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I. Welcome to Program

a. Description of program
Speech-language pathologists (SLPs) work with people who cannot produce speech sounds or cannot produce them clearly; those with speech rhythm and fluency problems, such as stuttering; people with voice disorders, such as hoarseness or inappropriate pitch or loudness; those who have problems understanding or expressing language; and those with cognitive communication impairments affecting attention, memory, or problem solving. They also work with people who have feeding and swallowing difficulties. Providing the necessary help to individuals with communication disorders is a very rewarding experience. The Department of Communication Sciences and Disorders at WVU appreciates that you will be joining us in our efforts to advance the practice of speech-language pathology. We thank you, and your future patients and their families thank you.

The purpose of the Master of Science degree program in Speech-Language Pathology is to provide aspiring professionals with a firm understanding of the normal processes of speech, language, and hearing; the competence to diagnose and treat the full range of communicative disorders in all age groups; and the opportunity to practice in a wide variety of clinical settings, including schools, hospitals, clinics, special treatment centers, and private practice. The M.S. is a professional program that emphasizes the knowledge and skills requisite to practice speech-language pathology in an effective, ethical, and inclusive manner. Graduation thus depends on completion of all academic requirements and the demonstration of sound clinical expertise. The WVU M.S. program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).

Visit our website at http://csd.wvu.edu/sp-masters for more information.

b. Program Philosophy
The speech-language pathology program offered by the WVU Department of Communication Sciences and Disorders emphasizes a scholarly and professional approach to human communication disorders. Students in the program are expected to demonstrate both academic and clinical competence. Graduation, therefore, depends on completion of all academic requirements, and the demonstration of clinical expertise. The amount of time required for completion of such training is thus dependent upon the student's background at the beginning of training.

c. Program Objectives
The M.S. program in Speech-Language Pathology has been designed to provide a firm understanding of the normal processes of communication with the academic and clinical preparation to diagnose and treat the full range of speech, language, and swallowing disorders in all age groups. Our goal is to prepare speech-language pathologists who are competent to work in a wide variety of clinical settings, including hospitals, clinics, special treatment centers, schools, industry, and private practice. The program’s intent is to provide the knowledge and skills necessary to practice speech-language pathology autonomously in an effective, ethical, and inclusive manner. To this end, the following goals have been established by the Department of Communication Sciences and Disorders at West Virginia University:

1. Graduates will demonstrate mastery of knowledge and skills necessary to practice speech-language pathology in diverse settings encompassing all of the many facets of our profession;
2. Graduates will demonstrate an ability to work autonomously, using sound judgment in a
competent and ethical manner;
3. Graduates will contribute to the profession and their community via active membership in professional organizations, scholarly activity, and taking the initiative in public education concerning speech and language disorders; and
4. Graduates will be employed as speech-language pathologists serving those with communication disorders with special emphasis on underserved areas.

d. Department Faculty and Staff
[M.S. in SLP faculty in bold]

FACULTY:
Carolyn P. Atkins, Ed.D. (West Virginia University), Professor, Carolyn.Atkins@mail.wvu.edu
Jayne M. Brandel, Ph.D., (University of Kansas), Associate Professor and Chair, jayne.brandel@mail.wvu.edu
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Leslie Graebe, M.S. (West Virginia University), Teaching Assistant Professor, Leslie.Graebe@mail.wvu.edu
Karen B. Haines, M.S. (West Virginia University), Teaching Associate Professor and Coordinator of SLP Services in the WVU Speech and Hearing Clinic, Karen.Haines@mail.wvu.edu
Derek Headley, Ph.D. (Florida State University), Assistant Professor, db00222@mail.wvu.edu
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Cheryl Ridgway, Administrative Assistant, Cheryl.Ridgway@mail.wvu.edu
Charylene St. Clair, Program Assistant II, Charylene.StClair@mail.wvu.edu

e. Advisors
As a graduate student in speech-language pathology, you are assigned a graduate advisor. Graduate students are required to meet with his/her advisor individually once a semester. In conjunction with the advisor, the graduate student will develop a plan of study during the first semester. Through ongoing
individual advising meetings, the student’s plan of study will be reviewed and adjusted to meet the student’s individual needs if appropriate. The student and advisor will approve the plan of study utilizing electronic signatures within DegreeWorks.

In addition to the advisor, graduate students are assigned a graduate committee including three full-time faculty members (i.e., the graduate advisor and two other faculty members). The graduate committee provides the student a group of individuals with whom he/she can discuss academic, clinical, and career issues. The graduate committee can be convened by the student, the advisor, or any other member of the CSD faculty. In addition, the Coordinator of Graduate Programs in CSD can be included in these meetings as requested.

The Coordinator of Graduate Programs in CSD’s role in advising is to assign advisors as well as the members of the graduate committee. These assignments will be documented in the student’s departmental file, within DegreeWorks, as well as in a letter provided to the student during the semester before enrollment in the program. Changes in advisors or graduate program committee membership can be requested by any person, including the student, to the Coordinator of Graduate Programs and/or the Chairperson of the CSD Department.

To ensure the best advising experience, students are required to bring an electronic device (e.g., laptop or tablet) to advising meetings so that he/she can access DegreeWorks. In addition to discussions regarding academic and clinical progress, the following items will be discussed with students during their advising sessions as he/she progresses through the graduate program.

Speech-Language Pathology:
I. 1st year speech-language pathology graduate students
   a. Discuss expectations of graduate students (Fall)
   b. Discuss the thesis versus portfolio option (Fall/Spring)
   c. Discuss clinical practicums (Fall/Spring)
   d. Discuss Externships (Spring)
II. 2nd year speech-language pathology graduate students
   a. Discuss Externships (Fall)
   b. Discuss Praxis (Fall)
   c. Discuss Licensure and Certification Process (Fall)

f. Orientation
   i. New Graduate Student Orientation
      The College of Education and Human Services holds a brief orientation for all new graduate students. The orientation is held immediately prior to the beginning of the Fall semester. All students will receive an email with the date and time of new graduate student orientation.
   ii. Department Specific Orientation
      Some departments and programs hold orientations that students are strongly advised/required to attend. For our program, orientations will be held on Monday, August 13, 2018.
II. Department Mission and Values

**Department Mission**
The mission of the Department of Communication Sciences and Disorders at West Virginia University is to enrich the lives of the people of West Virginia and the region by (1) educating ethical, responsible, and knowledgeable professionals who value compassion, acceptance, and interprofessional collaboration, (2) providing excellent evidence-based clinical services, and (3) expanding accessibility to such services.

**Values**
- **Welcome**: We welcome, accept, and value each person through supportive and inclusive interactions.
- **Explore**: We promote inquiry utilizing evidence-based practice and research in the classroom, clinic, and laboratories.
- **Collaborate**: We value and facilitate interprofessional research and collaboration.
- **Access**: We enhance access to communication, socialization, education, and vocational opportunities.
- **Respect**: We respect our interactions with student, colleagues, clients, and others.
- **Empower**: We empower students, clients, and families to advocate for improved communication.
III. Program of Study

a. Required Coursework
   i. List of Required Courses

   A minimum of 64 credit hours of post-baccalaureate study is required for the M.S. degree. Below is a list detailing the required courses and associated credit hours:

   **Clinical Courses**
   - 604 Seminars in Clinical Practice 1  1 Cr.
   - 605 Seminars in Clinical Practice 3  1 Cr.
   - 606 Seminars in Clinical Practice 2  1 Cr.
   - 607 Seminars in Clinical Practice 4  1 Cr.
   - 610 Advanced Practice/SLP 1  2 Cr.
   - 611 Advanced Practice/Audiology  1 Cr.
   - 612 Advanced Practice/SLP 2  2 Cr.
   - 614 Advanced Practice/SLP 3  2 Cr.
   - 616 Advanced Practice/SLP 4  3 Cr.
   - 718 Externship in SLP  9 Cr.

