creation of digital sound graphics, animation, and movies. Student will produce a multimedia project. PREREQ: EDLT 7742.

multivariate normal distribution, MANOVA, multivariate linear regression, principal components, factor analysis, canonical correlation analysis.

SUGGESTED PREREQS: MATH 2240 and one of the following: MATH 3350, MATH 5557, MATH 5558 or permission of instructor.

- **NURS 8813 Advanced Qualitative Analysis (3).** This course focuses on the study of research that guides the collection and analysis of qualitative data. The course provides an overview of qualitative methods such as phenomenology, grounded theory, case study, ethnography, hermeneutics and historical approaches. Emphasis is placed on the appropriateness of each approach for description and explanation of phenomena encountered in clinical, organizational, and educational settings. Experience is provided in problem formulation and development of the qualitative research proposal.
- **NURS 8830 Mixed Methods Health Care Research (3).** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS
- **PSYC 6627 Statistics and Research Design I (3).** Critical review of the theory and the methods used to evaluate the outcome of empirical research in the life and social sciences. Chi square, correlation, regression, analysis of variance designs is considered and related to the theoretical distributions basic to statistical inference. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.
- **PSYC 6632 Statistics and Research Design II (3).** Basic assumptions in the philosophy of scientific investigation, principles of design and analysis of experiments, including tests of significance and factorial designs, and reporting of research, in which the student is required to prepare reports of his own work as if for publication. PREREQ: Psychology Graduate Student or PERMISSION OF INSTRUCTOR.
- **PSYC 6637 Multivariate Statistics and Research Design (3).** Continuation of research principles in design and analysis, emphasizing the use of multiple dependent variables, strategies for investigating latent variables, and testing complex causal models.
- **Clinical Research Methods and Design.** Examines research methods and designs that address clinical effectiveness and efficacy. In all cases the student must complete a minimum of 3 credits from courses listed below. (The possibility of CRCS doctoral students participating in these courses has been confirmed by representatives of the respective departments.) Students may choose from one of the following courses. CSD 6600 or DENT 6646 is recommended for students with limited background in clinical evidence-based practice and statistics.
 - **CSD 6600 Principles of Research in Communication Disorders (3).** Issues of validity, credibility, reliability and confirmability. -Methodology including quantitative and qualitative approaches. Evaluation of research and use of evidence-based practice. Use of informational resources to develop a research proposal. PREREQ: STATISTICS OR PERMISSION OF INSTRUCTOR.
 - **DENT 6646 Health Research (3).** Development of foundations in health research and design. The focus will be on effective literature searching with

critical analysis and synthesis of evidence-based literature leading to identification of problems for research. PREREQ: UNDERGRADUATE STATISTICS OR BIostatISTICS.

- **NURS 7735 Statistical Analysis in Evidence Based Practice (3).** Exploration of biostatistical methods used in implementing and evaluating health care related research and evidence-based practice. Legal and ethical issues in research are addressed. PREREQ: such as SPSS will be utilized. Prerequisites: NURS 8814 and 8815.
- **NURS 8830 Mixed Methods Health Care Research (3).** Research approaches combining quantitative and qualitative research methods will be applied to examine complex clinical and other problems and health behaviors. The course will provide an overview and introduction to mixed methods/multi-method research designs. Prerequisites: NURS 8813, NURS
- **PPRA 5518 Clinical Research Design and Analysis (4).** The fundamentals of experimental design, implementation and data analysis pertinent to pharmaceutical clinical investigations.
- **CRCS 8020 Doctoral Colloquium (1).** Advanced study, student and faculty presentations, discussions of research in the rehabilitation fields that will include methods in interprofessional, interdisciplinary, multidisciplinary, and transdisciplinary research. Students will attend and present their research during bimonthly seminar presentations / discussions. This credit may be carried over several semesters. Even if the student is not currently enrolled they are expected to attend and participate while they are taking didactic coursework. May be repeated. Only 1 credit counts toward degree.
- **Grant/Scientific Writing Seminar.** A course that examines strategies and activities related to the grant application process and manuscript preparation. Students may choose from the following courses or propose another course with approval of their advisory committee but must take a minimum of 2 credits.
 - **NURS 8825 Grant and Scholarly Writing (2).** This course provides the foundation upon which to build skills for grant writing grant applications from seeking appropriate mechanisms for accomplishing the dissertation through the completion of a grant application. Students will use this course to develop a predoctoral proposal such as a National Research Service Award (NRSA).
 - **NURS 8826 Advanced Scientific Writing (2).** Using a workshop approach student will learn how to present and publish their research findings in scholarly journals and books. Students will critique their classmates work in mock peer review process and will critically examine the publishing standards and approaches of academic nursing journals. Students will prepare and submit one paper for publication in a peer reviewed journal.
 - **PSCI 6603 Scientific Communication: 2 semester hours.** This course will survey basic techniques in scientific communication including: scientific manuscripts/articles, theses/dissertation, and other forms of written scientific communication; laboratory notebooks, reports and other technical documentation; collecting and citing literature; basic grantsmanship and introduction to the NIH grant submission process; scientific poster and podium (oral communication) formats; preparation of professional scientific materials including CV/resume,

