



DEPAUL UNIVERSITY

COLLEGE OF SCIENCE AND HEALTH

Speech Language Pathology Program

SPEECH LANGUAGE PATHOLOGY PROGRAM

Graduate
Student
Handbook
2024-2025

The DePaul University Master of Science Speech Language Pathology program at DePaul University has been accepted as a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA), 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Welcome to DePaul University Speech Language Pathology Program

Handbook Signature Page

Welcome to the DePaul University Speech Language Pathology Program. We are pleased that you have chosen our program to complete your graduate education and we commit to supporting you as you strive to become an impactful speech language pathologist and a leader in the profession.

This handbook serves as your reference for the successful completion of the Master of Science Speech Language Pathology degree through the DePaul University Speech Language Pathology Program and for ASHA certification. It is the responsibility of the student to be familiar with and adhere to the contents in this handbook. Please think of this handbook as a guide and NOT a contract between students and the DePaul Speech Language Pathology Program. Policies and procedures may be updated at the discretion of DePaul University and/or the SLP Program. This handbook is a living document and is posted on the SLP Program website.

I (Print Name) _____
attest that I have read and understood the information contained in this Graduate Student Handbook.

Student Signature

Student ID Number

Date

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DEPAUL UNIVERSITY



DePaul University

DePaul University Mission Statement

As an innovative Catholic, Vincentian University anchored in the global city of Chicago, DePaul supports the integral human development of its students. The university does so through its commitment to outstanding teaching, academic excellence, real world experience, community engagement, and systemic change. DePaul prepares graduates to be successful in their chosen fields and agents of transformation throughout their lives.

Guided by an ethic of Vincentian personalism and professionalism, DePaul compassionately upholds the dignity of all members of its diverse, multi-faith, and inclusive community. Through education and research, the university addresses the great questions of our day, promoting peaceful, just, and equitable solutions to social and environmental challenges. Since its founding in 1898, DePaul University has remained dedicated to making education accessible to all, with special attention to including underserved and underrepresented communities.

Adopted by the Board of Trustees on March 4, 2021

History of DePaul University

DePaul University was founded in 1898, by the Congregation of the Mission (or Vincentian) religious community, which follows the teachings of 17th century French priest St. Vincent de Paul. The university's mission emphasizes academic excellence, service to the community, access to education and respect for the individual.

Distinguishing Characteristics, Core Values & Commitments

A Catholic, Vincentian university in the global city of Chicago.

As a Catholic university in the Vincentian tradition, DePaul University is anchored in the **global city of Chicago**. While proud to call Chicago home since 1898, we acknowledge that we live, work, and study on traditional Native lands, once home to well over one hundred different tribal nations. Our social location in what has become a large, diverse, metropolitan city has fundamentally shaped our institutional identity and commitments over the course of our history as an educational institution. Whether ensuring access to higher education for the city's many immigrant communities, offering flexible and pragmatic approaches to student learning, or remaining actively committed to social transformation to better the city and its communities, DePaul remains inextricably linked to Chicago. We serve as a vibrant civic institution, an educational and workplace community that supports the well-being and development of a broad and diverse community of people whose influence reaches across the Chicago region and beyond. Our location in the heart of this global city remains attractive to traditional-aged, adult, and international students from across the region, country, and world. It also serves as a springboard for DePaul graduates to achieve success in their careers wherever their dreams may take them.

Motivated by the examples of Vincent de Paul and Louise de Marillac, who instilled a love of God by leading their contemporaries to serve urgent human needs, the DePaul community believes our mission as an educational institution is to foster integral human development, social mobility, and social

transformation. As a comprehensive **university**, DePaul pursues the preservation, enrichment, and advancement of knowledge across a broad scope of academic disciplines at the undergraduate and graduate levels, as well as through a range of professional programs. We place a high priority on programs of instruction and learning, emphasizing the skills and practices that educate students to become lifelong learners, to succeed in the workplace, and to make meaningful contributions to society. DePaul University maintains a commitment to the liberal arts and sciences and to research, both for their intrinsic value and as a foundation for all specialized courses of study. Furthermore, our commitment to the [Global Compact on Education](#) means we recognize access to quality education as a fundamental human right that we both advocate for and preserve as we evolve to face new challenges.

Among the largest **Catholic** universities in the United States and the world, our mission proceeds from the heart of the Church and remains grounded in the values and life example of Jesus of Nazareth. Our Catholic identity inspires us to offer an education that supports the communal context of integral human development, while also advocating for an integral ecology aware of the interconnectedness of all people and nature. As a university inspired by a broad-ranging Catholic intellectual tradition, our community is enriched by people from many religious and philosophical traditions collaborating to further knowledge, wisdom, truth, and the common good. We endorse the interplay of diverse value systems beneficial to intellectual inquiry, and we seek to bring the light of faith and the treasure of knowledge into a mutually challenging and supportive relationship.

Our **Vincentian** character traces to seventeenth-century France and the remarkable lives of Vincent de Paul and Louise de Marillac, as well as all those who have followed to serve in the global Vincentian family. Together, they shaped a distinctive Vincentian legacy that continues to inspire our work as a university community. The Congregation of the Mission (C.M.) founded by Vincent de Paul and known as the Vincentians, continue to sponsor DePaul University as an organic extension of their mission. Personalism and professionalism characterize the Vincentian spirit and permeate the culture of our institution. With this inspiration, we serve to ennoble the sacred dignity of all people, with special attention to those who are vulnerable, underserved, or materially poor, and we seek creative and effective solutions to institutional and societal challenges. Our Vincentian heritage motivates us to guide our students to work for the common good and the building of a just, equitable, and sustainable society. As an educational institution bearing the name of Vincent de Paul, we engage with other institutions and agencies in mutually beneficial research, service learning, and educational partnerships that contribute to the societal, economic, cultural, and ethical quality of life in our metropolitan area and beyond.

Core Values

Core values that flow from our identity and shape our work as a university community.

Excellence in Teaching

While embodying all aspects of the twenty-first century university, we maintain a special commitment to excellence as a teaching institution. Therefore, we support faculty and staff to be effective educators regardless of their academic discipline or role, and we encourage ongoing, critical reflection upon our pedagogy and effective practices to foster student learning and holistic development. We provide support to help all students flourish to the best of their ability, including special assistance and advocacy for students of high potential who face educational, social, or personal obstacles to their learning success.

Access to Higher Education

Founded to provide access to higher education for underserved immigrant communities in the city of Chicago, DePaul University's commitment to such equity and access has remained a common thread of our mission throughout our history. Today we continue to be an institution that provides access to higher learning for those of underserved and underrepresented communities. We understand and practice education as an effective means to break transgenerational cycles of poverty, and strive to offer an affordable, high quality private education.

Human Dignity and Vincentian Personalism

As a university community, we strive to ennoble the God-given dignity of all people. Our Vincentian personalism and professionalism is reflected by our DePaul community whose members care for the needs of each other and of those with whom we live, work, study, and seek to serve. We recognize the intrinsic connection between dignity and diversity as a natural and necessary context for human flourishing, and thus we strive to be a welcoming and inclusive educational community that cultivates these important values among all persons at DePaul.

Care for Society's Most Vulnerable

Grounded in our Vincentian character, our belief in the dignity of all people challenges us to exercise compassion for those in society who lack opportunity due to material poverty or flawed human systems and social norms. We strive for solidarity and social justice through education and by offering our academic expertise, research, service, and public advocacy on behalf of the common good.

Diversity, Equity, and Inclusion

Given a history of societal systems that perpetuate the unjust treatment of many in the United States and around the world, particularly in education, our teaching, learning, and operations are motivated to address causes of inequity and injustice. Both within and outside our university community, we work to advocate for and build just, equitable, and inclusive communities, policies and processes that enable all to flourish.

Social and Environmental Justice

Our institutional mission and values necessitate our active participation in civic life and public affairs as we strive towards social transformation and the building of a more just, equitable, and sustainable society. We recognize that solutions to the complex social and environmental problems faced by society demand an integrated approach that will combat poverty, restore dignity to the excluded, and protect nature. Those impacted by injustice are often society's most vulnerable, to whom we owe a special responsibility inspired by our mission and values. As a teaching and learning community, therefore, we honor the dignity and diversity of all life in preparing for a sustainable future.

Public Service

As a Catholic, Vincentian university our educational responsibility reaches beyond efforts to merely prepare students with the knowledge and skills needed to sustain meaningful careers. We aim to effectively prepare students to make positive contributions to their communities and to understand service as a part of their life's vocation. We model this vocation through our approach to community engagement, our public relationships, and in our role as an anchor civic institution in the city of Chicago. Furthermore, we know that our many community partners serve as co-educators who support the development of DePaul students.

Community and Collaboration

Vincent de Paul and Louise de Marillac founded communities organized around a mission, aware that their vision required the effective collaboration of people from all backgrounds united in a shared spirit of service, charity, justice, and systemic change. Vincentian communities around the world continue to model this collaborative spirit, working together with others for systemic change. Likewise, our faculty, staff, and administration work collaboratively for the good of students. We also seek to model this spirit in the way we work and study together, as well as through our community partnerships both locally and globally.

Fundamental and Emerging Commitments

Commitments that guide our decisions as we respond to current realities while looking to the future and remaining faithful to our core values.

Sustainability

We consider sustainability a meaningful way to frame a broader set of institutional and societal challenges relevant to our work as a university in the twenty-first century.

Environmental: As a university community, we are strongly motivated to action by the looming crises caused by climate change. We must ensure that DePaul's education, research, and operations contribute to a sustainable future for our city and planet. Our role as educators compels us to prepare future generations with the proper knowledge, skills, and attitudes necessary. We recognize the interdependence of environmental, human, and economic systems required by people around the globe to enjoy a healthy and fulfilling quality of life both now and in future.

Fiscal and Operational: At the same time, the economic vulnerability of institutions of higher education in the United States requires us to consider financially sustainable strategic approaches as to how we function in the present and in future. DePaul maintains a mission-based commitment to invest the resources needed to ensure the success of the roughly one third of our students from underserved backgrounds. We know that a student body reflecting truly diverse economic circumstances and life experience is beneficial to learning, societal and self-understanding, and to creating world-ready students. This ongoing commitment challenges us to remain both creative and disciplined as we actively discern how to remain financially strong, responsive to the needs before us, and an attractive, viable option for all those we seek to serve.

Anti-Racism

With racism so deeply intertwined in human history and still pervasive today, as an institution we recognize our ongoing complicity with systemic racism. These structures continue to cause harm today and prevent needed opportunities for many people who remain underserved and underrepresented. Therefore, we commit forcefully in thought, word, and action to do all that is required to transform our university into an anti-racist institution.

Nonviolence, Dialogue, and Peacebuilding

As a Catholic university, Pope Francis' declaration of nonviolence as a fundamental commitment of the Catholic Church and Catholic education challenges us to model, teach, and foster the necessary awareness, theory, and skills of dialogue and peacebuilding. Furthermore, our grounding in Vincentian mission moves us to recognize the ongoing threat of violent conflict, both locally and globally, and how it

harms those most vulnerable populations. Therefore, we strive to integrate nonviolence, dialogue, and peacebuilding into the educational experience of our university community.

Applied Research Oriented to Pressing Societal Needs

As a university, research supplies the educational framework and learning opportunities afforded to those within our DePaul community and society-at-large. We place a high value on engaged research that enables us to apply knowledge and expertise to address pervasive societal issues and the needs of local communities.

Innovation and Adaptability

We are more aware than ever that innovation is essential to a flourishing twenty-first century university. Rapid societal changes, as well as economic pressures on the higher education sector and on the students and communities we serve, require us to adapt continually so that we may respond effectively to today's needs. Our mission compels us to harness the creativity of our community to develop new approaches to learning, new advances in knowledge, and new ways of effectively operating as an institution. As we look to the DePaul of tomorrow, we pledge to evolve effectively in order to remain a source of hope, opportunity, and social transformation, sensitive to the needs of our students, and responsive to the challenges that lie before us.

DePaul University Dream Statement

At DePaul University we affirm the dignity of the individual. We value diversity and culture because these are part of our core values and traditions as a Catholic, Vincentian, and urban university. DePaul University has decided to take a strong and public stand for supporting undocumented students, and DREAM Act legislation. We believe supporting undocumented students is smart policy that will yield significant benefits for our university, city, state, and nation. We also know these young people who enter our doors are part of the next great generation who will build our collective future. It is for this reason that DePaul admits students regardless of their citizenship status. Because we welcome these students, it is incumbent upon all members of the DePaul community to understand DePaul's position on assisting undocumented students, realize the value that they bring to our university, and support their success as we support all of our students.



College of Science and Health

CSH Mission Statement

The College of Science and Health at DePaul University provides high quality, personalized, and accessible science and health education to a diverse student body, grounded in the values of St. Vincent de Paul. Our teaching and research advance knowledge in service to society.

CSH Vision Statement

We aspire to be a leading urban college of science and health with an inclusive environment that supports diverse people and ideas:

- Delivering rigorous and relevant science and health education programs
- Assuring every student with an emphasis in the sciences an authentic research experience
- Providing every student with an emphasis in health with an understanding of health disparities and best practices to address and advance health care in a global society
- Affording every student an opportunity to reinforce their learning through internships and community engagement
- Providing every student support in exploring and achieving their professional and career goals
- Supporting a faculty of inspiring, effective and innovative teachers
- Sustaining a faculty with the resources to produce impactful scholarship and become thought leaders in their field
- Encouraging faculty to share their knowledge and skills with the local and global community

College of Science & Health Mission to Advance Diversity, Equity & Inclusion

CSH Mission to Advance Diversity, Equity & Inclusion

The mission of the College of Science and Health is to prepare leaders in the sciences and healthcare who are committed to cultivating equitable, socially just, and anti-racist environments. Through authentic experiences the classroom and community, we educate our students to be engaged citizens prepared to exercise their knowledge of science and medicine in a manner that upholds the dignity of all people. DePaul University is committed to the anti-racist work required to achieve equitable service of our community. We must work together to challenge the status quo, and continue asking hard questions despite answers that may pose discomfort to those in positions of privilege.

History of College of Science and Health

The College of Science and Health (CSH) was established in 2011 to help its students meet the demands of the growing fields of science and health. CSH offers multiple undergraduate majors and graduate programs in the areas of biology, chemistry, environmental science, mathematics, nursing, physics and psychology.

CSH Anti-Racism Statement

The DePaul University College of Science and Health (CSH) acknowledges the individual and structural racism embedded in our science, education, and healthcare systems. We recognize the culture of racial oppression and the deep history of European colonialism and white supremacy installed in all science, technology, engineering, math (STEM) fields, nursing, and all healthcare professions. The fields of science and health have largely ignored the needs of and contributions from Black, Indigenous, and People of Color (BIPOC) and in some situations have used science and health systems to harm them. This has furthered healthcare disparities, under-representation of BIPOC people in the fields of science and health, and contributes to a distrust of science and healthcare systems. Acknowledgement of these truths inspires a call for introspection, collective consciousness, and action. We must seek to unlearn, learn, and practice our commitment to combat racism daily. We recognize the painful history and ongoing racist misconduct of scientists and healthcare practitioners that overshadows and adds to the challenge and importance of our anti-racism work. In response, we firmly commit to disarming racism by reasserting diversity, equity, and inclusion as core values of our college and coming together as one community of students, staff, faculty, and community partners in support of each and every one of our members of color, in condemning racism in all of its forms.

What is being done at CSH?