   **Academic Courses**
   - 608 Audiological Foundations  2 Cr.
   - 618 Evidence-Based Practice in CSD  3 Cr.
   - 620 Neurophysiological Bases Sp/Lang  3 Cr.
   - 622 Advanced Voice Disorders  3 Cr.
   - 624 Phonological Disorders  3 Cr.
   - 625 Child Language & Literacy Disorders  3 Cr.
   - 626 Experimental Phonetics  3 Cr.
   - 628 Advanced Stuttering  3 Cr.
   - 630 Adult Neurogenic Comm Disorders  3 Cr.
   - 632 Craniofacial Anomalies  3 Cr.
   - 636 Augmentative and Alternative Comm  3 Cr.
   - 660 Neuropathologies of Speech/Lang  3 Cr.
   - 662 Dysphagia  3 Cr.
   - 664 Diagnostics in SLP  3 Cr.
   - 693D Professional Seminars in CSD  3 Cr.

   _M.S. Students without an Undergraduate Background_

   Modification of the above program for students without a pre-professional background in communication sciences and disorders is determined by the advisor in consultation with the student and the student’s graduate advisory committee. Integration of necessary preparatory coursework typically requires an additional year and 30 additional credit hours.

   ii. How to Register for Courses
You can register for WVU classes online. Go to the WVU Portal (https://portal.wvu.edu/) and click on “WVU Star System”. The WVU online registration site offers many useful options. To use the site, you will need to log on with your User ID and Personal Identification Number (PIN)

To add/drop courses, you will also need a Term PIN. You must meet with your academic advisor at WVU to obtain your PIN and Term PIN. He/she will also help you in selecting courses to meet your academic goals.

b. Thesis or Professional Portfolio Requirements
i. M.S. Thesis Option

An option to complete a thesis as part of the M.S. program is available to graduate students in speech-language pathology. For students who select the M.S. thesis option, successful completion of a thesis will serve as the summative assessment requirement for graduation in lieu of a portfolio requirement. Completing an M.S. thesis will require a minimum of an additional six hours of thesis credit. Each graduate student must make his/her decision regarding this option preferably within the first semester of his/her graduate program, but no later than the beginning of the second semester. For students interested in pursuing a doctorate upon completion of the Master's program, a thesis is recommended.

A thesis student has the option to complete an on-campus placement or an externship in order to facilitate the completion of a thesis. Thus, the externship is optional for a thesis student. If the student chooses to do an externship, he/she must decide by the beginning of the second semester.

Graduate students who are interested in the thesis option should begin the process by doing the following:

1. Contacting his/her academic advisor regarding the selection of an appropriate thesis advisor. Once a thesis advisor agrees to work with the student, this advisor will help the student select an appropriate thesis committee.

2. Completing the CSD MS Thesis Approval form including signatures from the thesis advisor, thesis committee members, and department chair. This signed document will serve as a contract for pursuing the thesis option, in which successful completion of the thesis is required for graduation.

Thesis Committee
Master’s thesis committees consist of no fewer than three members. One member of the committee may be from outside the student’s department/program, but this is not required.

Thesis Project
A thesis student will complete a research project under the direction of the faculty of the university on some topic in the field of the major subject. The thesis must present the results of the Master’s degree candidate’s investigation. Thesis students must go through the IRB (Institutional Review Board) process (using human subjects, etc.). The link for their website is: http://oric.research.wvu.edu/services/human-subjects
Thesis Proposal
The thesis proposal is a written document that provides the blueprint for the thesis. The proposal will consist of an introduction, including background and context of the topic; a scholarly literature review, critically discussing relevant research, concluding with a rationale for the study; and a method section, fully describing the details of the research plan, including participants, procedures, and materials. The proposal is reviewed by the student’s thesis committee. The student also will prepare a brief oral presentation of the proposal and present it to his/her committee. Committee approval of the proposal is required before carrying out the research project.

Thesis Defense
After the thesis committee has tentatively approved the student’s written thesis, the final defense can be scheduled. This defense is usually held in the term in which all other requirements for the degree are to be met. The student’s committee chairperson must obtain approval of the time, place, and committee members for the defense at least three weeks before the defense date. All thesis defenses are open to the public and the university community.

The student cannot be considered as having satisfactorily passed his/her defense if there is more than one unfavorable vote among members of the committee. Results of each defense must be reported to the college dean or designee within twenty-four hours.

The student and all committee members are expected to be physically present for a defense. In extraordinary circumstances, an individual may attend by audio or videoconference (with videoconferencing preferred). Anyone attending the defense electronically must remain available during the entire time of the defense.

In extraordinary circumstances, another person may be substituted for one of the committee members during the defense, provided that the original committee member was not the chair. There can be no substitute for the chair. Only one substitute is allowed, and the request for a substitute must be made prior to the defense. The request for a substitute should be signed by the committee chair, the student, and both the original member (if available) and the substitute member. A substitute committee member must have the same or higher graduate faculty status as the original committee member and represent the same academic discipline or specialization. If a substitute committee member attends the defense, the substitute signs the shuttle sheet; however, the original committee member should provide written comments to the student on the thesis and sign the thesis signature form required for submission of the document to the university libraries.

Thesis Submission
Once approved by a student’s thesis committee, the final version of all WVU theses and dissertations must be submitted electronically through the university libraries. Information about formatting, submission, and approval of electronic theses and dissertations is available at thesis.wvu.edu.

ii. Professional Portfolio
Successful completion of a summative assessment is a requirement for graduation. Each student in the Master of Science in Speech-Language Pathology program is required to develop and maintain a professional portfolio under the supervision of her or his Academic Advisor. Required
in lieu of a program comprehensive examination, the portfolio serves as a means to document the acquisition of knowledge and skills essential to the speech-language pathologist as a clinician, administrator, and researcher.

The portfolio must be in a digital format and is to include the following components:

1. Personal introductory page
   i. Photograph
   ii. Full name and credentials
2. Table of Contents
   i. Proper numbering of pages
   ii. Use specific titles for sections of your portfolio
3. Personal Section
   i. Professional resume
   ii. Personal philosophy statement
4. Academic Information
   i. Academic transcripts
   ii. Praxis Score
5. Competencies/Formative Assessments related to:
   - Articulation
   - Fluency
   - Voice and resonance, including respiration and phonation
   - Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics in speaking, listening, reading, writing, and manual modalities)
   - Hearing, including the impact on speech and language
   - Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
   - Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
   - Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
   - Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

The portfolio must include artifacts from at least 5 of 9 competency areas above. Additional information in this section would include, but not be limited to, formative/summative assessments of your performance in both academic and clinical venues such as academic papers and clinical evaluations.

6. Summary of Practica and Externship Experiences
7. Research Participation, if done as a student
8. Awards and Honors
9. Volunteer Work and/or Related Experiences (WVU, CEHS, CSD, and/or community)
10. Professional Participation (Conferences, presentations, professional organizations, etc.)
11. Certifications (CPR, First Aid, Child abuse, Violence prevention, HIPAA, etc.)
12. Letters of Professional Recommendation (Including any letters from clients, caregivers, or colleagues that attest to your clinical skills and professional growth)
<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>0 Missing Components</th>
<th>1 Poor</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Portfolio</strong></td>
<td>There is an absence of content in three or more of the required areas of the portfolio.</td>
<td>The content of the portfolio is deficient in two of more of the required areas. For example, there may be deficiencies in the bio-sketch, resume, or academic/clinical record.</td>
<td>The content of the portfolio is deficient in one of the required areas. For example, there may be deficiencies in the bio-sketch, resume, or academic/clinical record.</td>
<td>The content of the portfolio is complete across the content areas. There is adequate information across the required areas for a reader to follow.</td>
<td>The content of the portfolio is complete, clear and accurate across the content areas. There is in-depth and appropriate information across the required areas for a reader to follow.</td>
</tr>
<tr>
<td><strong>Organization of Material</strong></td>
<td>The portfolio has no discernible organizational structure.</td>
<td>The portfolio is not well organized, which makes it difficult for the reader to follow.</td>
<td>The majority of the portfolio is adequately organized but there are sections of the document that are not organized appropriately.</td>
<td>The portfolio is organized in a clear and logical way. The reader is able to understand the material that is presented and follow the student’s professional development.</td>
<td>The portfolio is organized in a clear and logical way, which enables the reader to identify key components of the document. The reader is able to follow the material and identify key features of the student’s professional development.</td>
</tr>
</tbody>
</table>