research summary, research philosophy, teaching philosophy; and the use of relevant software.

- **POLS 5557 Grant writing: 3** semester hours. Steps involved in the grant writing process from strategic planning, research, writing, to finding appropriate grant sources.
- **Specialized Program: (15 credits):** Specialized program facilitates the candidates' area of expertise and scholarship through independent and guided studies with the major advisor and related areas along with research experiences. Specialized program courses will be developed and offered at the guidance of the candidates' committee. The candidate will consult with their Advisory Committee to determine the area of focus and appropriate coursework for that focus. Coursework must include at least 6 credits of core basic or applied sciences outside of the CRCS based on the student's program needs and science background. This program will consist of courses and independent studies identified by the major adviser, the student, and the Advisory Committee as meeting the academic and research goals of the student, and will be drawn from the CRCS, as well as the broader university. As part of their Specialized Program Core students will complete 4-18 credit hours of independent and directed studies with the major advisor.
 - For example, if a student wanted an emphasis in biological neurosciences they could take BIOL 5523 and 5560, or if they wanted to be able to program neural network modeling simulations they could take programming classes from the computer sciences department to obtain this 6-credit requirement. Further, depending upon the needs of the student, independent study on specific neuroscience topics (e.g., subcortical functioning) could be developed.
 - **CRCS 8030 Advanced Seminar in Rehabilitation and Communication Sciences (1-6).** Directed learning with a CRCS doctoral faculty member. Prerequisite: Consent of the Instructor. May register for up to 6; may be used in the area of concentration. May be repeated. Only 6 credits may go towards degree.
 - **CRCS 8031 Independent Study (1-6).** Directed learning via study of problems selected by student and faculty member. Graded S/U. May be repeated. Only 6 credits may count toward degree. PREREQ: Permission of instructor.
 - **CRCS 8032 Special Topics in Rehabilitation and Communication Sciences (1-6).** Individualized readings, preparations, and discussions of reports and projects in all areas of rehabilitation, speech and hearing science, speech-language pathology, audiology, occupational therapy, and physical therapy. Graded S/U. May be repeated. Only 6 credits may count toward degree. PREREQ: Permission of instructor.
 - **CRCS 8033 Special Topics Workshop in Rehabilitation and Communication Sciences (1-6).** Presentation of professionally related topics in workshop format. Meets for a minimum of 16 contact hours per credit with appropriate outside assignments, readings, or papers. May be repeated. Only 1 credit may be counted towards degree.
 - **CRCS 8050 Research Practicum in Rehabilitation and Communication Sciences (1-6).** Under the guidance of the research practicum committee the student will develop, carry out, and defend a research project that leads to a publication submission to a peer-reviewed academic journal. Only 3 credits may go towards degree.