- CSH has created a permanent committee on Diversity, Equity and Inclusion (DEI) with representation from all units across the college and includes staff, faculty and student voice;
- CSH partnered with a past SGA Senator on the “Black Excellence in STEM” event for Black History month and commits to continuing to highlight and celebrate contributions from diverse faculty, staff, and students;
- CSH is in the process of creating a web-page where DEI data, best-practices and events can be shared transparently with the entire CSH community;
- CSH is assessing the staff and faculty evaluation processes in order to foster accountability, highlight achievements and to keep DEI efforts as an integral part of our work at DePaul.

What must be done at CSH?

- Strengthen CSH’s data collection and dissemination of diversity, equity, and inclusion metrics and use this data to drive efforts to set and achieve DEI outcomes across the college;
- Recruit and retain staff and faculty with under-represented Black, Indigenous, People of Color (BIPOC) to better reflect the diversity present in the student body;
- Develop diverse faculty and staff so they thrive and grow professionally in CSH and the university;
- Prohibit discrimination of the tenure and promotion process based on race and ethnicity of faculty members;
- Create obligatory training and professional development for staff and faculty to deepen their awareness, professional responsibility and commitment to diversity, equity and inclusion; thus emphasizing best practices and creating a culture and climate that actualizes these values;
- Listen to and amplify the voices of our Black, Indigenous, People of Color (BIPOC) students, staff and faculty;
- Transform curriculum and pedagogy throughout the college to integrate diverse perspectives and voices, and to adopt policies and practices that foster equity and inclusion;
- Host and participate in anti-racist conversations with staff, faculty, students, and administrators during the next academic year and beyond;
- Create an anonymous forum for student grievances regarding discriminatory actions or policies to be aired and addressed

Speech Language Pathology Program

The Master of Science in Speech Language Pathology (SLP) at DePaul University is designed to provide students with an in-depth academic and clinical course of study to prepare students for a career in the dynamic and growing field of speech language pathology. Students participate in collaborative, experiential and integrative learning opportunities to develop skills for the highest standards of scope of practice in speech language pathology. Our program embraces diversity, advocacy and global awareness.

SLP Program Mission Statement

Grounded in the Vincentian tradition and urban character of DePaul University, the Master of Science degree in the Speech Language Pathology Program prepares speech language pathologists to meet the diverse and urgent needs of the Chicago community and beyond with a special concern for those who are most underserved and those who are most vulnerable. Our program graduates students with sufficient breadth and depth of knowledge, clinical skills, professional practice competencies, clinical reasoning, cultural fluency, and empathy for their practice. Using evidence-based and ethical practice, graduates use their knowledge and skills to foster meaningful communication for their clients and serve as leaders in the profession.

SLP Program Vision Statement

The DePaul University Speech Language Pathology Program is one of the preeminent Speech Language Pathology Programs in the Country. It has already attracted top leaders in the field to implement this vision. The Program is uniquely designed to transform outstanding students into dedicated, highly trained speech language pathologists who will competently and compassionately meet the needs of individuals with communication and swallowing disorders. To further the program's mission, the *Bilingual English-Spanish Specialization Certificate* (BESSC) attracts Spanish speakers to meet the needs of that underserved population in their native language thereby enhancing the ripple effect of the impact of the program throughout our Country.

DePaul Speech and Language Clinic Mission Statement

Through its commitment to education, innovation, diversity, and equity, our clinic provides exemplary clinical education and clinical training. Clinical practice is upheld with high standards and excellence through the utilization of evidenced- based practice and theoretical knowledge in the provision of services and advocacy for families and the communities served. Grounded in the DePaul University Vincentian ethos of public service responsibility, the DePaul University Speech and Language Clinic donation-based model vows to the rightful access of services for the diverse societal, economic, and cultural community where it is centered.

SLP Program Goals

- Students will graduate as competent speech language pathologists with sufficient breadth and depth of knowledge, clinical skills, professional practice competencies, clinical reasoning skills, cultural fluency, and empathy to begin their professional practice.

- Students will demonstrate an awareness of global health and education disparities, and in the Vincentian mission of the university, advocate for social justice, equity, and ethical policies that impact the overall services of clients and communities.
- Students will contribute to the practice of speech language pathology through participation in systematic inquiry and use of evidence-based practice.
- The SLP program will establish and design a broad range of clinical opportunities and externship experiences for students to develop skills in the identification, prevention, evaluation and intervention of speech, language and swallowing disorders and differences with a wide range of clients.
- The SLP Program will contribute to the overall growth and academic excellence of DePaul University and support its Vincentian mission by establishing and implementing the Speech Language Pathology Program.

Faculty Information Speech Language Pathology Program

Kelly Gillespie, M.S., CCC-SLP

Interim Program Director
Director of Clinical Education
Clinical Associate Professor

Jessica Wacker, SLPD, CCC-SLP

Coordinator of Clinical Operations
Interim Associate Program Director
Clinical Assistant Professor

Katherine McShane, MA, CCC-SLP

Clinical Assistant Professor

Brianna Williams, SLPD, CCC-SLP

Clinical Assistant Professor

Admissions Procedures and Requirements

Professionals in speech language pathology begin the licensing and certification process by obtaining a Master's degree in the discipline. DePaul University offers this degree as a Master of Science degree in Speech Language Pathology (M.S. SLP). Prospective graduate program applicants are required to hold a bachelor's degree in speech language pathology or the equivalent. Students with backgrounds including communication sciences and disorders, education, health-related professions, biomedical sciences, and

psychology are encouraged to apply. The following are graduate admission requirements for DePaul University Speech Language Pathology (SLP) Program:

- Completion of a baccalaureate degree from a regionally accredited institution in either:
 - Communication Sciences and Disorders (CSD), including the courses listed below; or
 - In an area other than CSD, with completion of the prerequisite coursework listed below
- Minimum GPA of 3.0 on a 4.0 scale in the undergraduate major.
- Three (3) letters of recommendation who can comment on the academic, clinical, and professional experiences of the applicant.
- A completed *Communication Science and Disorders Centralized Application Service (CSDCAS)* application, including academic history, personal essays, and extracurricular/volunteer experience. Once a student's file is complete and reviewed by CSDCAS, the SLP program Admissions Committee will vet that all prerequisite courses have been completed.
- Official transcripts from every college or university attended (mailed to CSDCAS). If currently attending college, most recently completed quarter grades must be included.
- An interview with faculty (*by invitation only*).

University and Program Requirements for Admission to the Graduate Program

Requirement	University/College	Applicant Program
Minimum GPA	No (program specific)	3.0
Minimum combined GRE score	GRE Score: Yes Minimum Score: No	GRE Score: No Minimum Score: No
Letters of recommendation	No	3 program specific
Personal statements / interviews	Personal Statement: Yes Interviews: No	Personal Statement: Yes Interviews: Yes
Writing sample	No	Yes. A writing prompt is provided on the online application portal, CSDCAS.
Undergraduate major in CSD	n/a	No. Student may take the required prerequisite CSD courses as part of a post-bachelor program or as leveling courses.
Other (Specify.): Online Application	Online application through the DePaul website	Online application through the CSDCAS website.

Students will be required to complete the following prerequisites (*see table below*) to be considered into the Speech Language Pathology Program.

Prerequisites for Admission

Undergraduate SLP Courses (See page 20 for Course Descriptions)	<ul style="list-style-type: none"> • SLP 101: Introduction to Communication Sciences and Disorders • SLP 210: Phonetics • SLP 310: Normal Child Language Development • SLP 330: Introduction to Audiology • SLP 340: Anatomy and Physiology of the Speech & Hearing Mechanism • SLP 342: Speech and Hearing Science • SLP 420: Speech Sound Disorders
Observation Hours	25 hours
Additional Course Requirements (per the American Speech-Language-Hearing Association Standard IV-A)	<ul style="list-style-type: none"> • One course in the biological sciences (human or animal biology, such as biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, or veterinary science) • One course in the physical sciences (physics or chemistry). • One course in social/behavioral sciences (psychology, sociology, anthropology, or public health). • A statistics course (a stand-alone course). • Aural Rehabilitation (required for ASHA certification).

Strongly Recommended Course

SER 300 | Methods of Teaching Learners with Exceptionalities | 4 credit hours

This course explores exceptionality, its theories, research, and foundations as well as processes of learning as they are rooted in the domain of special education. Focus will be on typical and atypical growth from pregnancy through age 21 including cognitive, physical, emotional, linguistic, social, and sensory areas and the impact of disability on learning. An introduction to the field of special education and an overview of the categories of disability will also be provided. The course addresses the psychology of the exceptional child including the learning disabled.

SER 300 is offered at DePaul University to graduate students who need it; although, it is strongly advisable that students complete this course prior to starting graduate work. This course is required for an *Illinois Professional Educator's License (PEL)* for speech language pathologists working in the schools.

Please note that simply meeting these criteria does not guarantee admission into the graduate program. As is the case with most graduate programs in speech language pathology, admission is highly competitive.

The DePaul Speech Language Pathology Program welcomes applicants with diverse undergraduate experiences. Successful applicants come to us from various academic backgrounds such as the sciences, arts, business, and education in addition to those in communication sciences and disorders. The faculty appreciates applicants:

- who can consider problems from multiple perspectives to generate a variety of creative solutions;

- who are interested in exploring conditions across the lifespan;
- with broad academic backgrounds and the ability to critically assess information from a variety of sources;
- and who can demonstrate excellent verbal, written, and interpersonal communication skills.

Prerequisite Undergraduate SLP Courses & Descriptions

SLP 101 | Introduction to Communication Sciences and Disorders | 4 quarter hours

Overview of the field of communication and its disorders with emphasis on speech language pathology and audiology as a profession; current requirements for professional practice; professional ethics; definition, identification, and classification of disorders of hearing, speech, language, cognition and swallowing. Students will acquire 5 clinical observation hours in this course.

SLP 210 | Phonetics | 4 quarter hours

This course examines the articulatory, acoustic, and linguistic properties of speech. Instruction in using the International Phonetic Alphabet for phonetic transcription is provided.

SLP 310 | Normal Child Language Development | 4 quarter hours

An overview of normal language acquisition, focusing on theories, experimental findings and milestones in typically developing children will be addressed. Students will acquire 5 clinical observation hours in this course.

SLP 330 | Introduction to Audiology | 4 quarter hours

Review of the history of audiology as a profession; study of symptoms, causes, and treatment of hearing losses; and principles and application of basic audiometry.

SLP 332 | AURAL REHABILITATION | 4 quarter hours

Examination of methods for assessing and treating hearing disorders in adults and children, as well as conditions that result in hearing loss.

SLP 340 | Anatomy and Physiology of the Speech & Hearing Mechanism | 4 quarter hours

Study of anatomic and physiologic mechanisms underlying respiration, phonation, and articulatory mechanisms. Overview of the peripheral auditory system, neuroanatomy, and normal swallowing will also be addressed.

SLP 342 | Speech and Hearing Science | 4 quarter hours

Consideration of the physiology of the speech production, psychoacoustics and perceptual aspects of speech.

SLP 420 | Speech Sound Disorders | 4 quarter hours

This course addresses speech sound disorders of developmental or linguistic origin. Highlights include practice collecting and analyzing comprehensive speech samples, administering standardized tests, and planning therapeutic interventions, with an emphasis on case presentations of clients with articulation and phonological impairment.

Policies Regarding Proficiency in Spoken and Written English

International candidates who do not require a student visa to participate in university courses and/or degrees can be considered for admission. All instruction in the MS SLP Program is conducted in English. To be considered, a candidate must submit:

- Transcripts (original and a translated version, if applicable) and a credentialing evaluation from an agency recognized by the National Association of Credential Evaluation Services (NACES) that provide evidence of training at a level equivalent to that of a bachelor's degree in the United States.
- Official TOEFL (Test of English as a Foreign Language) score report if their education was completed in a language other than English or they reside in a non-English speaking country. A minimum score of 89 (IBT –Internet based testing) is required.

Compliance Checklist

Upon acceptance into the program, students received a letter detailing the admission conditions needed to be completed before beginning graduate school in the fall. Each student is responsible for acknowledging receipt of the letter and completing the requirements listed below before the start of the first fall quarter:

- Confirmation of ASHA 25 Observation Hours
- Final Transcripts
- Completion of all prerequisites

Additionally, when students enter the program in the fall, they will be required to complete or provide evidence of the following:

- Background Check (CastleBranch)
- Drug Screening (CastleBranch)
- Health documentation including immunizations
- Full health insurance coverage
- Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) Certification (to be completed during orientation)
- Non-discrimination Statement

Students will be required to purchase and complete the HIPAA training module through CastleBranch during the fall quarter in addition to the Mandated Reported Training and Blood Borne Pathogen Training.

Policy Regarding Accommodations for Students with Reported Disabilities

The Center for Students with Disabilities (CSD) coordinates DePaul University's provision of accommodations for students with documented disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Students seeking accommodations must first be admitted to DePaul University through the standard admissions process. Admitted DePaul students with a documented permanent or temporary disability are encouraged to self-identify and request enrollment with the CSD. The steps for students to receive accommodation can be found on the CSD Website. The steps are also listed below:

1. Complete the enrollment request form.
2. Request documentation from a qualified professional.
3. Submit all completed enrollment materials to the CSD.
4. The CSD staff will review your submitted materials.
5. Attend a phone meeting with CSD staff.

Degree Requirements

Coursework

The M.S. degree in Speech Language Pathology requires successful completion of a minimum of 102 graduate credit hours (or 112 for the BESSC-SLP Certificate). The curriculum covers six major areas: core courses (12 credit hours), research courses (5 credit hours), child/adolescent courses (19 credit hours), adult courses (16 credit hours), other disorder courses (13 credit hours) and clinical education (37 credit hours).