*Rubric continued, next page*
<table>
<thead>
<tr>
<th>Visual Presentation</th>
<th>There is a total absence of visual appeal to the portfolio.</th>
<th>The portfolio lacks visual appeal. Colors, fonts and other visuals such as charts, graphs and figures contain errors.</th>
<th>The portfolio lacks visual appeal. Colors, fonts and other visuals such as charts, graphs and figures are self-explanatory.</th>
<th>The portfolio is visually satisfactory for the reader. Colors, fonts and other visuals such as charts, graphs and figures are self-explanatory.</th>
<th>The portfolio is visually appealing to the reader. Colors, fonts and other visuals such as charts, graphs and figures are self-explanatory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to Guidelines</td>
<td>The portfolio was not constructed in the appropriate format and submission guidelines were not followed.</td>
<td>The portfolio is missing several components and the student did not meet submission guidelines in a timely fashion.</td>
<td>The portfolio is missing a component but was submitted on time.</td>
<td>The portfolio was turned in on time and contained all required components with the exception of some minor deletions.</td>
<td>The portfolio was turned in on time and contained all required components.</td>
</tr>
<tr>
<td>Mechanics including grammar and writing</td>
<td>The portfolio contained errors in grammar, spelling and/or punctuation that grossly affected the readability of the portfolio.</td>
<td>There were significant problems with grammar, spelling and/or punctuation that affected the readability of the portfolio.</td>
<td>There were minor problems with grammar, spelling and/or punctuation that detracted from readability of the portfolio.</td>
<td>The portfolio was free from grammar, spelling and/or punctuation errors. Word content, phrase, and sentence structure were satisfactory.</td>
<td>The portfolio was well written and free from grammar, spelling and/or punctuation errors. Word content, phrase, and sentence structure were appropriate.</td>
</tr>
</tbody>
</table>

**Scoring:** The student must receive a minimum score of 2 in any of the evaluative areas. A “poor” score in any area will need to be addressed with the student. A passing grade is a total of 15 points, which reflects an average score of 3 in each area. According to the scale, a score of 3 corresponds to a rating of Good, which would be consistent with a B grade.
c. **Suggested sequence of study**

**The specific order of courses may change during a student’s time in the program. However, an extension of his/her program of study will not occur as a result of any changes in the order of courses.**

**Fall – 1<sup>st</sup> Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>604</td>
<td>Seminars in Clinical Practice 1</td>
<td>1 Cr.</td>
</tr>
<tr>
<td>610</td>
<td>Advanced Practice/SLP 1</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>618</td>
<td>Evidence Based Practice in CSD</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>620</td>
<td>Neurophysiological Bases of Sp/Lang</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>624</td>
<td>Phonological Disorders</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>664</td>
<td>Diagnostics in SLP</td>
<td>3 Cr.</td>
</tr>
</tbody>
</table>

**Spring – 2<sup>nd</sup> Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>606</td>
<td>Seminars in Clinical Practice 2</td>
<td>1 Cr.</td>
</tr>
<tr>
<td>612</td>
<td>Advanced Practice/SLP 2</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>625</td>
<td>Child Language and Literacy Disorders</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>630</td>
<td>Adult Neurogenic Comm. Disorders</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>632</td>
<td>Craniofacial Anomalies</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>662</td>
<td>Dysphagia</td>
<td>3 Cr.</td>
</tr>
</tbody>
</table>

**Summer – 3<sup>rd</sup> Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>693D</td>
<td>Professional Seminars in CSD</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>614</td>
<td>Advanced Practice/SLP 3</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>608</td>
<td>Audiological Foundations</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>626</td>
<td>Experimental Phonetics</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>636</td>
<td>Augmentative and Alternative Comm</td>
<td>3 Cr.</td>
</tr>
</tbody>
</table>

**Fall – 4<sup>th</sup> Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>607</td>
<td>Seminars in Clinical Practice 4</td>
<td>1 Cr.</td>
</tr>
<tr>
<td>616</td>
<td>Advanced Practice/SLP 4</td>
<td>2 Cr.</td>
</tr>
<tr>
<td>622</td>
<td>Advanced Voice Disorders</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>628</td>
<td>Advanced Stuttering</td>
<td>3 Cr.</td>
</tr>
<tr>
<td>660</td>
<td>Neuropathologies of Speech/Language</td>
<td>3 Cr.</td>
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**Spring – 5<sup>th</sup> Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>718</td>
<td>Externship</td>
<td>9 Cr.</td>
</tr>
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</table>
IV. Clinical Information

a. Clinical Practicum

Requirements for graduation include 400 ASHA-approved clinical practicum hours during undergraduate and graduate studies. Prior to obtaining the clinical hours, a student must have at least 25 hours of observation of clients who exhibit various speech and/or language disorders. Students with a clinical background in speech pathology and audiology must complete at least 325 hours at the graduate level. Students without a background in speech pathology and audiology must complete at least 400 hours at the graduate level.

The West Virginia University Speech and Hearing Clinic is the clinical services component of the Department of Communication Sciences and Disorders. Speech and language services are provided on the eighth floor of Allen Hall. During a typical semester, the caseload includes the following disorders: articulation, adult and child language, fluency, voice, augmentative/alternative communication and aural rehabilitation. Individual as well as group therapy sessions are offered each semester to meet the needs of the clients. Therapy sessions are conducted in one of eight treatment rooms. A private observation room overlooks each treatment room and is equipped with a two-way mirror observation system. The clinic also conducts speech, language, reading, and augmentative alternative communication as well as auditory processing evaluations as part of its services. There is a video monitoring system and fully equipped laboratory for acoustic and physiologic study of speech disorders.

The audiological services provided by the WVU Speech and Hearing Clinic are provided in the clinical rooms located on the third floor of Allen/Percival Hall. The facility is equipped to provide basic diagnostic and rehabilitative services, as well as vestibular evaluations and treatment. Patients are seen at the Center by appointment only, Monday through Thursday. Students who register for audiology practicum are provided opportunities to gain varied experience in keeping with their interests and abilities. The Hearing Clinic at the WVU Physician’s Office Center is staffed by certified audiologists. All audiology majors receive training in a wide variety of diagnostic and rehabilitative procedures on a large and varied population at the Physician’s Office Center or other clinical sites.

Transfer of Clinical Practicum Hours

Graduate students are responsible for having official copies of any clinical practicum hours sent to this department from former programs. After receipt of such hours, they will be entered into a practicum record of the student. A maximum of 75 hours (50 clinical practicum; 25 observation) transferred from another program may be counted toward M.S. degree requirements.

Registration Requirements for Clinical Practicum

Each speech-language pathology graduate student registers for clinical practicum and associated clinical seminars in a prescribed sequence. The standard 2-year sequence of clinic practicum courses for M.S. students is as follows:
### Clinical Assignment Procedures

Each graduate student must complete a *Request for Graduate Clinical Practicum* form for speech-language pathology prior to the beginning of each semester and submit it to Ms. Karen Haines, the WVU Speech Center Coordinator, so that clinical assignments may be made. This form may be found in the Clinician Prep room. Speech-language pathology graduate students will be assigned hearing assessment practicum hours during either the fall or spring semester and will enroll in CSAD 611 during the fourth semester (i.e., the fall semester of the 2nd year).

**Limiting Availability for Clinic Practicum Assignments May Delay Graduation**

Students should be aware that limiting availability for clinical practicum due to extracurricular work commitments may exclude them from some clinical placements. Furthermore, inability to be placed in some clinical placements may hinder the acquisition of clinical competencies required for graduation. Failure to meet fundamental competencies in clinic practicum may limit residency site selection and, in some cases, result in a delay of the anticipated date of graduation.

### Travel Policy

It is sometimes necessary to assign graduate students to off-campus sites for practicum during one or more of their four “on-campus” semesters. In this event, students must arrange their own transportation. It is not the responsibility of the Department to provide or arrange for such transportation.

### Practicum Grading

Student progress toward clinical competencies required for graduation and certification will be tracked via Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations (CALIPSO; [https://www.calipsoclient.com/](https://www.calipsoclient.com/)), a data management program customized for the SLP program [https://www.calipsoclient.com/wvu/account/login](https://www.calipsoclient.com/wvu/account/login).