- **CRCS 8899 Experimental Course (1-6).** This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. May be repeated.
- **Dissertation (18 credits):** All students in the program must develop a research proposal that embodies the rationale and research methodology for their dissertation research following the Graduate School requirements for dissertations. The student under the advisement of the Dissertation Committee and chair should develop dissertation research projects. Dissertations should be primarily self-guided by the student and should take a minimum of one-year to complete. Students are required to have open prospectus and defense presentations followed by closed question and answer sessions with the committee and student. All committee members must grant approval to the prospectus and defense via signatures on the signature page after the student has incorporated requested changes to draft manuscripts. After successful defense and completion of the dissertation the candidate must obtain approval from the Graduate School.
 - **CRCS 8080 Predoctoral Independent Study (1-9).** Self-study of a range of topics and techniques relevant to preparation for undertaking dissertation research. May register for up to 9; may be repeated. Only 9 credits may count towards degree.
 - **CRCS 9000 Dissertation (1-9).** Students will develop, carry out, and complete their dissertation project. Prerequisites: Admission to candidacy for the PhD degree in Rehabilitation and Communication Sciences. May register for up to 9; may be repeated. Only 9 credits may count towards degree.
 - **CRCS 9001 Dissertation: Summer Research (1).** Students conducting dissertation research may only register for this course during summer. May be repeated. No credit may count towards degree.

B. Handbook Distribution Form

Idaho State University
College of Rehabilitation and Communication Sciences
Ph.D. in Rehabilitation and Communication Sciences

Pocatello, Idaho & Meridian, Idaho

Manual Distribution and Agreement Form

SIGNATURE PAGE

Date: _____

I have received a copy of the Idaho State University College of Rehabilitation and Communication Sciences PhD in Rehabilitation and Communication Sciences Program Manual. I am aware that I am responsible for reading, understanding, and adhering to the policies and procedures described in the manual. I understand that the manual may be revised and updated and acknowledge that I am responsible for reading, knowing, and adhering to any updated items described in the manual. I understand that individuals associated with the PhD in Rehabilitation and Communication Sciences program at Idaho State University are required to adhere to the procedures, policies, and Professional and Ethical Principles and Code of Conduct published in this document as well as those from their primary program and department, professional discipline, KDHS, Graduate School, and ISU. I agree to abide by the procedures and policies outlined by this manual as well as the aforementioned procedures, policies, and Professional and Ethical Principles and Code of Conduct standards.

Student name (print): _____

Student Signature: _____

C. Advisee / Advisor Agreement Form

Idaho State University
College of Rehabilitation and Communication Sciences
Ph.D. in Rehabilitation and Communication Sciences

Pocatello, Idaho & Meridian, Idaho

Advisee / Advisor AGREEMENT FORM

Every applicant offered admission to the Ph.D. in Rehabilitation and Communication Sciences program at Idaho State University must complete and submit this form before, or simultaneously with, program acceptance. In all cases an agreement must exist to maintain continued enrollment in the program. If an applicant, student, or candidate does not have an agreement in place they will not be admitted or cannot continue with their program. Students with justifiable reasons may request a change of advisor by submitting a petition.

This agreement remains in effect until either it is canceled, changed, or the student completes the degree. The CRCS academic office must be informed of any approved changes to the agreement and a new agreement form will be submitted when appropriate. If the advisor is retired or holds the status of professor emeritus, the student must secure a secondary academic advisor from the PhD Studies Faculty and have the form countersigned by them. Additionally, if the student is a current employee of the CRCS at ISU, the student must secure a secondary academic advisor from a different department within CRCS than they are employed by. Information on secondary advisor requirements is available within this PhD in RCS Manual.

Student Name (please print): _____

Student Signature: _____

Date: _____

Major Advisor Name (Please print): _____

Major Advisor Signature: _____

Date: _____

Secondary Advisor *if applicable* (please print): _____

Secondary Advisor Signature: _____

Date: _____

PhD Director Signature: _____

Date: _____

D. Program of Study Template

The program of study document will be placed here.

{Program Letterhead}

E. Annual Review Form

{Program Letterhead}

F. Petition Forms

1.PhD in RCS Petition Form

2.Graduate School Petition Form