M.S. Speech Language Pathology Course Requirements

The course requirements below are for students entering with an undergraduate major in Speech Language Pathology and not applying for the BESSC program:

Category	Course Number	Course Name	Quarter Hours
Core Courses	SLP 400	Interprofessional Education	2
	SLP 401	Neurological Basis of Communication Disorders	4
	SLP 402	Cultural & Linguistic Diversity in Speech & Lang Dev & Disorders	4
	SLP 403	Professional Issues & Ethics in SLP	2
Research Courses	SLP 410	Research Methods for SLPs	3
	SLP 411	Topics in Research for SLPs: EBP	2
Child / Adolescent Courses	SLP 420	Speech Sound Disorders	4
	SLP 421	Language Disorders in Early Childhood	4
	SLP 422	Language Disorders in School-Age Populations	4
	SLP 423	Autism & Other Dev Disorders	3
	SLP 424	Language, Literacy & Learning	4
Adult Courses	SLP 430	Aphasia	4
	SLP 431	Dysphagia	4
	SLP 432	Acquired Neurolinguistics and Neurocognitive Disorders	4
	SLP 433	Motor Speech Disorders	4
Other Disorders	SLP 440	Voice & Resonance Disorders	4
	SLP 441	Stuttering & Related Disorders	3
	SLP 442	Augmentative & Alternative Communication	3

Clinical Education	SLP 480	Clinical Methods in SLP	4
	SLP 481	Clinical Practicum I	4
	SLP 482	Clinical Practicum II	4
	SLP 483	Clinical Practicum III	4
	SLP 484	Clinical Practicum IV	4
	SLP 485	Externship: School	8
	SLP 486	Externship: Medical	8
	SLP 489	Foundation in Assessment in SLP	4

Total Credits: (without thesis): 102

Course Descriptions

SLP 400 | INTERPROFESIONAL EDUCATION | 2 quarter hours

Interprofessional education is defined as occasions when two or more professions learn with, from and about each other to improve collaboration and quality of patient care. This course focuses on developing the core competencies that define the skills and interprofessional behaviors that health professionals across the continuum need in order to participate effectively in collaborative practice and team-based care. This course will afford students the opportunity to work with other pre-professional students as well with patient simulation activities. **Prerequisites:** none

SLP 401 | NEUROGENIC BASIS OF COMMUNICATION DISORDERS | 4 quarter hours

Advanced study of neuroanatomy and neurophysiology with emphasis on the structures and circuits in the human nervous system mediating motor, sensory, perceptual, linguistic, and cognitive functions important for speech, language and hearing function. Material related to normal and abnormal neurological development over the lifespan will also be explored. The course integrates neuroanatomy with cognitive neuroscience through assigned readings, lectures, and laboratory experiences. Brain dissection laboratory experiences enhance mastery of neurological concepts introduced in the course. **Prerequisites:** none

SLP 402 | CULTURAL AND LINGUISTIC DIVERSITY IN SPEECH AND LANG DEVELOPMENT AND DISORDERS | 4 quarter hours

This course is an exploration of evidence-based practice to discuss cultural and linguistic diversity across the lifespan to provide minimally biased assessment and treatment of communication disorders. Bilingual speech and language acquisition in typically and atypically developing children will be examined. The course will focus on developing cross-cultural competence through understanding cultural diversity, multilingual acquisition, multilingualism, effective use of interpreters and translators, and service delivery strategies. **Prerequisites:** none

SLP 403 | PROFESSIONAL ISSUES & ETHICS IN SPEECH-LANG PATH | 2 quarter hours

The scope of practice for the speech language pathology profession will be examined. Students will explore expectations for professional behavior based upon standards of practice and the ASHA Code of Ethics. Emphasis will be placed on issues of ethical and professional integrity in clinical practice, and will

include topics such as certification and licensure, quality assurance, evidence-based practice, and reimbursement topics. **Prerequisites:** none
none

SLP 410 | RESEARCH METHODS | 3 quarter hours

Research methods commonly used in the field of speech language pathology, including basic research concepts, common research designs, and methods of data analysis will be examined. **Prerequisites:** none

SLP 411 | TOPICS IN RESEARCH: EBP | 2 quarter hours

Students will gain experience critiquing professional literature relevant to clinical and/or research practices. Emphasis will be on the integration of research evidence and critical thinking into practice. Students will complete a literature review on a topic of interest and use it to inform evidence-based, clinical decisions. **Prerequisites:** none

SLP 420 | SPEECH SOUND DISORDERS | 4 quarter hours

This course addresses speech sound disorders of developmental or linguistic origin. Highlights include practice collecting and analyzing comprehensive speech samples, administering standardized tests, and planning therapeutic interventions, with an emphasis on case presentations of clients with articulation and phonological impairment. **Prerequisites:** none

SLP 421 | LANGUAGE DISORDERS IN EARLY CHILDHOOD | 4 quarter hours

The study of early language milestones, processes, and theories; and the examination of the nature and characteristics of disordered language acquisition in young children (birth through age 5) will be examined in this course. Topics include the speech language pathologist's role in prevention, communication and language assessment and intervention techniques, models of service delivery, relevant legislation, and speech and language resources available to families, educators, and service providers. Students will practice language sampling and analysis. **Prerequisites:** none

SLP 422 | LANGUAGE DISORDERS IN SCHOOL-AGE POPULATIONS | 4 quarter hours

Language disorders of school-age children and adolescents, with an emphasis of the social, cognitive and linguistic aspects of language impairment will be examined in this course. Formal and informal assessment methods will be reviewed, along with intervention models commonly used in school and private settings. Students will practice narrative analysis. **Prerequisites:** SLP 421 – Language Disorders in Early Childhood

SLP 423 | AUTISM & OTHER DEVELOPMENTAL DISORDERS | 3 quarter hours

In this course, students will examine pediatric communication disorders related to the autism spectrum, genetic syndromes, and craniofacial anomalies. The etiologies of these conditions and co-morbid disorders will be discussed. Assessment and intervention models will be reviewed. **Prerequisites:** SLP 421 – Language Disorders in Early Childhood

SLP 424 | LANGUAGE, LITERACY & LEARNING | 4 quarter hours

This course explores the theoretical models of language, literacy and learning. The relationships between reading, writing, speaking and listening will be examined, including the impact on school performance. Reading and writing assessment and intervention models will be examined. **Prerequisites:** SLP 421 – Language Disorders in Early Childhood; SLP 422 – Language Disorders in in School-Age Populations

SLP 430 | APHASIA | 4 quarter hours

The causes, assessment, and treatment of acquired language disorders in adults, including aphasia, right hemisphere syndromes, and dementia will be examined. Etiologies of these conditions, including neurological correlates for presenting symptoms, will be reviewed. Assessment and intervention models will be discussed, with attention to the cognitive, linguistic, and social aspects of resulting communication disorders. **Prerequisites:** SLP 402 - Neurogenic Basis of Communication Disorders

SLP 431 | DYSPHAGIA | 4 quarter hours

Study of the anatomic and physiologic systems involved in normal swallowing and swallowing disorders (dysphagia) in adults and children will be explored. Emphasis on the role of the speech language pathologist in the areas of assessment and treatment of dysphagia and as a team member in the areas of dysphagia related counseling, ethical and quality of life issues. **Prerequisites:** SLP 402 - Neurogenic Basis of Communication Disorders

SLP 432 | ACQUIRED NEUROLINGUISTIC & NEUROCOGNITIVE DIS | 4 quarter hours

Examination of the neural bases and characteristics that result from acquired conditions, with emphasis on traumatic brain injury, dementia, and other degenerative neurological conditions will be explored. Principles of assessment, differential diagnosis, prognosis, treatment and recovery processes associated with these disorders will be examined. **Prerequisites:** SLP 402 - Neurogenic Basis of Communication Disorders; and SLP 431 – Aphasia

SLP 433 | MOTOR SPEECH DISORDER | 4 quarter hours

This course covers assessment and treatment of neurogenic speech disorders, including the various types of dysarthria and apraxia. The complex process of differential diagnosis of these conditions will be addressed, along with numerous treatment approaches designed to target respiration, phonation, articulation, resonance and prosodic components of motor speech disorders. **Prerequisites:** SLP 402 - Neurogenic Basis of Communication Disorders

SLP 440 | VOICE AND RESONANCE DISORDERS | 4 quarter hours

Students examine the anatomical and physiological correlates of phonation and oral/nasal resonance, as well as the exploration of diagnosis and management of congenital, acquired, and non-organic disorders of phonation. This course teaches evaluative and therapeutic aspects of voice and resonance disorders, including laryngectomy, cleft lip/palate, vocal fold hyperfunction, and therapies associated with a variety of neurogenic communication disorders. **Prerequisites:** SLP 402 - Neurogenic Basis of Communication Disorders

SLP 441 | STUTTERING & RELATED DISORDERS | 3 quarter hours

This course is an overview of potential etiologies and characteristics of fluency and related disorders in children and adults. Focus on assessment, diagnosis, and effective treatment of stuttering across the

lifespan is discussed. Consideration of the experience of stuttering from the point of view of the person who stutters will be explored.

Prerequisites: none

**SLP 442 | AUGMENTATIVE & ALTERNATIVE COMMUNICATION ACROSS THE LIFESPAN | 3
quarter hours**

This course will address the complex communication needs of individuals with severe communication, sensory and/or physical impairments who may require the use of augmentative and alternative communication systems (AAC). Students will become familiar with various types of assistive technologies used for AAC. Cognitive, educational, physical, psycho-social, and linguistic aspects are considered together with symbol characteristics, teaching strategies, and research issues that impact AAC selection and implementation. AAC assessment and intervention strategies will be addressed, including interdisciplinary contributions from physical and occupational therapists. **Prerequisites:** none

SER 443 | PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS | 4 quarter hours

Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion-referenced tests and informal assessment. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments.

SER 446 | PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD | 4 quarter hours

Identification, characteristics, programs, schools, curricular variations, techniques for securing maximal development. Includes historical background, current legal and service provision issues including mainstreaming and inclusion.

SLP 480 | CLINICAL METHODS IN SPEECH LANGUAGE PATHOLOGY | 4 quarter hours

The fundamentals of clinical methods, including assessing and treating individuals with communication disorders, the concepts of behavior change, session design, and functional, client-focused treatment will be explored. Discussion of data collection and documentation methods, as well as the basics of clinical writing. **Prerequisites:** none

SLP 481 | CLINICAL PRACTICUM I | 4 quarter hours

This is the first of four supervised part-time speech language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders. **Prerequisites:** SLP 480 Clinical Methods in Speech language Pathology

SLP 482 | CLINICAL PRACTICUM II | 4 quarter hours

This is the second of four supervised part-time speech language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders. **Prerequisites:** SLP 480 - Clinical Methods in Speech language Pathology; and SLP 481 - Clinical Practicum I.

SLP 483 | CLINICAL PRACTICUM III | 4 quarter hours

This is the third of four supervised part-time speech language pathology practicum experiences at the

DePaul University Clinic, or other community-based sites. Students will work with a licensed speech language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders. **Prerequisites:** SLP 480 - Clinical Methods in Speech language Pathology; SLP 481 -Clinical Practicum I; and SLP 482 - Clinical Practicum I

SLP 484 | CLINICAL PRACTICUM IV | 4 quarter hours

This is the fourth and final supervised part-time speech language pathology practicum experiences at the DePaul University Clinic, or other community-based sites. Students will work with a licensed speech language pathologist faculty member to plan and conduct assessment and intervention sessions for clients with communication disorders. **Prerequisites:** SLP 480 - Clinical Methods in Speech language Pathology; SLP 481 -Clinical Practicum I; and SLP 482 - Clinical Practicum II; and SLP 483 - Clinical Practicum III.

SLP 485 | EXTERNSHIP: SCHOOL PRACTICUM | 8 quarter hours

This is a full-time supervised speech language pathology clinical experience in an elementary or secondary public-school setting. Students will acquire experience in individual and group therapy, assessment, and consultation. This course consists of a 10-week, full-time school site placement. May be taken before or after SLP 486 – Medical

Practicum. **Prerequisites:** SLP 480 - Clinical Methods in Speech language Pathology; SLP 481 - Clinical Practicum I; SLP 482 - Clinical Practicum II; and SLP 483 - Clinical Practicum III; and SLP 484 - Clinical Practicum IV.

SLP 486 | EXTERNSHIP: MEDICAL PRACTICUM | 8 quarter hours

This is a full-time supervised speech language pathology practicum in a healthcare or other clinical setting, including hospitals, rehabilitation centers, skilled nursing facilities, outpatient facilities, early intervention, private practices, or private schools. Students will acquire experience in individual and group therapy, assessment, consultation and interdisciplinary staffing. This course consists of a 10-week, full-time clinical site placement. May be taken before or after SLP 485 – School Practicum. **Prerequisites:** SLP 480 - Clinical Methods in Speech Language Pathology; SLP 481 - Clinical Practicum I; SLP 482 - Clinical Practicum II; and SLP 483 - Clinical Practicum III; and SLP 484 - Clinical Practicum IV.

SLP 489 | FOUNDATIONS IN ASSESSMENT IN SLP| 4 quarter hour

This course will prepare the student with assessment foundational knowledge and skills through the study and application of qualitative and quantitative methods used in speech language pathology across the life span. Student will establish diagnostic and clinical impression skills for the development of treatment. Written and oral reporting related to the assessment process will be covered.

SLP 490 | BUSINESS PRINCIPLES FOR THE SPEECH LANGUAGE PATHOLOGIST | 1 quarter hour

This course is a basic overview of the functional areas of business providing a general framework for understanding the development, structure, and social responsibility of business as it applies to the profession of speech language pathology. Emphasis is placed on the interaction of management, marketing, entrepreneurship, finance, accounting and insurance within the corporate, education and healthcare settings.

SLP 493 | CRANIOFACIAL ANOMALIES AND SYNDROMES | 1 quarter hour

This course provides a comprehensive study of embryology, normal and abnormal development of oral facial structures as it relates to cleft lip and palate and craniofacial syndromes. A review of Anatomy and physiology, and genetics provide a platform for this case-based class. This course provides insight into the need for a

multidisciplinary team approach to the evaluation and treatment of cleft lip and palate and craniofacial anomalies. Emphasis is placed on the speech language pathologist's role in identification, assessment of speech language and resonance disorders and treatment of this population.

SLP 494 | TRACHS, VENTS AND LARYNGECTOMIES FOR THE SLP | 1 quarter hour

This is a course for students who are interested in clinical management skills of pulmonary function, swallowing and communication for clients after tracheostomy tubes, with and without mechanical ventilation, and following a total laryngectomy. Students will learn about tracheostomy and ventilator dependent assessments and treatment approaches including types of tracheostomies, speaking valves, and communication options.

SLP 495 | SWALLOWING AND COMMUNICATION IN END-OF-LIFE CARE BY SPEECH-LANGUAGE PATHOLOGISTS | 1 quarter hour

This course will examine the state-of-the-art in speech-language pathologists' involvement in palliative and hospice care for patients with life-limiting conditions across the lifespan. Specific topics will cover ethical considerations for feeding, swallowing, and oral care to promote patient safety, end-of-life quality, dignity and comfort, including decisions about alternative means of nutrition and hydration; best practices for communication including low-tech to high-tech augmentative and alternative communication (AAC) interventions and living legacy recordings; and counseling and education of patients, families, and interdisciplinary team members on end-of-life decisions such as recognition of patients' communicated advanced directives. Special attention will be given to the study of culturally responsive and sensitive approaches to end-of-life care.

SLP 499 | INDEPENDENT STUDY | 1 quarter hour

This course is for Master's students. Topic of the course varies. Credit hours vary. Course requires graduate program director approval each quarter.