The formal evaluation tools that are used at the Allen Hall Speech and Hearing Clinic are the WVU [Daily Clinical Evaluation Forms](https://www.calipsoclient.com/wvu/account/login) and the Skill Competency Evaluation. Supervisors will observe a minimum of 25% of evaluation/treatment sessions for students enrolled in the speech-language pathology program. Clinical supervisors will increase the amount of supervision depending on student or client needs.

Students’ clinical skills will be evaluated twice a semester by each supervisor utilizing the rubric within CALIPSO. A mid-term and a final evaluation will be completed by each supervisor in CALIPSO and reviewed with the student. This evaluation uses a 5-point scale that is based on the student’s ability to perform each skill competency with a specified amount of supervisor input. During the first and second semesters, it is anticipated that students will earn 2s and 3s, indicating a significant amount of supervisor input. However, as students obtain clinical experience, it is expected
that skill ratings increase to 3s, 4s and 5s to reflect a decrease in supervisor input and increased ability to perform clinical tasks with greater independence. At the completion of the Residency/Externship or second semester of CSAD 616 (for students who complete a thesis), a cumulative score of at least 3.1/5.0 PLUS at least one rating of 4.0/5.0 for each competency must be met. Failure to meet the expected competency levels will result in a delay of the student’s graduation.

All clinical practica are graded using a normal grading mode (A-F). If a student’s GPA falls below a 3.0 he/she will no longer be eligible for practicum and will only be able to take academic courses until his/her GPA is a 3.0 or better. Specific grading scales for clinical practica are included in the course syllabus for each clinical enrollment.

At the completion of the Externship or second semester of CSAD 616 (for students who complete a thesis) a cumulative score of at least 3.1/5.0 PLUS at least one rating of 4.0/5.0 for each competency must be met. If any competency has not been met at a level of 4.0/5.0, the candidate may not graduate until all competencies are met.

In the case of a C grade or lower in clinical practicum, the student’s committee, supervisor and clinic coordinator will meet to develop a remediation plan.

Students who do not meet the following expectations may fail clinical practicum.

- Reports are turned in late
- Conferences are missed
- Client folder is removed from the clinic
- Unexcused absences from therapy occur
- Or other activities in violation of ASHA’s Code of Ethics and/or the WV Board of Examiners for Speech-Language Pathology and Audiology.

In some external clinical sites, students may need to remind supervisors to complete the evaluation in CALIPSO, as these supervisors typically do not work on WVU’s semester schedule.

At the end of each semester, students will complete a final evaluation for each clinical supervisor with whom he/she has worked over the semester. These anonymous evaluations are aggregated by the department’s administrative assistant and released to the supervisors as a three-semester average with the previous two semesters.

Clinical Experience Records
Each student is required to enter his/her practicum clock hours into CALIPSO and follow up with his/her supervisor to ensure that the supervisor approves the hours. Students are encouraged to enter hours at least weekly, if not daily. Supervisors may opt to approve hours every two weeks and are encouraged to not postpone approving hours beyond two weeks.

Upon completion and approval of all clinical experiences, students will receive two signed copies of the summary. Typically, this will occur during the week prior to graduation. Students may use these for their own records as well as for documentation when seeking other certifications and/or licenses.
c. Clinical Externship
Graduate students in speech-language pathology are required to complete either an externship or a thesis. Many externship sites are available but must be approved by a vote of the Graduate Affairs Committee (GAC) upon written request from the student. Students are not permitted to contact extern sites or attempt to schedule their own externship experience. The extern coordinator will contact all site supervisors and make the appropriate arrangements. All externships must be approved by GAC and an affiliation agreement must be in place prior to the student going to that facility. Externship placements are generally outside of the Morgantown area. Students should consult Mrs. Leslie Graebe, the Coordinator of Off-Campus Clinical Practica, for a list of current externship sites. Students who are awarded an externship placement must register for CSAD 718, Externship in SLP for 9 credit hours.

Most externship sites require that students be covered by malpractice insurance. Students at WVU are covered by malpractice insurance. Verification can be provided to the externship site upon request. Please let the Coordinator of Off-Campus Clinical Practica or the Department Chair know of this need. Externship students may also need to meet other requirements specified by a particular site. For instance, many require documentation of a current physical exam, tuberculin skin test results, evidence of immunization against mumps, rubella, tetanus, hepatitis, etc.

d. Clinical Background Screening
The College of Education and Human Services has a college-wide background check procedure (http://cehs.wvu.edu/student-resources/become-a-teacher/background-checks). Students who have a felony conviction or who are registered on the National Sexual Offender Registry will not be eligible for clinical practicum and should pursue another career choice.

If the status of your criminal background check changes during your graduate program, you are required to meet with your academic advisor and/or clinic coordinator. Failure to inform your academic advisor and clinic coordinator of these changes may result in expulsion from the program. Items appearing on a criminal background check may prevent you from obtaining licensure as an audiologist in the future and/or practicum in some or all sites.

e. State Licensure
As an approved program for West Virginia Teacher Certification all students enrolled in the WVU Speech-Language Pathology graduate program will meet the requirements for teacher certification upon graduation. Graduates who take positions in settings other than school systems are generally required to obtain a state license. In addition to the academic and clinical requirements required by ASHA for certification, students must complete a clinical placement in the public schools.

Academic preparation, examination, and other requirements for licensure vary from state to state. Students are responsible for obtaining (provisional) licensure in the state where the residency year will be completed. An overview of licensure requirements is available at: http://www.nsslha.org/about/legislation-advocacy/state/

In West Virginia, information on licensure may be obtained by contacting:

West Virginia Board of Examiners for Speech-Language Pathology and Audiology
99 Edmiston Way
Box 11, Suite 214
f. West Virginia State Teacher Requirements

The CEHS Office of Student Success provides and processes applications for teacher certification. For information and assistance concerning reciprocity certification agreements between West Virginia and other states, as well as other matters pertaining to teacher certification, visit the Office of Student Success in 710 Allen Hall (phone: 304-293-2169). Personnel in the CEHS Office of Student Success can assist you with the latest application procedure for obtaining a provisional professional or temporary teaching certificate. The office may be reached at 304-293-2169, or by email at cehsadvising@mail.wvu.edu.
V. Graduation Requirements

a. Program requirements for graduation

The Master of Science degree program in Speech-Language Pathology is a competency-based program. Therefore, students are expected to achieve a minimum competency level of B, S, or P in all required courses and in clinical practica.

The minimum graduate requirements for the Master of Science degree program are:

a. 64 semester hours of course work (including clinical practicum);
b. 14 required courses in the Speech-Language Pathology curriculum;
c. an overall graduate grade point average of at least 3.00 (A=4.00) with a minimum competency level of B (or P) in all courses and clinical practicum;
d. successful completion of a professional portfolio that serves as a formative and summative assessment or the successful completion of a M.S. thesis;
e. 400 clock hours of clinical observation and practicum with individual clients. Clock hours must be distributed as follows:
   a. Clinical Observation (25 clock hours minimum) prior to beginning initial clinical practicum
   b. Clinical Practicum (375 clock hours minimum);
f. at least 325 clock hours at the graduate level in the area in which certification is sought;
g. taking the Praxis II #5331 Speech-Language Pathologist test; and
h. completion of a school clinical placement during graduate school.

Although students develop an individualized program of study, students with a background in speech-language pathology and audiology are required to spend a minimum of two years (i.e., 5-6 semesters) to complete the requirements for the M.S. degree. For students without a background in communication sciences and disorders, a minimum of three years (i.e., 7-8 semesters) is usually required for completion of the M.S. degree. Any of the following is likely to require extension of the minimum duration for completion of the program of study and delay graduation:

1. Unsatisfactory performance in academic courses
2. Unsatisfactory performance in clinic practicum or externship assignments
3. Violation of the ASHA Code of Ethics

If it is necessary for the graduate student to alter his/her graduate education by reducing the number of courses and/or clinical assignments during one or more semesters due to illness, family situations, etc., the duration of his/her graduate education is automatically extended and he/she should not expect to graduate according to the originally projected graduation date. Also, students who accept residency placements that require preliminary training or other commitments that extend the residency period beyond the duration of graduate study specified above should not expect to graduate according to the originally projected graduation date.

i. Transfer Credit

A student wishing to apply credit earned at another institution of higher education to a master’s degree at WVU must obtain a transfer of graduate credit form from the Office of Admissions and Records. This form requires the signature of the department chairperson or designee. The student must also have an official transcript from the other institution sent to the Office of Admissions and Records. It is strongly recommended that students have transfer credit approved
prior to enrolling. A maximum of 9 semester hours from other institutions may be transferred for credit towards the graduate degree in Speech Pathology if approved by the Graduate Affairs Committee (GAC).

ii. Auditing Courses Policy

For a variety of reasons, a student may wish to audit a course. Prior to making this decision, the student needs to meet with the instructor of the course. The student should be prepared to share a syllabus or otherwise demonstrate his/her knowledge of the course content if the course wanting to be audited is a required course for the program. If the student’s request to audit a course is approved, an Audit Agreement (see Appendix) will need to be completed by the student and instructor. The instructor will specify within the Audit Agreement the expectations for attendance and assigned activities (e.g., readings, quizzes, assignments, and exams).

The student will need to register for the course and will pay fees. However, no grade will be earned by the student. A student that audits a course must let one semester pass before enrolling in a course for credit and changes in course enrollment (i.e., grade or audit) must be done during the registration period.

iii. Time Limits

A course taken more than eight years prior to the conferring of the graduate degree in Speech-Language Pathology must be reevaluated if it is to be used toward meeting degree requirements. Reevaluation can be accomplished by submitting the following information for approval to the office of graduate education:

a. A letter from the course instructor listing the criteria used to revalidate the course material.

b. A copy of the student’s performance on the revalidation examination.

c. A letter from the graduate coordinator and/or dean supporting the revalidation.

b. Praxis Examination in Speech-Language Pathology

In order for the Chair to complete and sign necessary ASHA paperwork for the Certificate of Clinical Competence (CCC-SLP), candidates must have taken the Praxis examination in speech-language pathology administered by the Educational Testing Service (ETS) and have the scores sent directly to the Department of Communication Sciences and Disorders. Therefore, you must indicate on the registration form that the score is to be sent to the Department of Communication Sciences and Disorders at West Virginia University (listed as “WEST VIRGINIA UNIV SLP/AUD” on the Praxis website; Code 0329). The examination is administered several times each year and information concerning the Praxis exam may be obtained at the CEHS Center for Student Advising and Records.

It is suggested that students schedule the examination the next-to-the-final semester of graduate studies upon completion of all required courses. That is the fourth semester for a student with an undergraduate pre-professional background or the sixth semester for a student without an undergraduate background.
Registration information and additional helpful information may be obtained online at: http://www.ets.org. There are also several specific study guides for the examinations that are available. Several students have reported the following sources to be helpful:

**Score Reporting**

ETS will provide you with detailed information about your Praxis performance within 8 weeks of the examination date. This will include information on how you did on categories within the test, and how you compared with others who took the test at the same time you did. If you have not passed the examination, this information will be of assistance to you in determining areas you need to study prior to attempting to retake the examination.

If you wish to receive your scores at an earlier date, you may call ETS and they will provide a verbal report for a fee of $20.00. The dates and phone number for calling are listed in the test booklet. If you wish for teacher certification for schools, it is necessary to send your scores to the West Virginia Department of Education. The following codes should be used when sending your scores:

- WVU Department of CSD: **0329**
- WV State Board of Examiners for SLP/AuD: **8481**
- West Virginia Department of Education: **8480**

ETS saves your examination score for only ten years. Therefore, it is extremely important that you retain a copy of your exam score in your own records. If you apply for certification or state licensure in the future without a copy of your exam score, it will be necessary for you to retake the examination!

Additional information on examination content and preparation tips can be accessed at: http://www.asha.org/certification/praxis/

c. **Graduation application**

Students who have completed all academic and clinical requirements and who qualify for graduation must complete an application for graduation and diploma. This information is available at http://registrar.wvu.edu/degree-certification-diplomas/graduation.

Please be aware that failure to comply with these procedures may delay graduation.
VI. Student Expectations

a. Graduate Student Expectations

Code of Ethics
All students are responsible for being familiar with the Code of Ethics of the American Speech-Language-Hearing Association (ASHA), which can be accessed at http://www.asha.org/policy/ET2016-00342/ as well as the Code of Ethics of the West Virginia Board of Examiners for Speech-Language Pathology and Audiology, available through their website at http://www.wvspeechandaudiology.com/Home/Legislative-Rules

Essential Functions
In accordance with ASHA, it is the position of the M.S. program that professional competence in providing services to individuals with communication disorders requires cultural competence as well. The Program thus supports ASHA’s position statement on Cultural Competence and encourages all students and professionals to use ASHA’s Cultural Competence Checklist: Service Delivery.

In addition, students must possess fundamental sensory/observational, communication, motor, intellectual/cognitive, and social/behavioral abilities that will allow them to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function effectively in a broad variety of clinical situations, and to render competent patient care. These abilities are described in more detail in the document Essential Functions for Students in the M.S. Program in Speech-Language Pathology.

When working in the WVU Speech and Hearing Centers, or in any off-campus clinical site, students are expected to perform all duties in a professional manner and to observe appropriate infection control procedures. Accordingly, students are expected to conform to U.S. Centers for Disease Control and Prevention guidelines regarding infection prevention and minimum expectations for safe care.

Student Conduct Code
Cheating, dishonesty, plagiarism, and other forms of academic dishonesty or unprofessional behavior are a violation of the West Virginia University Student Conduct Code; see http://studentconduct.wvu.edu/policies-and-procedures.

Behaviors Expected of a Professional
Students enrolled in the graduate programs within the Department of Communication Sciences and Disorders are expected to exhibit professional and ethical behavior as outlined by the ASHA Code of Ethics. The following list of violations are examples, but not comprehensive. Minimally, graduate students in the department shall not:
1. Commit violations of student conduct as outlined in the WVU Student Handbook;
2. Utilize drugs or other pharmaceutical agents inappropriately or illegally;
3. Engage in behavior that may endanger clients, families, the public, students, or faculty;
4. Engage in behavior that deceives, defrauds, or harms the public or the public’s perception of the profession(s);
5. Falsify intentionally or through neglect, the health records of clients at the university or external facilities;
6. Deceive a patient and/or family regarding his/her status as a graduate student;
7. Fail to maintain client or patient confidentiality, including failure to follow the Health Insurance Portability and Accountability Act (HIPAA) standards;
8. Obtain payment in any form for services;
9. Engage in unprofessional conduct, act, or omission that would be considered unprofessional as outlined in the professional standards by the American Speech-Language-Hearing Association, state licensure boards, and other licensing or certification agencies.

Policy for Violations of Expected Professional Conduct
If a student violation of conduct is alleged the following steps will be taken to ensure the safety of the student(s), faculty, staff, and clients.

Hearing Committee and Procedures
1. Upon notification of a possible violation of student conduct, the student will be contacted in writing by the Chair of the Department of Communication Sciences and Disorders that an investigation has begun. If necessary, the student will be removed from academic coursework and/or clinical experiences until the allegation has been resolved.
2. In writing, the student will be notified of a hearing including the student, the student’s academic advisor and graduate committee, as well as the Chair of the Department of Communication Sciences and Disorders within 15 business days of the allegation.
   a. The Chair of the Department of Communication Sciences and Disorders will conduct the hearing but not participate as a voting member unless to cast a tie-breaking vote.
   b. The student’s graduate advisor will maintain a record of the hearing as well as record the decision of the panel and any disciplinary actions to be taken by the committee and/or student.
   c. Evaluations of the evidence will require a finding of student responsibility based upon a preponderance of the evidence against the student by the majority opinion of the panel.
3. During the hearing, a student is guaranteed the following rights:
   a. The student has a right to a fair and impartial hearing in all proceedings of any hearing panel.
   b. The student is not required to provide testimony and refusal to do so is not considered admittance to the alleged violation or acceptance of responsibility for said violation.
   c. The student will be informed in writing throughout the process including a written summary of the allegation and any steps to be taken prior to the hearing, notice of the hearing in sufficient time as to prepare, and a summary of the panel’s decision.
   d. The student has a right to be present during the questioning of individuals during the hearing, to question witnesses, and/or to present evidence in his/her defense.
   e. The student may request the attendance of other persons at the meeting and will complete the needed paperwork to allow said persons to attend.
4. Upon the conclusion of the hearing, the student and graduate advisor will receive a written decision from the Chair of Communication Sciences and Disorders Department indicating the outcome of the hearing as well as any steps needing to be taken by the student and the date at which these should be completed. The written decision will be provided to the student and graduate advisor within two business days of the conclusion of the hearing.