Sample Course Schedule

Summer Quarter (2024)

SLP 332 - Aural Rehabilitation (if student did not enter with this course) (4 cr)

Fall Quarter (2024)

SLP 400 - Interprofessional Education (2 cr)

SLP 401 - Neurological Basis of Communication Disorders (4 cr)

SLP 421 - Language Disorders in Early Childhood (4 cr)

SLP 480 - Clinical Methods in Speech Language Pathology (4 cr)

SLP 489 - Foundations in Assessment in SLP (4 cr)

SLP 465 – Cultural Responsiveness in Bilingual SLP (1 cr) - *elective*

Intercession (2025)

SLP 503- Assessment and Intervention of Language Minority Populations (4 cr)- *elective*

Winter Quarter (2025)

SLP 420 - Speech Sound Disorders (4 cr)

SLP 422 - Language Disorders in School-Age Populations (4 cr)

SLP 430 - Aphasia (4 cr)

SLP 481 - Clinical Practicum I (4 cr)

SLP 462 - Asses & Intervention of Young Bilingual Children with Comm Disorders (2 cr) – *elective*

SER 446 - Psych & Educ of the Except Child (4 cr) - *elective*

SLP 490 - Business Practices for the SLP (1) - *elective*

Spring Quarter (2025)

SLP 402 - Cultural & Linguistic Diversity in Speech & Language Development & Disorders (4 cr)

SLP 411 - Topics in Research for Speech Language Pathology: Evidence Based Practice (2 cr)

SLP 432 - Acquired Neurolinguistics and Neurocognitive Disorders (4 cr)

SLP 440 - Voice & Resonance Disorders (4 cr)

SLP 482 - Clinical Practicum II (4 cr)

SLP 461 - Professionalism & Advocacy in Bilingual Speech Language Pathology (1 cr) – *elective*

SLP 495 – Swallowing and Communication in End of Life Care by Speech-Language Pathologists (1 cr) *elective*

Summer Quarter (2025)

SLP 423 - Autism & Other Developmental Disorders (3 cr)

SLP 424 - Language, Literacy & Learning (4 cr)

SLP 431 - Dysphagia (4 cr)

SLP 441 - Stuttering & Related Disorders (3 cr)

SLP 483 - Clinical Practicum III (4 cr)

SLP 443 - Aural Rehabilitation (if student has not taken) (4 cr)

SLP 493 – Craniofacial Anomalies & Syndromes (1 cr) - *elective*

Fall Quarter (2025)

SLP 403 - Profession Issues & Ethics in SLP (2 cr)

SLP 410 - Research Methods for Speech Language Pathology (3 cr)

SLP 433 - Motor Speech Disorders (4 cr)

SLP 442 - Augmentative & Alternative Communication (3 cr)

SLP 484 - Clinical Practicum IV (4 cr)

SLP 460 - Research to Practice in Bilingual Speech Language Pathology (1 cr) – *elective*

SLP 464 - Assessment & Intervention of Bilingual Adults with Comm Disorders (2 cr) - *elective*

SLP 465 - Cultural Responsiveness in Bilingual Speech Language Pathology (1 cr) – *elective*

SLP 494 - Trachs, Vent & Laryngectomies (1 cr) *elective*

SLP 495 – Swallowing and Communication in End of Life Care by Speech-Language Pathologists (1 cr) *elective*

Winter Quarter (2026)

SLP 485 - Externship: School (8 cr) *OR*

SLP 486 - Externship: Medical (8 cr)

BBE 550 - Speech Language Pathology and the Bilingual Experience (2 cr) – *elective*

SLP 490 - Business Practices for the SLP (1 cr) *elective*

SER 460- Psychology & Education of the Exceptional Child (4 cr) -*elective*

Spring Quarter (2026)

SLP 485 - Externship: School (8 cr) *OR*

SLP 486 - Externship: Medical (8 cr)

SLP 466 - Bilingual SLP Service Provision Across Settings (1 cr) - *elective*

SLP 463 -Bilingual Service Provider, Family, Community and Interdisciplinary Involvement (1 cr) - *elective*

Academic Advising

DePaul University Statement on Academic Advising

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

Students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

- Students will make informed decisions and register for classes on time.
- Students will obtain the necessary information for course selection and planning in their individualized programs.
- Students will make and keep appointments with their advisors.
- Students will communicate honestly and fully in these advising discussions.
- Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.

Academic Advising in the Speech Language Pathology Program

Academic Advisement. Incoming graduate students will be assigned a full-time faculty member as their academic advisor. Full-time faculty members are accessible and adhere to an open-door policy. Students will be provided with a course sequence for their entire graduate program. The course sequence is available to students electronically via the DePaul University Speech Language Pathology website and at the initial advisement meeting held during orientation. Faculty strongly recommended that students adhere to this course sequence, although if circumstances arise, students can modify this plan made in consultation with their faculty advisor, Program Director and the Director of Clinical Education. The expectation is that all faculty advisors and student advisees will communicate each academic quarter at both midterm and final by office appointment and/or zoom to discuss progress in the degree program and in their clinical skill development. Faculty advisors will also guide students in the management of their personal portfolio to ensure that they are on track for graduation.

Academic progress will be documented quarterly at midterm and final, and any existing concerns will be remediated. Student progress is also monitored each quarter by the Admissions, Progression & Retention Committee. Academic progress will be shared with the Program Director and Director of Clinical Education.

Clinical Advisement: The Director of Clinical Education is charged to conduct quarterly advisement sessions as students progress through practica and externship experiences. The Director of Clinical Education will ensure that students have acquired base knowledge required for clinical assignments, either through coursework or additional assignments from the clinical educator. An electronic record keeping program *The Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-*

Operations® or *CALIPSO*, is a secure, web-based tool which will be used to monitor student progress within the program as well as to maintain data regarding clinical experiences.

Clinical clock hours approved by the supervising faculty member on CALIPSO will be submitted by the student and equally tracked by the student, supervising faculty member and the Director of Clinical Education. The Director of Clinical Education will discuss student clinical progress with the supervising faculty two (2) weeks after the start of the session, at midterm and again at the final point of the quarter. Student concerns will be discussed immediately with the supervising faculty member and student as needed.

If progress is less than expected, students and supervising faculty, with input from the Director of Clinical Education, will jointly develop activities to support student clinical development. Please refer to Clinic Handbook regarding Intervention Plans and Clinical Probation.

Review of student performance and clock hours obtained are conducted weekly by the supervising faculty member and all progress is reported and managed by the Director of Clinical Education as appropriate. File management of clinical practicum advancement and accrual of the needed 400 clock hours is calculated, reviewed and documented quarterly by the Director of Clinical Education within CALIPSO. The submitted and finalized document will be made available electronically to the student, supervising faculty member, and Director of Clinical Education. A quarterly report will be given to the Program Director and the Admissions, Progression & Retention Committee, or sooner if a concern is identified.

Research Standards

The student may not use the name or stationery of DePaul University in connection with personal research without the sponsorship of a member of the SLP Program faculty.

Students in the M.S. SLP Program will complete the training module for Social and Behavioral Research with Human subjects through the Collaborative Institutional Training Initiative (CITI Program). CITI is dedicated to promoting the public's trust in the research enterprise by providing high quality, peer-reviewed, web-based educational courses in research, ethics, regulatory oversight, responsible conduct of research, research administration, and other topics pertinent to the interests of member organizations and individual learners. Students will print out and turn in their "Completion Report" to the department to document successful completion of the training. Research involving human subjects must meet the guidelines of the DePaul University Institutional Review Board. The student must consult the academic faculty to assure these guidelines are followed.

[Research Ethics and Compliance Training](#) **[DePaul University Institutional Review Board](#)**

Satisfactory Progress in the Speech Language Pathology Program

Academic Performance Standards

1. Students entering with an undergraduate major in Speech Language Pathology must complete a minimum of 102 graduate credits (or 112 for the BESSC Certificate).

2. **Thesis.** Students may elect to do a thesis. Students who anticipate continuing to work toward doctoral study are strongly encouraged to complete a Master's thesis. A student electing the thesis option will be advised by a thesis advisor. A thesis advisor is obtained by having a faculty member agree to direct a thesis project. A thesis advisor may be any academic faculty member. A thesis candidate is required to present a written proposal of the thesis project to a research committee. The research committee is comprised of the thesis advisor and at least two other members of the graduate faculty (assistant, associate, and full professors) from within the Speech Language Pathology Program, from affiliate faculty, or other approved academic faculty members at DePaul University.
 - a. Only after gaining approval of the proposed project may the candidate embark upon the research project. The project will be closely supervised by the thesis advisor and the research committee. All thesis candidates are required to pass an oral examination at the completion of the thesis project. The examination usually concentrates heavily on the thesis project but may cover any aspect of the candidate's Master's degree program.
 - b. Students who elect to do a thesis may use 4 credits of SLP 412 (Thesis) as additional coursework toward the Speech language Pathology Master's degree.
3. **Academic Performance.** All graduate students are expected to meet the minimum academic performance requirements for graduate study within the Speech Language Pathology Program. Only students whose academic performance is consistent with these standards will be recommended for graduation.
 - a. Academic performance is defined by course grades, which also includes grades in all clinical practicum courses. The Speech Language Pathology Program defines minimum academic performance as:
 - i. A cumulative grade-point average (GPA) of no less than 3.0 (B) across all graduate-level courses; and
 - ii. No course grade less than B- in any graduate-level course.
4. **Formative assessment** is embedded in academic course assignments such as research papers, projects, exams, and/or quizzes. Grading and performance rubrics distributed to students specify assignment expectation and outline student learning outcomes. Students will be flagged if they demonstrate a grade at C+ or lower on the given assignment rubric. In courses where student learning outcomes overlap, faculty will confer attainment of student learning and engage in an intervention plan as needed. Given that course grades are summative and across many objectives, a student may obtain a passing grade in the course, and still have specific objectives or competencies that require additional study.
5. **Intervention plans** for academic courses will be developed with the student and coordinated by the didactic course instructor in collaboration with the Program Director and faculty advisor. Student concerns and desired learning outcomes at the academic level will be addressed through the intervention plan. Intervention plans will be shared with the Director of Clinical Education as appropriate.

6. **Summative assessment** is conducted through academic course methods such as research papers, projects, and final exams. A final course grade of B- or better reflects a student's mastery of theoretical knowledge and concepts. Student performance is evaluated with a course grading rubric that aligns with a qualitative rating scale and outlines student performance.
7. **Grades, Minimum Requirements.** A graduate student must maintain a cumulative GPA of 3.00 or greater to remain in good standing for all graduate level courses. A student failing to maintain a minimum cumulative GPA of 3.0 will be placed on academic probation. If the cumulative GPA is raised to at least 3.00 at the end of the next academic quarter, the student is no longer on probation. If the cumulative GPA has not risen to 3.00 at the end of the next academic quarter, the student will be dismissed from the program.
 - a. If a student earns a C+ or lower in any graduate level course, the student is placed on academic probation. The student is expected to undergo mandatory remediation and an intervention plan will be developed at this time. If the student is able to earn grades in all courses that are B- or above AND earn a cumulative GPA of 3.00 or greater in the next academic quarter of coursework, the student is no longer on academic probation. If this does not occur, the student will be academically dismissed from the program.
 - b. The Admission, Progression & Retention Committee will review and recommend appropriate action for students who have failed to meet progression requirements and/or who are involved in other issues related to academic conduct.
8. **An Incomplete (IN) grade** is a temporary grade indicating that, following a request by the student, the instructor has given permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent them from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN (see grade definition).
 - a. Graduate students have at most two quarters to complete an incomplete. At the end of the second quarter following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an F grade.
 - b. A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline and this date will supersede the two quarter timeframe stated above.
 - c. Students must adhere to the incomplete grade request procedure of the academic unit offering the course for which they are requesting the incomplete grade.
 - d. Ordinarily, no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.
 - e. The Admission, Progression & Retention Committee will review and recommend appropriate action for students who have failed to meet progression requirements and/or who are involved in other issues related to academic conduct.

9. **Comprehensive Examination** measures graduate student's knowledge at the end of their course work before beginning their externship placements. The examination is taken by students the first Saturday in January at the DePaul University campus. Students must pass their comprehensive examination as a requirement of their master's degree program.

The 150 selected-response multiple choice test questions assess students' foundational knowledge, knowledge of professional practice, and specialized knowledge as it is applied across practice ranging from screening and assessment to treatment and treatment evaluation. The questions test knowledge and its application across the "big nine" areas of practice, including: speech sound production; fluency; voice, resonance, and motor speech; receptive and expressive language; social aspects of communication, including pragmatics; cognitive aspects of communication; augmentative and alternative communication; and feeding and swallowing.

The content of the test is based on the students coursework while enrolled in their Master's Program. The Comprehensive Examination Committee Chairperson solicits questions from the DePaul faculty members who taught the graduate curricula in the major and minor content areas.

To obtain an overall passing grade for the comprehensive examination, the candidate must achieve an overall score of 70% or better on the comprehensive examination. A student with an average score of 92% or above will be designated passing with honors.

In the event that a passing examination score is not achieved:

1. Students who initially fail a section of the exam with 70% or less on a section will be required to re-take that portion of the exam (with different questions on the same topic area) on the second offering of this exam in mid-February.
 2. For students who fail to earn a passing grade on any section(s) of their re-examination, they will be required to enroll in an independent study in the spring quarter following administration of the re-examination, and an individualized remediation program will be developed by a faculty committee. Upon successful completion of the remedial activity, the student will be cleared for the graduation if all other requirements are met.
 3. If the student fails to successfully complete the individualized remediation program, the student will be dismissed from the program without graduation or conferral of the degree.
10. **Faculty Availability.** All faculty members will offer regular weekly office hours for students. Faculty will also be accessible to students by appointment; before and/or after class or clinic, or via email, phone, or Zoom. The Speech Language Pathology Program also has an open-door policy to ensure that full-time faculty members are accessible to students. Students will have access to adjunct faculty by appointment; before and/or after class or clinic; or via email or zoom.
 11. **Graduate Student Seminars:** Students are required to attend the weekly seminars for important information and trainings.

Attendance and Leave of Absence

Attendance Policy: Students must contact their professor and the Interim Program Director, Kelly Gillespie, within 24-hours of missing any class. It is to the discretion of each professor to manage all student absences in their course (i.e., a Zoom recording; Zoom link into the class; alternative classroom assignment). It is the responsibility of the student to acquire all missed content (e.g., lecture, lab activities, assignments). A second absence will result in a meeting with the faculty member. The student's advisor will also be notified and available resources at DePaul will be shared with the student. A third absence will result in a meeting with the program director. Any additional absences will be referred to the Dean of Students. Absences for traveling and vacation are considered unexcused and unacceptable in the MS SLP graduate program.

Requesting a Leave of Absence: Students who need to interrupt their studies for personal, health or other reasons may request a leave of absence for up to one full year. The request should be made to the Program Director, and the Director of Clinical Education and the Admission, Progression and Retention Committee should be notified. Depending on circumstances and estimated length of absence, the Program Director or student's academic advisor may recommend additional action to complete the request process.

Returning to the program following a leave of absence:

- A. Students who wish to return to the program following a leave of absence will need to submit a written request for resuming coursework to the Admissions, Progression, and Retention Committee. It is the student's responsibility to send a copy of such request to the Program Director, the student's faculty advisor, and the Director of Clinical Education.
- B. This written request should demonstrate the resolution of the extenuating circumstances contributing to the original need to leave the Speech Language Pathology Program.
- C. This request for reinstatement must be made no less than 6 weeks prior to resuming the speech language pathology course sequence.
- D. Students will be notified in writing regarding the decision concerning their re-entry to the program.
- E. Individual assessment of current knowledge and clinical skills will be made prior to placement of the student in the appropriate level within the speech language pathology program.
- F. Students who become "out of sequence students" due to withdrawal, or military/medical/family leave of absence will be placed into a clinical rotation upon reentry based upon space available and cannot be guaranteed placement in the next available clinical course needed. "Out of sequence students" cannot displace "in sequence" students from a clinical spot.

Leave of absence greater than 12 calendar months

Students who have taken a leave of absence from the program for greater than 12 calendar months must re-apply to the university. Their application will then be considered with all other qualified applicants applying for admission to the speech language pathology program.

Withdrawing from Core Coursework

- A. A student who withdraws from a core speech language pathology course while in good standing cannot progress in the sequenced curriculum until that course has been successfully completed. In courses that contain both a clinical practicum and a lecture component, both course segments must be completed simultaneously. Exceptions may be identified and defined by the Admissions, Progressions and Retention Committee (APR) in consultation with the Program Director, the Director of Clinical Education and the course faculty.
- B. A student who withdraws from a core speech language pathology course who is 'not in good standing' (with a grade of C+ or lower or on probation) at the time of withdrawal, will be referred to the Admissions, Progressions, and Retention Committee (APR). The APR Committee will meet to review the student's past and current performance and to elicit recommendations from the course faculty. A representative of the APR Committee may then meet with the course faculty, Program Director, Director of Clinical Education and the student to counsel the student and to establish a contract for academic improvement. Such students may not progress in the sequenced curriculum until the course has been retaken and successfully completed. In courses that contain both a clinical practicum and a didactic theory portion, both course segments must be completed simultaneously.
- C. A student may withdraw from a core speech language pathology course 'not in good standing' (with a grade of C+ or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program.
- D. A student who has a grade of C+ or lower at mid-quarter may be placed on contract for an intervention plan by the instructor. The student must satisfactorily fulfill all course and contract requirements by the end of the quarter of contract initiation in order to progress in the program.
- E. A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.

Religious Observance

A student who is absent from class because of a religious holiday will be provided with the opportunity to make up the work of that class within a reasonable amount of time after the absence. The student will not be penalized for the absence. It is the responsibility of the student to inform their professor prior to the religious holy day to be observed of their intention to be absent.

Academic and Clinical Integrity

DePaul University, as well as the College of Science and Health and the Speech Language Pathology Program have clearly published guidelines and policies regarding student academic integrity and conduct.

[DePaul University Academic Integrity Policy](#)

DePaul University is a learning community that promotes the intellectual development of each individual within the community. The university seeks to maintain and enhance the educational environment of the community in a variety of ways including through the development of and promotion of standards for academic honesty. The university believes that all members of the community are responsible for adherence to these standards for academic honesty, and that all violations of academic integrity are

detrimental to the intellectual development of individuals within the community and to the community at large.

DePaul University Code of Student Responsibility

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which includes policies that outline expectations and standards of behavior for the student community. Any community of more than 22,000 people need rules. As a DePaul University student, the policies in the DePaul Code of Student Responsibility are not a list of things you can do wrong; it is a code designed to protect your rights and those of all DePaul students. Any student who feels that another student in the community has violated their rights is encouraged to use this Code and the Dean of Students Office as a resource.

DePaul University Graduate Student Handbook

The Graduate Student Handbook describes university policies that support both academic and behavior expectations. The handbook also includes sections on general information and university resources.

The university reserves the right to change programs, courses and requirements; and to modify, amend or revoke any rules, regulations, policies, procedures or financial schedules at any time during a student's enrollment period.

College of Science and Health Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Science and Health (CSH) Graduate Academic Student Handbook includes requirements, policy and regulations for CSH graduate programs. Additional academic information and regulations applicable to a specific graduate program can be found in the individual Program's Graduate Academic Student Handbook.

For further information about the graduate school policies in the College of Sciences and Health see the online [CSH Handbook](#).

Professional Behavior Code of Conduct for Students in the SLP Program

DePaul Speech Language Pathology graduate students must adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while a student, in all professional settings, and in their personal life—and conduct themselves according to the standards expected of members of the professional community to which they aspire. The following are professional behavior guidelines and responsibilities that the DePaul University Speech Language Pathology Program expects of its students:

- Professional Interpersonal Relationships
- Honesty, Integrity and Confidentiality
- Professional Appearance
- Professional Responsibility and Judgment

DePaul Speech Language Pathology Program Student Code of Ethics

Students are expected to conduct themselves in a manner consistent with the ASHA Code of Ethics at all times. The ASHA Code of Ethics (2016) identifies four Principles of Ethics that form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas:

1. responsibility to persons served professionally and to research participants, both human and animal;
2. responsibility for one's professional competence;
3. responsibility to the public; and
4. responsibility for professional relationships.

During the medical externship placements, students will receive site specific information about the Health Insurance Portability and Accountability Act (HIPAA) and other site-specific policies and procedures. Students are expected to adhere to all relevant policies and procedures set forth by medical facilities. During the school placements, students should become informed about individual school district policies. Students are expected to act according to local school district regulations for pupils and professionals and should obtain a copy of the district's regulations at the beginning of the school externship placement.

Disciplinary action are described in detail in the [DePaul Graduate Student Handbook](#) and [Code of Student Responsibility](#). Sanctions for unprofessional behavior may include any of the following:

- Written reprimand
- Disciplinary probation
- Restitution
- Removal of the student from the course(s) in progress
- Failure to promote
- Withdrawal of an offer of admission
- Placement on Medical Leave for up to one year
- Suspension from a DePaul University Speech Language Pathology program for up to one year with the stipulation that remedial activities may be prescribed as a condition of later readmission. Students who meet the readmission condition must apply for readmission and the student will be admitted only on a space available basis

The following will result in the student's dismissal from the graduate program:

- Failure to demonstrate the required essential functions despite intervention
- Failure to maintain GPA requirements
- In cases of intervention, failure to successfully complete intervention
- Failure to comply with the policies and procedures stated in the graduate handbooks including the criminal background policy

Academic Integrity of Online Exams

Respondus Monitor is a proctoring application that builds on the LockDown Browser using a webcam to assist with the academic integrity of online exams. When this feature is enabled for an exam, students are required to use a webcam and microphone with LockDown Browser to ensure that the testing environment facilitates academic honesty. After the exam is complete, instructors have access to a report

that shows any students with any flagged issues. Instructors are able to review the reports and associated recordings to determine if a violation occurred.

Verify Student ID for Online Learning

Students are required to show their student ID to the professor at the beginning of an on-line course and before beginning an exam.

Clinical Experiences

Students will complete at least 400 hours of supervised clinical experiences. Students will engage in four quarters of clinical practicum at the DePaul Speech and Language Clinic on the Lincoln Park Campus and two quarters of externship placements. The speech language pathology students gain an in-depth and broad scope of clinical experiences working with clients from the community ranging in age from toddlers through adults with a variety of communication and swallowing disorders.

In the first year, students must have successfully completed 25 documented clinical observation hours before being placed in a clinical practicum (SLP 481) at the DePaul Speech and Language Clinic. In the second year, students must have successfully completed a minimum of 100 hours of supervised clinical practice in the DePaul Speech and Language Clinic to qualify for a school (SLP 485) or medical site (SLP 486) practicum experience.

General Guidelines

Master's degree students participate in clinical practicum at a variety of sites that serve a range of clients. Practicums include full-day, half-day, and individual and group sessions that may be held once to several times a week. Students are supervised by full-time and adjunct faculty members in the DePaul Speech and Language Clinic. Students receive and are responsible for the information in the DePaul Speech and Language Clinic Handbook distributed to them at the fall orientation upon entry to graduate school. The handbook provides an overview of the policies and procedures and other essential information for practicum in the DePaul Speech and Language Clinic.

At externship sites, clinical supervision is provided by speech language pathologists working at the sites. All clinical externship sites affiliated with our program provide supervision according to the Membership & Certification Guidelines for Speech language Pathology and subscribe to the American Speech-Language-Hearing Association Code of Ethics. In addition, all speech language pathologists who provide clinical supervision hold the Certificate of Clinical Competence in Speech language Pathology (CCC–SLP) from the American Speech-Language-Hearing Association, SLP Licensure in the State of Illinois, and meet other requirements that have been identified for clinical educators. When students have been assigned to selected and approved clinical sites, the Director of Clinical Education reviews quarterly student course and instructor evaluations; reviews annual student evaluations of their sites; maintains regular contact with site supervisors; and conducts biennial site visits. Students shall be instructed to report problems at practicum sites to the Director of Clinical Education as soon after their occurrence as possible.

Some examples of practicum sites may include, but are not limited to the following:

Sinai Health System:

- [Schwab Rehabilitation Hospital](#)
- [Mount Sinai Hospital Medical Center of Chicago](#)

VA Medical Centers:

- [Jesse Brown VA Medical Center](#)
- [Edward Hines VA Medical Center](#)

Medical Centers:

- [La Rabida Children's Hospital](#)
- [Shirley Ryan AbilityLab](#)

School Districts:

- [Chicago Public Schools](#)
- [Community Unit School District 300](#) (Algonquin, IL)
- [Elgin Area School District U46](#)
- [North Chicago Community School District 187](#)
- [West Aurora School District 129](#)

Clinics / School Placements:

- [Blue Bird Day, LLC](#)
- [Chicago Speech Therapy](#)
- [Child's Voice](#)
- [Communicate & Connect](#)
- [Eyas Landing](#)
- [Little Friends](#)
- [Midwest Speech Therapy](#)
- [Westside Children's Therapy](#)

Recording ASHA Clock-Hours

Student ASHA clock hours are tracked, submitted, approved, and calculated using the Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations® or CALIPSO, a secure, web-based tool, used to monitor student progress. Using CALIPSO, clinical educators will:

1. Track each student's learning outcomes in academic courses and clinical practicums;
2. Keep a detailed list of the type and number of ASHA clock hours that were earned;
3. Evaluate student's clinical performance using a standard set of tools; and
4. Keep a graduation checklist of whether or not program requirements have been met.

Each student will receive a password to access, read and input information into their record. With CALIPSO students can check on their performance and progress throughout the program.

Students should keep an account of the amount of time spent with each client after each session throughout each quarter. Only direct contact with the client or the client's family in assessment, management, and/or counseling, may be counted as ASHA clock-hours. For example, if a student spends 50 minutes providing therapy with a client, the student can count only 50 minutes; 50 minutes may not be counted as an hour. A student should check with their supervising faculty member if they have any questions regarding the tabulation of clock-hours, the distribution of child or adult clock hours, and/or the appropriate designation of evaluation vs. management clock hours. A more detailed explanation of the manner in which ASHA counts clinical experience may be found in ASHA's 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech Language Pathology. The supervising faculty member will review and approve each student's clinical clock hours throughout the quarter.

Completion of the Master's Degree

A well-balanced, unified, and complete program of study is required, including evidence of successful achievement of both academic and clinical skill development. The program utilizes a cohort model, suggesting that all students move through the curriculum at a similar rate. The M.S. SLP degree in speech language pathology requires successful completion of a minimum of 102 graduate credits. Speech language pathology students are also required to complete written comprehensive examinations. Failure to complete the program requirements will result in forfeiture of degree eligibility unless the program recommends that the student complete a retake.

In order to complete requirements for the Certificate of Clinical Competence (CCC), a student must demonstrate clinical performance consistent with the minimum standards established by the American Speech-Language-Hearing Association (ASHA). A student's performance should reflect increasing levels of clinical skill and independence over the course of the Master's program.

CALIPSO, the web-based application for managing and documenting data, will be monitored throughout each quarter by the Director of Clinical Education. Attainment of clinical knowledge and skills, which directly align with the Speech Language Pathology Program 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech language Pathology and the CAA

Standards, will be summarized and monitored through CALIPSO. This documentation will be available to the Program Director and Director of Clinical Education.

The M.S. SLP program is designed to prepare students for their Clinical Fellowship (CF), which, in turn, is a requirement for earning the Certificate of Clinical Competence in Speech language Pathology (CCC-SLP). To be eligible for the CF, students must demonstrate that they have achieved the standards defined by ASHA's Council for Clinical Certification (CFCC). Student progress is documented on a Standards form each quarter, along with the content areas in biological sciences, physical sciences, statistics, and the social/behavioral sciences which are expected to be completed at the undergraduate level (3 credit hours with "C" or better). If a student has not met these prerequisite requirements at program entry, they need to discuss this with their advisor. All of these courses address the Knowledge and Skill Standards.

The Director of Clinical Education will periodically monitor and track submitted and finalized CALIPSO student practicum performance attained by the supervising faculty as well as successful course learning outcomes from faculty at both midterm and final. Student concerns reported by faculty will be discussed immediately with the Program Director, Director of Clinical Education, supervising faculty member, faculty advisor and student. Intervention plans for clinical courses will be developed with the student and coordinated by the supervising faculty member and the Director of Clinical Education in collaboration with the Program Director and faculty advisor. Student concerns and desired learning outcomes at the clinical levels will be addressed through the intervention plan.

If a student completes the academic requirements for an M.S. in Speech Language Pathology, and also meets or exceeds the minimum standards for clinical performance established by ASHA, they will be recommended for the Master's degree and for consideration for clinical certification by ASHA.

ASHA Certification in Speech language Pathology (2020) and revisions (2023)

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

PRAXIS Examination

Speech language pathology students are required to successfully submit the PRAXIS exam using the DePaul SLP code.

Access to Student Records

1. A student may have access to their personal student record upon request. Confidentiality is maintained with all student files. Release of information is granted upon written request by the student.
2. No specific or detailed information concerning specific medical diagnoses will be provided to faculty outside the department, administrators, or even parents, without the expressed written permission of the individual in each case. This position with respect to health records is supported by amendment to the Family Education Rights and Privacy Act (FERPA) of 1974. Health officials and other institutional officers must remember that all confidential medical/health care information is protected by statutes and that any unauthorized disclosure may create legal liability.

The BESSC-SLP Program



Bilingual English-Spanish Specialization Certificate-SLP

The Bilingual English-Spanish Specialization Certificate (BESSC) in Speech Language Pathology prepares future bilingual speech language pathologists with the needed research-based knowledge and evidenced-based clinical practices to provide exceptional speech and language services to Latinx families and their children with disabilities.

Application Procedures and Requirements

The admission process for the bilingual certificate will uphold a holistic review of applicants. Student admission requirements include: **a)** earning acceptance to the M.S. Speech Language Pathology Program; **b)** indicating interest on the M.S. Speech Language Pathology Program at DePaul University graduate application; **c)** submitting a supplemental application for the Bilingual English-Spanish Specialization Certificate which includes completion of an essay question and self-evaluation of Spanish language skills; **d)** attaining a rating of at least “Advanced Low” from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL) <https://www.languageTesting.com/>; and **e)** completing a brief interview, in Spanish, with the Director of Culturally and Linguistically Diverse Programs in SLP.

Curriculum Description

Clinical Practica. BESSC-SLP students will register for clinical practica course series in parallel with the non-BESSC students matriculated in the SLP M.S. Program. However, students enrolled in the BESSC-SLP will accrue clinical experience with bilingual (English-Spanish) children and/or adults during on-site and/or off-site clinical externships under the supervision of an experienced bilingual (English-Spanish) clinical educator. The specialized externship placements have been identified with a highly qualified bilingual speech language pathologist with a diverse caseload of Spanish speaking clients. The clinical hours accrued with Spanish speaking clients will occur within the standard Speech Language Pathology curriculum courses: Clinical Practicum I, Clinical Practicum II, Clinical Practicum III, Clinical Practicum IV, SLP 485 Externship: School, and/or SLP 486 Externship: Medical. These specialized clinical on-site and off-site placements will be coordinated by the Director of Culturally and Linguistically Diverse Programs and the Director of Clinical Education.

Academic Coursework. BESSC students will be required to complete all coursework in sequence with the 21-month M.S. degree in Speech Language Pathology curriculum. A seminar series will host topics and issues not covered in specialized courses in addition to topics specific to advocacy, policy and current trends and are intended to bridge academic knowledge to practice. Students will be engaged in small groups and provided a forum to strengthen their Spanish professional terminology and proficiency through active problem solving and learning from each other in active discussion of bilingual speech language pathology topics and issues.

Course Requirements

	Academic Coursework		
Category	Course Number	Course Name	Quarter Hours
Specialized Courses	SLP 460	Research to Practice in Bilingual Speech Language Pathology	1
	SLP 461	Professionalism and Advocacy in Bilingual Speech Language Pathology	1
	SLP 462	Assessment and Intervention of Young Bilingual Children with Communication Disorders	2
	SLP 464	Assessment and Intervention of Bilingual Adults with Communication Disorders	2
	SLP 465	Cultural Responsiveness in Bilingual Speech language Pathology	1
	SLP 466	Bilingual SLP Service Provision Across Settings	1
	BBE 550	SLP and the Bilingual Learner Experience	2

Total Additional Academic Credits: 10

BESSC-SLP Course Descriptions

SLP 460 | RESEARCH TO PRACTICE IN BILINGUAL SPEECH LANGUAGE PATHOLOGY | 1 quarter hour

This course is intended to be a collaborative and interactive course in which the examination and implementation of current professional and legal policies, procedures, and ethical issues as it impacts and safeguards bilingual individuals with speech and language disorders will be analyzed. Case studies specific to service delivery practices for bilingual individuals with acquired and developmental speech and language disorders will be examined.

SLP 461 | PROFESSIONALISM AND ADVOCACY IN BILINGUAL SPEECH LANGUAGE PATHOLOGY | 1 quarter hour

Issues of advocacy and professionalism in the field of bilingual speech language pathology will be explored. Solutions and alternatives will be evaluated through case studies.