Appeal of the Hearing Committee Decision
A student found in violation of the Graduate Code of Conduct as outlined by the Department of Communication Sciences and Disorders who is suspended, dismissed or terminated from the program may appeal in writing to the Dean of the College of Education and Human Services. The written appeal must be received by the Dean of the College of Education and Human Services within five business days of the receipt of the written decision by the hearing panel.
The written appeal must clearly address the reason for the appeal. Acceptable reasons for an appeal relate to:

- Violations of due process rights during the hearing process;
- Disciplinary actions that are not aligned with the magnitude of the infraction to which the student was found responsible; or
- Finding of new information that was not previously available during the hearing and would impact the decision of accountability or the sanction which was assigned.

The Dean of the College of Education and Human Services or Designee will act upon the appeal. The decision of the Dean of the College of Education and Human Services or Designee is final and cannot be appealed.

**Disciplinary Files and Records**
The record of disciplinary cases shall be maintained in the Chair’s office for the Department of Communication Sciences and Disorders.

All written correspondences to the student including the initial letter of notification regarding the alleged violation, the hearing notice, and the decisions of the hearing panel and any relevant disciplinary actions will be maintained in the student’s advising file located in the Department of Communication Sciences and Disorders.

**Reporting to External Authorities**
Alleged violations of university, federal, or state laws will result in notification of the proper agencies by the Chair of the Department of Communication Sciences and Disorders. Investigations or decisions by these external entities will be peripheral to the investigation and decisions of the student’s hearing panel within the Department of Communication Sciences and Disorders.

**b. Grade Requirements**

i. **Effects of C, D, F, or U Grades**

The graduate degree program in Speech-Language Pathology is a competency-based program. Therefore, students are expected to achieve a *minimum competency* level of “B” or “P” in all required courses. If a student receives a grade of “C” (or lower) in a required course, he/she must meet with his/her academic advisor and graduate advisory committee prior to beginning additional course work.

1. Students who receive a grade other than “A,” “B,” “P,” or “S” in a course taken for credit toward the graduate degree must comply with an individualized *competency-based remediation plan* agreed to by the student and the student’s graduate advisory committee. If after one remediation the student has still not met all competencies addressed in the course, the student's committee may opt to deny the student clinical practicum until competency is met.

2. If a student's overall (cumulative) GPA is 2.99 or lower, he/she will not receive any clinical assignments (practicum or externship) until the GPA meets or exceeds 3.00.

**c. Classroom Conduct**

i. **Use of Personal Electronic Devices in the Classroom and Clinic**
Unless otherwise directed by the course instructor or clinical supervisor, it is the policy of the West Virginia University Department of Communication Sciences and Disorders that:

1. Cell phones should be silenced and put away during all class periods, and that students are not to leave class with the purpose of checking them;

2. While laptops and tablet computers may be permitted for purposes of note-taking, activities including (but not limited to) web browsing, texting, messaging, and any form of social networking are prohibited during class periods;

3. In addition to cell phones and computers, no technology, including (but not limited to) electronic calculators, portable media (mp3) players, smartphones, personal data assistants, and e-book readers, should be at or near students’ seats during any in-class test, quiz, or other form of learning assessment; and

4. Students who require assistive technology must present documentation from Disability Services to the course instructor at the beginning of the semester.
VII. Financial Support

Financial Assistance is available in a variety of forms. Any student with financial need can apply for assistance at the Student Financial Aid Office on the second floor of the Mountainlair (304-293-5242). The relevant website can be found here: http://financialaid.wvu.edu/. Some programs in the college offer teaching and research assistantships. Applications for college teaching and graduate assistantships are available in the Center for Student Advising & Records. Students facing an emergency that might affect their ability to continue in school can apply for the emergency loan at the Financial Aid Office in the Mountainlair on the Downtown Campus (304-293-5242). Restrictions apply.

a. Graduate assistantships

Students enrolled in the graduate program for speech-language pathology are encouraged to apply for graduate assistantships that contribute to his/her growth of professional skills and knowledge. There are a limited number of Graduate Assistantships available through the department including Graduate Teaching Assistantships and at times Graduate Research Assistantships. To learn about available positions in the department as well as the College of Education and Human Services, students can view open positions at the Graduate Studies web page, https://cehs.wvu.edu/grad/ga-positions. Students are responsible for adhering to the following policies and procedures regarding graduate assistantships.

i. Graduate Assistantships During Externships

It is the policy of the CSD Department that graduate students in the master’s Speech-Language Pathology program are not permitted to have graduate assistantships when completing their externship placement. In addition, students in the Clinical Doctorate of Audiology may not hold graduate assistantships when completing their residency placement.

ii. Graduate Assistantships Outside of the CSD Department

It is the policy of West Virginia University that graduate students enrolled in Speech-Language Pathology be engaged in Graduate Assistant positions that contribute to students’ professional skills and knowledge. To ensure this, it is the policy of the Department of Communication Sciences and Disorders (CSD) that Graduate Assistant positions outside of the Department of Communication Sciences and Disorders will require prior approval by the Department Chair of CSD for university tuition waivers to be approved by the Department of CSD.

Prior to signing a contract with a department or office outside the Department of CSD, graduate students should present to the Department Chair the following items for review.

- Letter of appointment or contract including the specific job responsibilities and any specific work requirements (e.g., specific times during the week).
- Completed CSD Graduate Assistantship Approval Form.

After reviewing the documents, the Department Chair for CSD will complete the CSD Graduate Assistantship Approval Form which will be filed in the student’s academic file in the Department of CSD. A new CSD Assistantship Approval Form will be required for each academic year.
b. **Tuition waivers**

Waivers of University tuition are provided for graduate students with assistantships, fellowships and based upon merit. College tuition and University fees cannot be waived. Typically, graduate students can receive tuition waivers from only one source each term unless on a partial graduate assistantship. Graduate students in speech-language pathology are not permitted to utilize University tuition waivers during enrollment of externship (CSAD 718).

For more specific information, please refer to the Graduate Education and Life website (https://graduateeducation.wvu.edu/funding-and-cost/tuition-waivers).

c. **Travel and research funding**

Graduate student support for travel to professional conferences as well as in the completion of research projects is available through the College of Education and Human Services (CEHS) as well as the Department of Communication Sciences and Disorders. Funding is dependent upon the availability of funds as well as the student’s role at the conference (i.e., attendance vs. presentation). For information regarding the CEHS funding, please refer to the Student Research Resources and Funding website (https://cehs.wvu.edu/student-resources/student-research). For more information regarding funds through the CSD department, please contact Dr. Michelle Moore (mimoore@mail.wvu.edu).
VIII. Student Resources

Students experiencing difficulty adjusting to or completing graduate school are urged to discuss their concerns with their academic and/or clinical instructors or advisors. In cases where the difficulties cannot be completely addressed within the Department, advisors can refer students for additional services elsewhere on campus. Additionally, students can seek these resources as needed. Some of the key support services at WVU are listed below along with descriptions/wording from their websites.

a. Health and wellbeing

i. Student counseling services

The Carruth Center for Psychological and Psychiatric Services, is now located in the on the Evansdale Campus in the new Health and Education building. It is right next to the Student Rec Center. It is staffed by a group of psychologists, psychiatrists and interns who can help with a variety of personal problems. This service is free to full time students. Medication evaluation and management services are available through the center’s medical consultants. There is a policy to limit the number of sessions—up to 12 are at no cost. If additional sessions are requested and approved, a $12.00 service fee per session will be incurred. There is no limit or costs associated with group treatment/support services. Students are directed to this center for personal therapy, since services are covered under student fees. Special groups are also offered during the year on such things as: test anxiety, ACOA, and so forth. Check with the center on which groups are being offered (293-4431); see: http://well.wvu.edu/ccpps.

ii. Student health

Since 2008-09 student health services at West Virginia University has been organized under an umbrella program known as WellWVU, which can be reviewed on-line at:
http://well.wvu.edu.