SLP 462 | ASSESSMENT AND INTERVENTION OF YOUNG BILINGUAL CHILDREN WITH COMMUNICATION DISORDERS | 2 quarter hours

Typical and atypical bilingual speech and language development as applied to assessment and intervention of communication disordered bilingual young children and adolescents will be examined. Etiology, psychological, linguistic and cultural characteristics with specific attention to developmental and acquired disorders will be discussed. Principles, models and theories for evidence-based assessment and treatment of bilingual speech and language disordered young children and adolescents will be reviewed. A service learning experience will be completed.

SLP 464 | ASSESSMENT AND INTERVENTION OF BILINGUAL ADULTS WITH COMMUNICATION DISORDERS | 2 quarter hours

Evaluation and intervention of linguistic and cognitive systems in normal and disordered bilingual adults will be examined. Assessment and intervention strategies and cross-linguistic issues as it pertains to speech, language, and swallowing disorders will be discussed. A service-learning experience will be completed. **Prerequisites:** SLP 460 Assessment and Intervention of Young Bilingual Children with Communication Disorders

SLP 465 | CULTURAL RESPONSIVENESS IN BILINGUAL SPEECH LANGUAGE PATHOLOGY | 1 quarter hour

Culturally responsive practice and adaptation variables pertinent to the evaluation and intervention process of bilingual children and adults with developmental and acquired speech and language disorders will be generated through thoughtful problem solving. A case analysis approach and collaborative decision making will be applied.

SLP 466 | BILINGUAL SPEECH LANGUAGE PATHOLOGY SERVICE PROVISION ACROSS SETTINGS | 1 quarter hour

Issues of accountability, eligibility, and service provision across various settings for bilingual individuals with speech and language disorders will be evaluated. Case studies specific to acquired and developmental speech and language disorders will be examined.

BBE 550 | SPEECH LANGUAGE PATHOLOGY AND THE BILINGUAL LEARNER EXPERIENCE | 2 quarter hours

The course is designed for future speech pathologists who will be serving bilingual /multilingual learners (English Learners) with speech and language disorders in the PK-12 school context to attain foundational understanding of the theories, research, policies, law, cultural factors, and instructional contexts of bilingual learners' education. The course will emphasize the nature of students' simultaneous and / or sequential bilingual development, literacy and academic development and the implications for specialized instructional and learning practices, culturally relevant curriculum, and family engagement as it pertains to PK-12 school-aged children with disabilities.

The Multicultural- Multilingual Certificate in Speech Language Pathology

Multicultural-Multilingual Certificate in Speech Language Pathology

The Speech Language Pathology (SLP) Program proposes a new certificate for MS SLP students who are speakers of minority languages (other than Spanish). With an increasingly diverse population, there is not only a vast need to recruit representation of diversity within the membership body nationally but also to prepare minority language speakers in the field to address the urgent national shortage. This certificate will provide MS SLP students the skill set to deliver specialized services to speakers of minority languages and aligns with advancing culturally and linguistically competent care across cultural, linguistic, racial and ethnic groups with communication disorders.

Application Procedures and Requirements

Multicultural-Multilingual Certificate in Speech Language Pathology students will uphold a holistic review of applicants. Student admission requirements include: a) earning acceptance to the MS Speech Language Pathology Program, b) indicating interest on the MS Speech-Language Pathology Program at DePaul University graduate application and, c) submitting a supplemental application which includes completion of an essay question and self-evaluation of minority language skills.

Student must also attain a rating of at least “Intermediate” from the standardized Oral Proficiency Interview (OPI) of the American Council on Teaching Foreign Languages (ACTFL) <https://www.languageTesting.com/>.

Curriculum Description

Students pursuing the Multicultural-Multilingual Certificate in Speech Language Pathology need to complete six graduate level courses for a total of 10 credit hours. The Multicultural-Multilingual Certificate in Speech Language Pathology will require the following academic coursework:

Course Requirements:

	Academic Coursework		
Category	Course Number	Course Name	Quarter Hours
Specialized Courses	SLP 460	Research to Practice in Bilingual Speech Language Pathology	1
	SLP 461	Professionalism and Advocacy in Bilingual Speech Language Pathology	1
	SLP 463	Bilingual Service Provider, Family, Community and Interdisciplinary Involvement	1
	SLP 466	Bilingual SLP Service Provision Across Settings	1
	SLP 503	Assessment and Intervention of Language Minority Populations	4

	BBE 550	SLP and the Bilingual Learner Experience	2
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Course Description:

SLP 460 Research to Practice in Bilingual Speech Language Pathology -1 credit hr

This course is intended to be a collaborative and interactive course in which the examination of research and implementation of current professional and legal policies, procedures, and ethical issues as it impacts and safeguards bilingual individuals with speech and language disorders will be analyzed. Service delivery practices for bilingual individuals will be examined.

SLP 461 Professionalism and Advocacy in Bilingual Speech Language Pathology-1 credit hr

This course is intended to be a collaborative course in which issues of advocacy and professionalism in the field of bilingual speech language pathology will be explored. The implementation of contemporary considerations in professional advocacy, professionalism and community involvement will be examined.

SLP 463 Bilingual Service Provider, Family, Community and Interdisciplinary Involvement - 1 credit hour

This course will examine the dynamic interactions and effects of bilingual speech and language service delivery across clients, family, caregivers, community and interdisciplinary members. Current issues and trends specific to the bilingual service provider's role across the profession will be examined.

SLP 466 Bilingual Speech Language Pathology Service Provision Across Settings -1 credit hr

This course is designed for students to evaluate knowledge and skills acquired, demonstrate comprehension and appreciation of experiences, and interpret how those experiences relate to on-going experiences as bilingual service providers. This course will require students to select, document and evaluate their academic and clinical activities and achievements for review and assessment of a developmental portfolio.

SLP 503 Assessment and Intervention of Language Minority Populations -4 credit hrs

Typical and atypical speech and language development as applied to assessment and intervention of communication disordered minority language speakers across the life span will be examined. Etiology, psychological, linguistic and cultural characteristics with specific attention to developmental and acquired disorders will be discussed. Principles, models and theories for evidence-based assessment and treatment of minority language speakers with speech and language disorders will be reviewed.

BBE 550 Speech-Language Pathology and the Bilingual Learner Experience -2 credit hrs

The course is designed for future speech pathologists who will be serving bilingual and multilingual learners (English Learners) with speech and language disorders in the PK-12 school context to attain foundational understanding of the theories, research, policies, law, cultural factors, and instructional contexts of bilingual learners' education. The course will emphasize the nature of students' simultaneous and / or sequential bilingual development, literacy and academic development and the implications for specialized instructional and learning practices, culturally relevant curriculum, and family engagement as it pertains to PK-12 school-aged children with disabilities.

For more information about Multicultural-Multilingual Certificate in Speech Language Pathology, email Dr. Brianna Williams, our Director of Culturally and Linguistically Diverse Programs, at Brianna.williams@depaul.edu.

DePaul NSSLHA

Any full-time undergraduate and graduate students interested in the study of communication sciences and disorders, who are not eligible to receive, and have not received nor applied for, their Certificate of Clinical Competence (CCC) from ASHA, shall be eligible for membership in National NSSLHA, and the Chapter.

The purpose of the NSSLHA Chapter is to aid Speech Language Pathology students at DePaul University by providing support to:

- Encourage professional interest among college and university students in the study of communication sciences and disorders
- Provide continuity to the dissemination of professional information
- Provide a vehicle for student representation in matters of professional concern
- Develop service learning and educational partnerships with other institutions and clinics
- Support the individual and collective interests of NSSLHA members
- Provide leadership development opportunities and a vehicle for student representation in matters of professional concern (e.g., advocacy)

Email: depaulnsslha@gmail.com

Student Resources

Student Resources at DePaul

University Center for Writing-based Learning (UCWbL)

[The University Center for Writing-based Learning \(UCWbL\)](#) works with all members of the DePaul University community to support writers and to promote the use of writing in teaching and learning.

The UCWbL is part of the Office of Academic Affairs and includes 5 central programs: The Writing Center, The Writing Fellows Program, Workshops, The Collaborative for Multilingual Writing & Research, and Outreach.

Lincoln Park Campus

2320 N. Kenmore | SAC 212

Chicago, IL 60614 | (773) 325-4272

wcenter@depaul.edu

College of Science and Health Graduate Research Fund

The Graduate Research Fund (GRF) supports DePaul College of Science and Health graduate students in their pursuit of research and scholarship. The program provides funding for the planning and implementation of research and scholarship, as well as the presentation of student's research outcomes at professional and academic conferences. Graduate students who seek a GRF award should read the application instructions and then complete and submit the online GRF application. [Learn more](#)

College of Science and Health Graduate Scholarships

Graduate students have many opportunities to pursue externally funded scholarships that can be used to fund their academic work. The list below shows but a few of such scholarships. Click on the associated link for more information on each one. [Learn More](#)

Technology and Tools Services

<https://resources.depaul.edu/student-success/technology/Pages/default.aspx>

Center for Students with Disabilities

The CSD is conveniently located on both the Lincoln Park and Loop campuses. Students generally utilize the CSD office on the campus where their college and/or major is located. [Learn More](#)

Lincoln Park

2250 North Sheffield Avenue

Lincoln Park Student Center, Room 370

Chicago, Illinois 60614-3673

P: 773.325.1677

F: 773.325.3720

E: csd@depaul.edu

Public Safety

Lincoln Park Campus 773-325-7777

Loop Campus 312-362-8400

The Public Safety Office is open 24 hours a day, 7 days a week.

Student Life

Loop Campus: Lewis Center Lewis 1400, 312-362-5680

Lincoln Park Campus: Student Center 306, 773-325-4852

Email: studentaffairs@depaul.edu

The Ray Meyer Fitness and Recreation Center

The Ray Meyer Fitness and Recreation Center is located at 2235 North Sheffield Avenue on DePaul University's Lincoln Park Campus. The 123,000 square foot facility provides the DePaul community with a wide variety of fitness and recreation opportunities including a diverse offering of facility spaces, equipment, programs, and services.

Ray Meyer Fitness & Recreation Center

2235 N. Sheffield Ave.

Chicago, IL 60614

Career Services

<https://resources.depaul.edu/career-center/services-resources/Pages/default.aspx>

Lincoln Park Office

Schmitt Academic Center

Room 192

2320 N. Kenmore

Chicago, IL 60614

(773) 325-7431

Center for Community Health Equity

The goal of the Center for Community Health Equity is to improve community health outcomes and contribute to the elimination of health inequities in Chicago. Founded by DePaul University and Rush University in 2015, the Center integrates analysis, education and intervention in partnership with Chicago's diverse communities. [Learn more about the Center.](#)

DePaul University Services

Residential Education

Lincoln Park Campus: Centennial Hall, Suite 302, 773-325-4211

Email: resed@depaul.edu

Department of Housing Services

Lincoln Park Campus: Centennial Hall Suite 301, 773-325-7196

Email: housing@depaul.edu

University Counseling Services

University Counseling Services helps remove barriers to learning by providing accessible psychological and psychiatric assessment, short-term psychotherapy, medication management, consultation and crisis intervention, community referrals, workshops and psychoeducational programming to currently enrolled students.

They are committed to a student centered, developmental approach, and assist students in defining and accomplishing personal and academic goals, thus maximizing their potential to benefit from the academic environment and experience. Services are available at both the Lincoln Park and Loop campuses:

Lincoln Park
2250 N. Sheffield
Student Center, Suite 350
Chicago, IL 60614
773-325-7779

Loop
25 E. Jackson Blvd
Lewis Center, Suite 1465
Chicago, IL 60604
312-362-6923

DePaul University Contacts for Student Legal Services

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773/325-7290

Loop Campus: DePaul Center Suite 11001, 312/362-8066

Email: deanofstudents@depaul.edu

College Dean's Offices

College of Science and Health

Lincoln Park Campus

- Graduate College Office: McGowan South Suite 400, 773-325-8490
- Undergraduate College Office: McGowan South Suite 400, 773-325-8490
- Office of the Dean: McGowan South Suite 403, 773-325-8300

Family Educational Rights and Privacy Act (FERPA)

DePaul Central/Office of the University Registrar

Lincoln Park Campus: Schmitt Academic Center Suite 101, 312-362-8610

Loop Campus: DePaul Center Suite 9100, 312-362-8610

Email: dpcl@depaul.edu

Misconduct Reporting

Hotline at 877/236-8390

Intake Site: www.depaul.ethicspoint.com

Student Conduct Violations or Appeals

Dean of Students Office

Lincoln Park Campus: Student Center Suite 307, 773-325-7290

Loop Campus: DePaul Center Suite 11001, 312-362-8066

Email: deanofstudents@depaul.edu

University Ombudsperson

Office of Mission and Values, 312-362-8707

Email: ombuds@depaul.edu

Title IX Coordinator

Office of Institutional Diversity and Equity

Lincoln Park Campus: 131 Levan

Loop Campus: 14 East Jackson Blvd., Suite 800, 312-362-8970

Email: titleixcoordinator@depaul.edu

Harassment

Office of Institutional Diversity and Equity:

Loop Campus: Daley Building: 14 East Jackson Blvd., Suite 800, 312/362-6872

Individuals also have the option to file through the Misconduct Reporting Hotline at 877-236-8390. Email: DiversityMatters@depaul.edu

Policies and Procedures

DePaul University Policies and Procedures

Equal Opportunity Policy

DePaul University, founded in 1898, by the Congregation of the Mission (or Vincentian) religious community, follows the teachings of 17th century French priest St. Vincent de Paul. The university's mission emphasizes academic excellence, service to the community, access to education and respect for the individual. It has continued to adhere to that focus and mission. As a Catholic institution, the University and the College of Science and Health reaffirms its mission and philosophy which call for a modeling of social justice and principles in our personnel policies and practices.

All University, College and Program policies, practices, and procedures are administered in a manner consistent with our Catholic identity. With the foregoing understanding, DePaul University Speech Language Pathology Program will not engage in discrimination based on sex, race, color, national origin, religion, age, disability, citizenship status, genetic information, veteran status, or any other characteristic protected by law. Based on our Catholic values, discrimination based on sexual or political orientation is also prohibited.

The DePaul University Speech and Language Clinic does not discriminate in the delivery of professional services on the basis of race, color, religion, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran; or other characteristics protected by federal, state or local statute or ordinance. Questions pertaining to discrimination may be directed to:

Clinic or Program Director
DePaul University
Speech Language Pathology Program
2400 N Sheffield Ave
Chicago, IL 60614

Or

American Speech and Language Association, Council on Academic Accreditation
ASHA National Office
2200 Research Boulevard
Rockville, MD 20850-3289
USA

Members: 800-498-2071

Non-Member: 800-638-8255 <http://www.asha.org/about/contacts/>

Further information can be obtained from the Office of Civil Rights website:
<http://www.state.gov/s/ocr/>

Complaints and Grievances

DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

In support of this mission, DePaul University is committed to treating every member of its community with dignity, justice and respect fostering a positive learning environment and providing quality service. It is important for students to know how to address concerns and issues that may be contrary to this commitment.

Complaints or concerns that a policy or procedure has been incorrectly or unfairly applied can often be resolved through an initial conversation with the staff, faculty member or department where the issue originated and his/her supervisor if necessary.

DePaul has established a number of policies and procedures for responding to particular types of concerns.

Contact information for these policies and procedures can be found in the bottom section of this page.