WellWVU is a comprehensive portal that includes traditional health services such as general ambulatory care, laboratory and radiology testing ordered by a Health Service physician, routine gynecology, family planning, some immunizations, physical therapy, dietitian services, and psychiatric services. Male or female physicians can be requested. You will notice that the Carruth Center for Psychological and Psychiatric Services is now located within this portal.

Many general health education programs are also offered. These include alcohol and substance abuse education, sexual assault prevention and education, and AIDS awareness.

Please see the FAQ section of the WellWVU web site for a complete listing of the services, arranging appointments, costs, fee structure, eligibility, insurance and the like at the website given above.

If you do need to be hospitalized in connection with any condition or are referred outside the Health Service for care or testing, you will need to absorb these costs, or have your hospitalization insurance pay for them. Low cost supplemental health insurance coverage is available for all students and required if you are an international student. See the WellWVU...
b. Student Services

i. Information Technology Services

ITS serves students, staff, faculty and researchers by identifying, providing and supporting the tools they need to succeed. They make sure the networks, data centers, Internet and phones are robust and reliable. They support dozens of applications that are critical to the University’s administrative functions and academic mission, including the online learning system, eCampus. They protect the confidentiality and integrity of data. Some IT teams at WVU serve the needs of specific academic units or departments, independently of central ITS.

ii. Commuter student program

The program can help you make your transition a little easier. It provides fun activities where you can meet other students, academic progress counseling, referral information, information on campus events and activities, community service opportunities, and a place to relax between classes. The Downtown Commuter Lounge is located in G-11 Elizabeth Moore Hall, and the Evansdale Commuter Lounge is located in Mountaineer Station, at the base of the Health Sciences PRT Station. The Downtown Commuter Lounge offers free lockers, WiFi, comfortable chairs, a refrigerator, and a microwave. Should you need a quieter, less social place to study on campus, check out the Betty Boyd Lounge on the main floor of Elizabeth Moore Hall. http://commuter.wvu.edu/

iii. Accessibility Services

The Office of Accessibility Services (OAS) is dedicated to enhancing the educational opportunities for students with temporary or permanent disabilities at West Virginia University and all of its campuses. To ensure access to University programs, specialists work individually with students to help them achieve academic success. http://accessibilityservices.wvu.edu/

iv. Career Service Center

The Center is designed to assist WVU students and graduates with acquiring employment. They use up-to-date methods of career selection and planning, including computer-assisted programs. To use the placement service requires completing an orientation program that the department recommends taking early in your studies. All job search credentials (e.g. references) can be on file at the Career Services Center to greatly simplify your search for employment. Special seminars are offered on resume writing and other topics. Job fairs are also used to assist students. Information about the Career Services Center is available online at http://careerservices.wvu.edu/. The main office is located above the bookstore in the Mountainlair. There is a satellite office located in 149 of the Engineering Sciences Building on the Evansdale campus (by appointment only).
v. Office of Graduate Education and Life

The office of Graduate Education and Life provides a number of services that help graduate students network with one another and get help with your future professional goals. Additional information about the office can be found on their web site: http://graduate.wvu.edu

vi. Diversity Offices

The Division of Diversity, Equity, and Inclusion (http://diversity.wvu.edu), the Center for Black Culture and Research (http://cbc.wvu.edu/), and the Division of Student Life offer programming and services related to diversity issues on campus. The DEI also houses the Office of Accessibility.

vii. Writing Studio

The Eberly Writing Studio promotes students' long-term academic success by supporting effective communication in a variety of ways. The Graduate Writing Studio assists any Master's or doctoral student in the development of the professional skills necessary to complete their graduate programs successfully and prepare for future positions within and beyond the university. The Graduate Studio also offers writing groups, writing retreats, and occasional workshops. There are special resources available for multilingual writers. http://speakwrite.wvu.edu/writing-studio

viii. Title IX and Office Quality Assurance

This office offers an interactive bystander intervention training program that teaches students to realistically and effectively intervene in high-risk situations. It also offers in-person training sessions designed to provide education on individuals’ rights under Title IX and resources that are available both on- and off- campus. Additionally, conversations on sexual assault, power-based personal violence, consent, and prevention efforts are facilitated. http://titleix.wvu.edu/

ix. Support for Student Parents

A flex-care center for children located in the Student Rec Center. MKZ provides safe and developmentally appropriate activities for children aged six weeks through eight years while their parents are using the facility. WVU child care assistance programs are designed to help offset the costs associated with child care. These programs are aimed at providing financial assistance to students who are parents. http://childcare.wvu.edu/

x. Veteran Programs

Please visit https://wvuveterans.wvu.edu for additional information and forms.

Mountaineer Mentor: This program involves proactive services and transitional support so that the responsibility for a successful transition need not fall upon the turning individual alone.

Veteran Benefits: A variety of benefits for military veterans, including business loans, mortgages, education-expense, assistance and unemployment payments.
c. Student Life

i. Parking on Campus

Like many campuses, parking at WVU is difficult. The problem is amplified due to the hilly terrain on the campuses and within Morgantown, reducing the opportunity to pave large, flat parking lots. Commuters can park at the Coliseum (a 15 minute walk to Allen Hall) without a WVU Parking Permit. There is a metered short-term parking lot located behind Lot 46 adjacent to Allen Hall and directly above the entrance to Allen Hall up the hill, in back of the President’s house. Students can park for up to four hours by using the meters. The Parking Office does patrol and issue tickets for these short-term lots until 9:00 p.m. A very limited number of permits for lots on the Evansdale Campus are available.

ii. Housing

See http://housing.wvu.edu/ for resources relative to student housing, meal plans and graduate student housing.

iii. Campus Security

The Department of Public Safety at WVU provides 24-hour, seven-day-a-week protection by trained personnel (304-293-2677 [293-COPS]). See their web site for contact information and description of their services: http://police.wvu.edu/. The main office is located at 992 Elmer Prince Drive; Morgantown, WV 26506-656.

Depending on where you grew up and your lifestyle choices, Morgantown may seem more or less safe to you. However it may feel, Morgantown generally has a low crime rate, but it is not free of such problems, as theft, sexual assault, drug-related activities, etc. Anyone living in an urban environment, even one with the “small town” atmosphere of Morgantown, should exercise normal prudence and caution in moving about the city after dark, take reasonable measure to preserve the security of your personal possessions and living space.

It is advised that after dark students leaving Allen Hall should exit in groups through the Oakland Street entrance, and use the lighted walkways outdoors to access parking lots in the back of the building.

Report any concerns, incidents or suspicions promptly to University Police Services at the number provided above.

iv. Campus smoking policy

WVU is a smoke-free environment; smoking is not permitted in any building or on any university owned and operated properties.

v. Personal Rapid Transit (PRT)
There is an electric, computer controlled tram system that connects the downtown area, main campus, Evansdale Campus and the Medical Center. Students ride for free with a swipe of their WVU ID Cards. Operating hours and a map can be found on-line at http://transportation.wvu.edu/prt

Bus services are also available to WVU students with their ID cards, see the website for services, hours and routes: https://transportation.wvu.edu/bus-services

vi. Mobile Access

If you have a web-enabled mobile device, you may download a WVU-specific mobile application (iWVU) developed by local computer science student, Jared Crawford.

This app provides access to a broad range of information about the university including a calendar, maps, schedules, transportation, eCampus and MIX; as well menus, a twitter client and access to the campus newspaper.