- Concerns about grades are addressed through the University's Grade Challenge policy. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about academic integrity are addressed through the Academic Integrity policy and process. Detailed information is available on the Academic Integrity website.
- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process. Detailed information is available in the Academic Handbook section of the University Catalog.
- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Institutional Diversity and Equity through the Anti-Discrimination and Anti-Harassment Policy and Procedures
- Concerns based on sexual violence, sexual harassment, or other sex discrimination (Title IX) are addressed through the DePaul's Title IX Coordinator located in the Office of Institutional Diversity. Detailed information is available on the Office of Public Safety website or in the Code of Student Responsibility section of the University Catalog.
- Concerns about the confidentiality of education records (FERPA-Family Educational Rights and Privacy Act), are addressed through the Office of the University Registrar.

Concerns about academic issues relating to faculty or staff can often be resolved through an initial conversation with the faculty, staff member or student employee involved in the situation. Therefore, students with academic complaints or concerns should address the issue following the steps indicated below:

1. The issue should first be discussed with the faculty or staff member.
2. If this does not resolve the issue the student should then discuss the issue with the department chairperson or program director for faculty issues or the individual's supervisor for staff. If you are unsure of the appropriate college contact, please see below for a directory of College and College Dean's Offices.

3. If the issue is still not resolved, the student should then discuss the matter with the Office of the Dean of the faculty member's college for faculty issues or the department supervisor for staff issues.
4. If the issue is still not resolved, the student may discuss the issue with the Office of the Provost.

The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services:

<https://offices.depaul.edu/student-affairs/about/departments/Pages/dos.aspx>.

In addition, the University Ombudsperson is available to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions. Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877-236-8390 or <https://compliance.depaul.edu/hotline/index.asp>.

The U.S. Department of Education requires institutions offering online education to provide contact information for students to file complaints with its accreditor and state agencies. Contact information for DePaul's regional accreditor (the Higher Learning Commission), programmatic/specialized accreditor and state agencies is available below:

DePaul University is a private, not-for-profit, Catholic institution accredited by:

The Higher Learning Commission <https://catalog.depaul.edu/student-handbooks/graduate/university><https://catalog.depaul.edu/student-handbooks/graduate/university-information/accreditation/information/accreditation/>

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1413

Phone: (800) 621-7440 / (312) 263-0456

Fax: (312) 263-7462

Email: complaints@hlcommission.org

Web: <https://www.hlcommission.org/Student-Resources/complaints.html>

Students may provide feedback or register complaints with the Higher Learning Commission at the contact information listed above.

State Agencies: <https://catalog.depaul.edu/student-handbooks/graduate/university-information/state-agencies/>

Students may provide feedback or register complaints with these entities at the contact information below, or with the Illinois Office of Attorney General at 800-386-5438, <http://illinoisattorneygeneral.gov/consumers/filecomplaint.html>

The Illinois Board of Higher Education

1 North Old State Capitol Plaza, Suite 333

Springfield, Illinois 62701-1377
Institutional Complaint Hotline: 217-557-7359
Institutional Complaint System: <http://complaints.ibhe.org>
Phone: 217-782-2551 Fax: 217-782-8548 TTY: 888-261-2881
General Information: info@ibhe.org

Procedures for Complaints Against Graduate Education Programs

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

1. Criteria for Complaints

Complaints about programs must: (a) be against an accredited educational program or program in candidacy status in speech language pathology and/or audiology, (b) relate to the standards for accreditation of education programs in audiology and speech language pathology, and (c) include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all institutional grievance and review mechanisms before submitting a complaint to the CAA.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech language Pathology, American Speech-Language-Hearing Association.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The complainant's burden of proof is a preponderance or greater weight of the evidence. Complaints will not be accepted by email or facsimile. The complaint form must be signed and submitted with any relevant appendices via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

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

For more information:
<http://caa.asha.org/programs/complaints/>

2. Determination of Jurisdiction

Receipt of a complaint is acknowledged and forwarded to the Executive Committee of the CAA within fifteen (15) days of receipt of the complaint. The original letter of complaint is placed in a National Office file separate from the program's accreditation file. The Executive Committee determines whether the complaint meets the above specified criteria.

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

3. Evaluation of Complaint

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

- a. The chair of the CAA informs the complainant within thirty (30) days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within thirty (30) days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.
- b. Within fifteen (15) days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within forty-five (45) days of the date of the notification letter.
- c. Within fifteen (15) days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information.
- d. After reviewing all relevant information, the CAA determines the course of action within thirty (30) days. Such actions include, but are not limited to: dismissal of the complaint recommending changes in the program within a specified period of time as they relate to standards (except for those areas that are solely within the purview of the institution) continuing the investigation through an on-site visit to the program placing the program on probation withholding/withdrawing accreditation.
- e. If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected

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

- f. The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within twenty-one (21) days: dismisses the complaint, recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution), places the program on probation, withholds/withdraws accreditation.
- g. If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within fifteen (15) days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further Consideration is the mechanism whereby the program can present appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation. If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the United States Department of Education at the same time that it notifies the program of the decision.
If the program chooses to request Further Consideration, the CAA must receive the request within thirty (30) days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within thirty (30) days: recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution) places the program on probation withholds/withdraws accreditation.
- h. Within fifteen (15) days of its decision the CAA notifies the program and the complainant of its decision.
- i. If the CAA decision after Further Consideration is to withhold/withdraw accreditation, the program may appeal the decision in accord with the Appeal Procedures described in the Accreditation Manual.

Program and student records of all formal complaints, in accordance with the accreditation requirements of The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools are logged, filed, and stored securely in locked file cabinets.

Policies and Procedures Related to Nondiscrimination

DePaul University has a clearly stated Anti-Discrimination and Anti-Harassment Policy and Procedure.

Policy Summary:

DePaul University has a long-standing commitment to the diversity of its faculty, staff and student body. As a university with a strong Catholic, Vincentian and urban heritage, this commitment is particularly integral to our mission. DePaul University is committed to preserving an environment that respects the personal rights and dignity of each member of its community and providing an environment that is free from all forms of discrimination and harassment.

The Anti-Discrimination and Anti-Harassment Policy provides the overall philosophy and specific approaches for addressing discrimination, harassment, and/or related retaliation issues. It serves to augment other university-wide policies and is in accordance with federal, state, and local laws and regulations. The Anti-Discrimination and Anti-Harassment Policy combines and replaces the predecessor Sexual Harassment Policy and the Anti-Discriminatory Harassment Policy.

Internal and External Reporting:

Complaint Reporting Options. The University strongly encourages individuals who have been the subject of, or have witnessed, or are aware of, discrimination, harassment or retaliation, to make a complaint as soon as possible. The ability to investigate a complaint may be impacted if it is not made within a reasonable time period after the alleged occurrence(s). An individual's options for reporting conduct that may be a violation of this policy are detailed below. Reports from third parties who have not themselves been involved in an instance of discrimination, harassment or retaliation are accepted.

For purposes of reporting, the terms employee, student, and third- party mean the following:

- Employee: Faculty, staff, student employee.
- Student: Student, as defined in the Code of Student Responsibility.

Third-party: An individual who interacts with the DePaul community and its members. This could include, but is not limited to, vendors, off-site supervisors, guests, community partners, etc.

1. Reporting Conduct to Human Resources, Employee Engagement & Equal Employment Opportunity) (EE&EEO)

Human Resources, Employee Engagement & Equal Employment Opportunity) ("EE&EEO") is responsible for receiving, processing, and investigating a complaint that an employee or third party has engaged in discrimination, harassment, or retaliation on the basis of:

- Race
- Color
- Ethnicity
- Religion
- National origin
- Age
- Disability
- Military status

- Genetic information
- Other status protected by local, state, or federal law

Individuals seeking to make such a complaint should contact EE&EEO.

Contact information for EE&EEO is as follows:

14 East Jackson Boulevard, Suite 1300

(312) 362-8500

EEO_Investigations@depaul.edu

Complaints can also be submitted electronically on the Human Resources website by completing the Complaint Form for Discrimination, Harassment and Retaliation

2. **Reporting Conduct to the Title IX Coordinator**

The Title IX Coordinator is responsible for receiving, processing, and investigating a complaint that an **employee, student, or third party** has engaged in discrimination, harassment, or retaliation on the basis of:

- Sex
- Gender
- Gender identity
- Sexual orientation
- Marital status
- Pregnancy/parental status
- Family relationship status

Individuals seeking to make such a complaint should contact the Title IX Coordinator.

Contact information for the Title IX Coordinator is as follows:

Title IX Coordinator

Lincoln Park Campus

Student Center, Suite 307

(312) 362-8970

titleixcoordinator@depaul.edu

Complaints can also be submitted electronically on the Sexual & Relationship Violence Prevention website.

3. **Reporting Conduct to the Dean of Students Office**

The Dean of Students Office is responsible for receiving, processing, and investigating a complaint that a **student** has engaged in discrimination, harassment, or retaliation on the basis of:

- Race
- Color
- Ethnicity
- Religion
- National origin
- Age
- Disability

- Military status
- Genetic information
- Other status protected by local, state, or federal law

Individuals seeking to make such a complaint should contact the Dean of Students Office.

Contact information for the Dean of Students Office is as follows:

Lincoln Park Campus
 Student Center, Suite 307
 (773) 325-7290
deanofstudents@depaul.edu

Complaints can also be submitted electronically on the Dean of Students website.

4. **Reporting Conduct to the Misconduct Reporting Hotline**

One may anonymously report a complaint of discrimination, harassment, or retaliation to the Misconduct Reporting Hotline. The University's Reporting Misconduct Policy also describes the responsibility to report certain information that applies to this Policy.

(877) 236-8390
www.depaul.ethicspoint.com

General Reporting Obligations

Reporting obligations of managers and supervisors

All members of the University who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that comes to their attention as supervisors and that may be in violation of this policy to the appropriate office.

Reporting obligations of all employees

Title IX prohibits sex discrimination on the basis of sex in federally funded education programs and activities. Sex discrimination includes sexual harassment, and sexual and relationship violence. Title IX requires that when an individual who is a "responsible employee" learns of sex discrimination, the responsible employee is required to promptly report specific information about the sex discrimination to DePaul's Title IX Coordinator or other appropriate designees.

At DePaul, unless otherwise designated as a confidential reporting resource, all DePaul faculty, staff, and student employees are required to promptly report incidents of sex discrimination and sexual harassment, including sexual and relationship violence that comes to their attention to the Title IX Coordinator.

As appropriate, the Title IX Coordinator works with other offices to address Title IX complaints and other Title IX compliance issues. These offices include, for example, other offices in Student Affairs, Academic Affairs, Human Resources, Athletics, Compliance and Risk Management and Enrollment Management & Marketing.

Information to be disclosed: The information that must be disclosed to the Title IX coordinator includes:

- the name of the person who reported the information to the employee;
- the name of the alleged affected individual, if different than the individual reporting;
- the name of the alleged perpetrator (if known);
- the names of others involved; and
- any relevant facts that have been provided, such as date, time, and location.

Information to be provided: For instances involving sexual and relationship violence, the employee will also provide the reporting individual with a Sexual and Relationship Violence Information Sheet.

Other important information: Employees should also:

- Familiarize themselves with confidential reporting resources.
- Inform the individual disclosing an issue related to sex discrimination or sexual harassment, including sexual or relationship violence, of their obligation to report any information shared to the Title IX Coordinator.
- Connect the individual with a confidential resource if the individual wishes to speak to someone confidentially.

Employees may also have other reporting obligations pursuant to other DePaul policies including:

- Crime Reporting and Clergy Act Compliance
- Reporting Misconduct policy

Policies for ensuring that appropriate corrective action will be taken when violations of compliance with nondiscrimination laws and regulations occur.

DePaul University has a clearly stated process to ensure the appropriate corrective action will be taken when violations of compliance with nondiscrimination laws and regulations occur: [Anti-Discrimination and Anti-Harassment Policy and Procedure](#).

Investigation and Resolution Process

When the offices above receive a complete complaint of discrimination, harassment or retaliation, including matters related to the Sexual and Relationship Violence Prevention and Response Policy, the office will promptly investigate the allegation in a fair and expeditious manner. Every complaint is based on its own facts and circumstances, which can impact the course of the investigation. The following is an outline of the procedure generally followed.

I. Receipt and Review

The specific initial steps may vary depending on the facts and circumstances of the complaint. Generally speaking, the responsible office will:

- Acknowledge receipt of the complaint in writing within 10 days of receipt.
- Conduct a preliminary assessment of allegations to determine whether the alleged conduct, if substantiated, could constitute a violation of this Policy.

II. Fact-Finding and Notifications

The specific fact-finding and notifications steps may vary depending on the facts and circumstances of the complaint. Generally speaking, the responsible office will:

- Simultaneously inform the complainant and the respondent in writing of the initiation of the investigation.
- Collect and review relevant documentation.
- As needed, interview the complainant, respondent, and witnesses to the reported event or events.
- Prepare a summary of the investigation.
- Simultaneously inform the complainant and respondent in writing of aspects of the investigation, including, for example, any interim measures, extensions of time, and outcomes.
- Provide written notification to the appropriate University officials of its finding, if necessary.
- In matters involving student respondents, the parties will be given a written notification as to whether the matter will move forward to a Student Conduct Process.

III. **Time Frame for Resolution**

DePaul will take reasonable measures to complete any process resulting in a determination as to a policy violation within 60 calendar days from the date when an investigation is initiated. DePaul reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper review of all material and as circumstances warrant. As referenced above, the appropriate office will simultaneously inform the complainant and respondent of any extensions and the reasons.

IV. **Resolution of Complaint**

When the Respondent's Status is: Employee

A determination as to policy violations will be made by EE&EEO or the Title IX Coordinator. All determinations as to whether an individual is or is not in violation of a policy will be based on the standard of "whether it is more likely than not," based on the information available at the time, that the individual is or is not in violation of the policy at issue. If EE&EEO or the Title IX Coordinator, following its investigation, determines that the Anti-Discrimination and Anti-Harassment policy has been violated, it will work with the appropriate University officials to recommend appropriate corrective action. Supervisors, department heads, chairs, and other University managers and officers have the responsibility for determining and implementing appropriate corrective action. EE&EEO or the Title IX Coordinator may advise in the implementation of corrective action and may monitor the implementation of the corrective actions.

- Report that a **staff member or student employee** may have violated this policy: For staff members, the Progressive Discipline policy applies. For student employees, the Student Conduct Process may also apply, as detailed below.
- Report that a faculty member may have violated this policy: The procedures outlined in the [Faculty Handbook](#) apply, including Chapter Four of the [Faculty Handbook](#) relating to discipline, suspension or termination of faculty members for cause

When the Respondent's Status is: Student

A determination as to a policy violation and a determination as to sanctions will be addressed through the procedures outlined in the Student Conduct Process. The range of potential

sanctions for students who are found responsible for violating this policy is detailed in the Student Conduct Process. Students should also familiarize themselves with all of the Student Rights in the Student Conduct Process and aspects of the Student Conduct Process. This includes, for example, the Amnesty/Good Samaritan policy.

Other Policies

To the extent that the initial assessment or investigation indicates that other University policies may have been violated by the reported conduct, the appropriate University official(s) will be notified and applicable procedures set forth in the DePaul Student Handbook, the applicable policy, the DePaul Faculty Handbook, or relevant collective bargaining agreements will apply.

Confidentiality

DePaul is committed to balancing the interests of all parties involved in discrimination, harassment, and/or retaliation complaints. To the extent possible, DePaul will limit the disclosure of information related to the complaint and its investigation. Nonetheless, DePaul cannot promise confidentiality of any information received in a complaint or during an investigation.

Section 504 Grievance Procedure

Please note that this Policy constitutes the University's Section 504 Grievance Procedure. EE&EEO is the University's Section 504 Coordinator for Grievance Procedures. Any employee, applicant, or student who believes that they may have been discriminated against based on a disability, or retaliated against because they complained about discrimination or because they have requested an accommodation may file a complaint through this Policy.

Employees and applicants for employment seeking accommodations for physical or mental disabilities should contact the University's Section 504 Coordinator for Employees (EE&EEO). Students and applicants for admissions seeking accommodations for physical or mental disabilities should contact the University's Section 504 Coordinator for Students (Center for Students with Disabilities).

DePaul University Policies for Drug Abuse

Although the University encourages individuals to utilize the complaint process described above to resolve any complaints, use of this process does not prohibit the filing of a complaint with external agencies at any time. Individuals may choose to file a complaint with various external agencies including, but not limited to, the government agencies listed below.

The U.S. Equal Employment Opportunity Commission

<https://www.eeoc.gov/field-office/chicago/location>

Illinois Department of Human Rights

<https://dhr.illinois.gov/>

The U.S. Department of Education, Office for Civil Rights

<https://www.ed.gov/about/ed-organization/functional-statements/ocr-functional-statements>

Drug Free Schools and Communities Act of 1990

As an institution of higher education, DePaul University is required by federal law to comply with the Drug Free Schools and Communities Act of 1990. Part of this compliance is to notify every student and employee annually about DePaul's policies regarding unlawful use or possession of alcohol or illegal drugs, as well as internal and external consequences for violating these policies. DePaul University will impose sanctions upon any student or employee found in violation of policies and laws pertaining to alcohol and illegal drugs. Below you'll find all pertinent information regarding DePaul University's alcohol and drug policies, University sanctions and state and federal penalties, health risks related to alcohol and drugs, and where students and employees can seek help for problems with alcohol or drugs.

If you have any questions pertaining to this matter, please contact one of the following university offices:

- **Employee Engagement & EEO (312-362-8577)** for faculty and staff
- **Office of Student Employment (312-362-5599)** for student employees
- **Student Affairs (Lincoln Park Campus: 773325-7290; Loop Campus: 312-362-5680)** for students

I. University Policies Pertaining to Alcohol and Illegal Drugs

The University maintains Drug-Free Workplace and Legal Drinking Age Compliance policy and continues to maintain this policy after the Illinois Cannabis Regulation and Tax Act took effect on Jan. 1, 2020, **as cannabis remains prohibited from campus by federal law**. Students may find additional specific policies pertaining to them in the *Code of Student Responsibility* and in the *Guide to Student Housing*. Employees may find additional specific policies pertaining to them in *University Policies & Procedures* and in the *Faculty Handbook*.

Alcohol:

The State of Illinois prohibits the sale, use, distribution, manufacture, or possession, of alcoholic beverages by persons who are under 21 years of age. The unlawful possession, use, distribution, sale, or manufacture of alcohol by or to minors is prohibited on any premises owned or controlled by DePaul University or as otherwise detailed in the Jurisdiction section of the Code of Student Responsibility. Students, even those 21 years of age or older, may not possess or consume alcohol in common or non-reserved areas on university premises.

Responsible alcohol use and possession is permitted within campus housing for those residents who are age 21 and over. Housing Services and Residential Education maintain a list of students who are 21 and over. Alcohol may only be consumed in the privacy of a resident's room or apartment when the door is closed and no one under 21 is present in the unit. Transport of alcoholic beverages to a resident's room from outside the building is allowed only by individuals who are age 21 or over. Beverage containers must be closed and transport of open alcohol from room to room or apartment to apartment is prohibited. Any individual, regardless of age, who is present in a room or apartment that contains alcohol and persons under 21 may be found in violation of the alcohol policy. Kegs, beer bongs, and other paraphernalia used to consume alcohol are prohibited. Large quantities of alcohol including but not limited to cases and handles of liquor (1.75L) are also prohibited. Display of empty alcohol containers or other alcohol-related paraphernalia is prohibited, and empty alcohol containers must be disposed of immediately after use.

Alcohol consumption that results in behavior that infringes on the rights of others in the community is prohibited.

Alcohol consumption that creates a risk of harm to self, including requiring a transport to the hospital for intoxication, is prohibited.

Alcohol may be served to those of legal age at university events, including classes. Event sponsors are responsible for having adequate control measures in place to ensure: (1) that persons under 21 years of age are not served alcohol; and (2) that persons who are obviously intoxicated are not served alcohol (sponsors are also responsible for hiring a professional bartender to serve alcohol, hiring security, ensuring the presence of a university representative, having a method of age identification, and monitoring the event). Depending on the location and type of event, event sponsors should also consult the Catering Services Exclusivity policy and Catering Donations policy. The responsibility for compliance with these requirements and all requirements in any other relevant policies related to serving alcohol at university events rests with the event sponsors.

Alcoholic beverages may not be served at events sponsored by student organizations without authorization from the Office of Student Involvement. Unless specific risk management mechanisms are in place, authorization will generally not be given to any student organization that is hosting an event at which students under 21 will, or could be, present. Notification of such authorization will be sent to the student organization itself, the organization's moderator/advisor, the building director and the Public Safety Office.

Drugs:

The unlawful possession, use, distribution, dispensation, sale, or manufacture of illegal drugs, other controlled substances and chemicals substantially similar to a controlled substance is prohibited on any premises owned or controlled by DePaul University or as otherwise detailed in the Jurisdiction section of the Code of Student Responsibility. The university also prohibits the unlawful possession, use, distribution, dispensation, sale, or manufacture of any related drug paraphernalia in violation of applicable law on any premises owned or controlled by DePaul University or as otherwise detailed in the Jurisdiction section of the Code of Student Responsibility.

It is unlawful to distribute prescription medication to persons for whom the medication was not prescribed. If a student on campus is found to be in possession of an illegal drug, Chicago Police are immediately called. Students living on campus and found to be in violation of DePaul University's drug policy may be immediately removed from campus housing.

Employees are expected to report to work fit for duty free of any adverse effects of alcohol or illegal drugs. Illegal drug use or alcohol use in violation of this policy or which could jeopardize the safety of other employees, the public, or university property may subject employees to disciplinary action, up to and including termination. Managers and supervisors should consult with Human Resources and/or the applicable Dean before taking any action based on possible alcohol or drug use in violation of this policy or law. This policy does not prohibit employees from the lawful use and possession of prescribed medications, but only to the extent that it does not impair job performance or threaten safety, health, security, or property. Employees must consult with their physician about the medication's effect on their fitness for duty and ability to work safely, and promptly disclose any work

restrictions to their supervisor who will consult with the Human Resource department about how to proceed. Note that in line with privacy practices this is not a disclosure of a medical condition, or medication, but rather a physician-determined work limitation or restriction.

II. University Sanctions

Please read over the possible sanctions for students and employees for violations of DePaul's policies related to alcohol and other drugs.

Students:

Students who violate University policies (or state and federal laws) pertaining to alcohol or drugs will be sanctioned through DePaul's Student Conduct Process. The following is a list of sanctions that the University may impose on a student, group of students, or student organization:

- Restriction
- Restitution
- Educational Project
- Alcohol or Other Drug Intervention
- University Reprimand
- University Probation
- Suspension
- Dismissal
- Revocation of Admission
- Revocation of Degree

The sanction of Removal from the Residence Halls may also be imposed through the Student Conduct Review Process on students who live in DePaul housing.

DePaul University reserves the right to notify a student's parent, legal guardian, spouse, and/or other designated emergency contact in emergency situations, and in certain situations involving violations of university policies or laws related to alcohol and controlled substances

Employees:

Employees who violate University policies (or state and federal laws) pertaining to alcohol or drugs will be sanctioned via DePaul's Human Resources progressive discipline policy for staff and student employees or via the DePaul University Faculty Handbook for faculty. Progressive discipline steps are defined as follows, and the disciplinary process may be started at any counseling stage:

- Verbal Counseling
- Written Counseling
- Final Written Counseling
- Addendum to Counseling
- Performance Improvement Plan
- Discharge

Additionally, an employee must notify the following people of any criminal drug statute conviction for a violation occurring **in the workplace** within five (5) days of the conviction:

- **Staff members:** his/her supervisor and either an Employee Engagement & EEO Representative or the Vice President of Human Resources
- **Faculty members:** his/her supervisor (appropriate department chair or dean) and either an Employee Engagement & EEO Representative or the Vice President for Human Resources

- **Student employees:** his/her supervisor and Career Center Associate Director for Student Employment

Federal grants may be denied to those convicted for a violation of a criminal drug statute. If a person working on a federal grant or contract is convicted, the Human Resources Representative is required by law to inform DePaul's Office of Sponsored Programs and Research who must notify the applicable federal agency within ten (10) days of notification of the conviction.

III. Local, State and Federal Penalties Applicable to Students & Employees

Local, state and federal law prohibit the sale, manufacture, possession, use, or distribution, of illegal drugs. Use of alcohol by persons under 21 years of age is illegal under state law. Violations of local, state or federal law may result in arrest and conviction on charges of misdemeanor or felony offense. Penalties for conviction under local, state and federal law include incarceration and fines. Property used in connection with illegal drugs may be confiscated.

Illinois Penalties- Alcohol and Drugs:

Violations of Illinois' alcohol laws are either Class A or Class B Misdemeanors, though certain instances of driving under the influence may warrant a Felony charge. Violations of Illinois' laws regarding the manufacture, delivery, or possession of drugs range from Class A Misdemeanors to Class X Felony charges. The type and amount of drug(s) in a particular case often determines the severity of charges and penalties. Penalties for alcohol or drug-related violations include but aren't limited to:

- Monetary fines
- Suspension or revocation of one's driver's license
- Prison sentences
- Mandatory counseling programs
- Community Service
- Mandatory drug testing

Federal Penalties- Drugs:

The use, possession, or distribution of illegal drugs is prohibited by federal law and strict penalties may be enforced if a person is convicted. Lengthy mandatory prison sentences and steep fines are often part of federal penalties pertaining to drug violations. Conviction of drug trafficking can include a mandatory life sentence, and persons convicted of drug trafficking within 1000 feet of a university can face fines and prison terms twice as high as regular trafficking offenses. In addition, federal law allows for these drug related penalties:

- **Denial of Federal Aid:** Pursuant to the Higher Education Act, students convicted under federal or state law for drug-related offenses will be rendered ineligible for federal financial aid. This includes all federal loans, work study programs, and grants. Length of ineligibility depends on the type and number of convictions the student has. Eligibility may be reinstated if student completes an approved drug rehabilitation program.
- **Forfeiture of Personal Property and Real Estate:** Persons sentenced to 1 or more years in jail for a drug conviction will forfeit to the United States any personal or real property that was related to the drug violation. Examples of such property include houses, cars, and various personal belongings.

Local Laws:

The City of Chicago has additional laws related to drug and alcohol use. For example, with limited exceptions, it is illegal to drink in a public way or near a parade route. Penalties for alcohol or drug related violations include but aren't limited to monetary fines and prison sentences.

IV: Health Risks Associated with Alcohol and Drugs

Use of alcohol or other drugs has short- and long-term physical effects. Below is a summary of various substances and their physical effects:

SUBSTANCE	ACUTE EFFECTS	HEALTH RISKS
Alcohol	In low doses, euphoria, mild stimulation, relaxation, lowered inhibitions; in higher doses, drowsiness, slurred speech, nausea, emotional volatility, loss of coordination, visual distortions, impaired memory, sexual dysfunction, loss of consciousness	Increased risk of injuries, violence, fetal damage (in pregnant women); depression; neurologic deficits; hypertension; liver and heart disease; addiction; fatal overdose
Marijuana & Hashish	Euphoria; relaxation; slowed reaction time; distorted sensory perception; impaired balance and coordination; increased heart rate and appetite; impaired learning, memory; anxiety; panic attacks; psychosis	Cough, frequent respiratory infections; possible mental health decline; addiction
Opioids (Heroin, Opium)	Euphoria; drowsiness; impaired coordination; dizziness; confusion; nausea; sedation; feeling of heaviness in the body; slowed or arrested breathing.	Constipation; endocarditis; hepatitis; HIV; addiction; fatal overdose
Stimulants (Cocaine, Amphetamine, Methamphetamine)	Increased heart rate, blood pressure, body temperature, metabolism; feelings of exhilaration; increased energy, mental alertness; tremors; reduced appetite; irritability; anxiety; panic; paranoia; violent behavior; psychosis	Weight loss, insomnia; cardiac or cardiovascular complications; stroke; seizures; addiction. For cocaine: nasal damage from snorting. For meth: dental problems.
Club Drugs (Ecstasy/MDMA, Rohypnol/roofies, GHB. <i>Latter 2 known as "date rape drugs."</i>)	For Ecstasy: Mild hallucinogenic effects; increased tactile sensitivity; empathic feelings; lowered inhibition; anxiety; chills; sweating; teeth clenching; muscle cramping. For Rohypnol: Sedation; muscle relaxation; confusion; memory loss; dizziness; impaired coordination. For GHB: Drowsiness; nausea; headache; disorientation; loss of coordination; memory loss	For Ecstasy: Sleep disturbances; depression; impaired memory; hyperthermia; addiction. For Rohypnol: Addiction. For GHB: Unconsciousness; seizures; coma

Dissociative Drugs (PCP, Ketamine)	Feelings of being separate from one's body and environment; impaired motor function	For Ketamine: Analgesia; impaired memory; delirium; respiratory depression and arrest; death. For PCP: Analgesia; psychosis; aggression; violence; slurred speech; loss of coordination; hallucinations
Hallucinogens (LSD, psilocybin, mescaline)	Altered states of perception and feeling; hallucinations; nausea	Flashbacks, Hallucinogen Persisting Perception Disorder
Steroids	No acute intoxication effects	Hypertension; blood clotting and cholesterol changes; liver cysts; hostility and aggression; acne; in adolescents; premature stoppage of growth; in males: prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females: menstrual irregularities, development of beard and other masculine characteristics
Inhalants	Stimulation; loss of inhibition; headache; nausea or vomiting; slurred speech; loss of motor coordination; wheezing	Cramps; muscle weakness; depression; memory impairment; damage to cardiovascular and nervous systems; unconsciousness; sudden death
Prescription Drugs	Acute effects depend on the drug.	Many prescription stimulants and painkillers are abused or habit forming.

(Above chart adapted from the National Institute on Drug Abuse and National Institutes of Health.)

V. Help and Support for Students and Employees

Students:

Students who are experiencing problems with alcohol and/or drugs have on-campus resources available to them. Students may meet with a psychologist in **University Counseling Services (Lincoln Park: 773325-7779, Loop: 312-362-6923)**, and may also meet with DePaul's **Substance Misuse Prevention Specialist (773-325-4550)**. Should the student need more help than what can be offered on-campus, students will be given referrals to agencies and treatment centers in the community. Students needing time away from school for substance abuse treatment may contact the **Dean of Students Office (Lincoln Park: 773-325-7290)** for class-withdrawal procedures. Students can also find out about free support groups- such as 12-step meetings- from any of the abovementioned campus offices.

Employees:

DePaul University encourages any employee who has a drug or alcohol problem or a related difficulty, either on- or off-campus, to seek help through the university's Employee Assistance Program (EAP). The EAP provides confidential referrals to drug or alcohol treatment programs and counseling. Employees may also be allowed to use accrued paid time off, be placed on a leave of absence, or be otherwise accommodated as required by law. The university's EAP provider is

ComPsych and they can be reached at www.guidanceresources.com or 1-800-621-4124. DePaul Web ID: EAP4DPU.

More information about reporting responsibilities regarding sexual and relationship violence for all DePaul employees and confidential reporting options can be found on the Sexual & Relationship Violence Prevention website.

COVID-19 Policies and Procedures

DePaul University COVID-19 Protocol. For the most up-to-date DePaul University COVID-19 Protocol, see the [website](#).