On your web-capable mobile device such as an iPhone, iPod, iPad, Smartphone, or PDA, launch your web browser and go to m.wvu.edu. You will need a web/data plan from your carrier or a WiFi connection to access and use iWVU.

vii. Fitness Facilities

Fitness facilities are located inside the Coliseum as well as in the areas surrounding the coliseum. Facilities include weightlifting, exercise equipment, squash and racquetball courts, an indoor swimming pool, and tennis courts. The Student Recreation on the Evansdale Campus has weight/fitness areas; aquatics areas; an elevated three-line jogging/walking track; a wellness center, and three large multipurpose rooms.
IX. University, Department, and Program Policies

a. Student Concerns and Grievance Procedures

The Department of Communication Sciences and Disorders has implemented the following guidelines for the resolution of student concerns or grievances. Students should seek solutions to all concerns in a manner that is consistent and follows the basic tenants of fairness and justice.

Therefore, the following procedures for problems associated with academic coursework, advising, clinical experiences (but not related to grade appeals or complaints to CAA regarding compliance with standards for accreditation), should be adhered to by all those within the Department of Communication Sciences and Disorders.

1. Students should first seek to resolve the problem directly with the other person. If the student is concerned about speaking with the faculty or staff person directly or is not satisfied with the outcome of the meeting, the student should seek guidance from the Chair of Department of Communication Sciences and Disorders.

2. The student should contact the Chair of Department of Communication Sciences and Disorders if the student is not satisfied with the outcome of the meeting with faculty or staff member.

3. If the Department Chair is unable to resolve the concern in a satisfactory manner, the student may contact the Dean of College Education and Human Services or Designee for additional guidance.

4. If the Dean of Education and Human Services or Designee is unable to assist in resolving the situation in a manner that is satisfactory, the student may then contact the Provost’s Office to request further assistance regarding the situation.

b. Grade Appeal Policy

All students have the right to appeal final course grades which they believe reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin (Not for reasons involving charges of academic dishonesty). The grade appealed shall remain in effect until the appeal procedure is completed or the problem resolved. This procedure provides a mechanism whereby a student may appeal a failing grade or a grade low enough to cause the student to be dismissed from some program or to require the repetition of a course. Grade appeals that do not meet this classification are not precluded.

Step 1 - The student shall discuss the complaint with the instructor involved prior to the mid-semester of the succeeding regular semester, whether the student is enrolled or not. If the two parties are unable to resolve the matter satisfactorily, if the instructor is not available, or if the nature of the complaint makes discussion with the instructor inappropriate, the student shall notify the chairperson of the instructor’s department or division (or, if none, the dean). The chairperson or dean shall assume the role of an informal facilitator and assist in their resolution attempts. If the problem is not resolved within five academic days from when the complaint is first lodged, the student may proceed directly to Step 2.

Step 2 - The student must prepare and sign a document that states the facts constituting the basis for the appeal within five academic days from when the original complaint was lodged. Copies of this document shall be given to the instructor and to the instructor’s chairperson (or, if none, to the dean). If, within five academic days of receipt of the student’s signed document, the chairperson does not resolve the problem to the satisfaction of the student, the student will
forward the complaint to the instructor’s dean (see Step 3).

Step 3 - Within five academic days of receipt of the complaint, the instructor’s dean shall make a determination regarding the grade, making any recommendation for a grade change to the instructor involved. If the instructor involved does not act on the dean’s recommendation, or if the student disagrees with the decision of the dean, the dean will refer the case to a representative committee, appointed by the dean, for final resolution. This committee shall consist of three or more faculty members, including at least one person outside the instructor’s department.

1. Upon receiving an appeal, the committee will notify in writing the faculty member involved of the grade challenge, which shall include a statement of the facts and evidence to be presented by the student.
2. The committee shall provide to the faculty member involved and the student making the appeal written notification of their right to appear at a hearing to be held before the department, college, or school representative committee, together with the notice of the date, time, and place of the hearing.
3. The administrative procedure is not adversarial in nature; the formal rules of evidence do not apply.
4. The final decision of this committee shall be forwarded to the instructor and to the dean involved. If the decision requires a change of grade, the instructor shall take action in accordance with the committee’s decision.
5. If the instructor does not act within five academic days, the dean shall make any necessary grade adjustment.
6. In the case of grade appeals, the dean functions as the president’s designee; therefore, implementation of this decision shall end the appeal procedure.

See also: [http://catalog.wvu.edu/archivedcatalog/2012-2013/graduate/enrollmentandregistration/](http://catalog.wvu.edu/archivedcatalog/2012-2013/graduate/enrollmentandregistration/)

c. Accreditation Issues
Students may register complaints regarding CAA accreditation standards as met by the M.S. program at West Virginia University by following procedures outlined at: [http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs](http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs).

This site describes the specific procedures for filing complaints, outlines the criteria for submitting complaints, discusses the determination of jurisdiction, explains how complaints are evaluated, and outlines a summary of time lines. All complaints must be submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850.

d. Appeal Procedures for Cases Involving Academic Dishonesty
Academic dishonesty includes plagiarism, cheating, and dishonest practices in connection with examinations, papers, and projects, as well as forgery, misrepresentation, and fraud. Some cases of forgery, misrepresentation, or fraud that occur outside the context of courses or academic requirements may be referred directly to the Office of Student Life/Judicial Affairs by any member of the University community. In such cases, the Office of Student Life/Judicial Affairs will arrange a hearing following the procedures outlined in the BOG Policy 31.

An Unforgiveable F (UF) is a University sanction levied as a result of a violation of the Student Conduct Code Article III (B) 1. Thus, the appeal process for a UF as well as for other cases involving
academic dishonesty is different than a standard grade appeal (see above), which follows academic channels that end with a decision by the dean of the college involved. This sanction can be given only after a student has gone through the University student conduct process.

To initiate and process a charge of academic dishonesty, including plagiarism, cheating, and academic fraud, and/or to begin the process of issuing an Unforgivable F, the instructor must do the following:

1. Notify the student in writing of the charge and the penalty and schedule a conference within five academic days of discovering the infraction.

2. Meet with the student to discuss the issue, to review all relevant materials, and to complete the Notification of Academic Misconduct (NAM) form (http://facultysenate.wvu.edu/) as soon as possible but no longer than five academic days following the discovery of the violation.

Responsibility/Resolution

1. If the student accepts responsibility for both the charge and the sanctions, he or she signs the NAM, and the case is closed. Within five academic days of resolution of the case, faculty should make three copies of the NAM form: one for the student, one for faculty records, and one for the Office of Student Judicial Affairs (84 Boreman North, P.O. Box 6430).

2. If the student does not accept responsibility as charged, he or she may appeal to the chair of the department. If the student and chair reach a resolution, the chair should make three copies of the NAM form: one for the student, one for departmental records, and one for the Office of Student Judicial Affairs (84 Boreman North, P.O. Box 6430). These copies should be distributed within five academic days of resolution of the case.

3. If the student and the chair do not reach a resolution, the student may appeal to the Student Conduct Board, which is comprised of members of the University Committee on Students Rights and Responsibilities. This appeal must be initiated within five academic days of the student’s meeting with the chair.

4. If the student appeals to the Student Conduct Board, a panel of three faculty and two students or any odd number with faculty comprising the majority will be convened, the case will be examined, and a decision will be reached.

5. If the student disagrees with the decision of the Student Conduct Board, he or she may appeal to the provost, whose decision is final.

Sexual Harassment Policy

Unwelcome sexual advances, requests for sexual favors and other spoken or physical conduct of a sexual nature constitute sexual harassment.

Two general types of sexual harassment may be encountered:
1. The Quid Pro Quo type of sexual harassment occurs when submission to or rejection of such conduct by an individual is used as the basis for employment decisions; and
2. The Hostile Work Environment type of sexual harassment occurs when unwelcome sexual conduct unreasonable interferes with an individual’s job performance or creates an intimidating, hostile, or offensive working environment, even if it leads to no tangible or economic job consequences.

### Behavior that may constitute sexual Harassment

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Comments</td>
<td>• Jokes or remarks that are stereotypical or derogatory to members of the opposite sex; repeated comments about a person’s anatomy; sexual innuendoes.</td>
</tr>
<tr>
<td>Undue Attention</td>
<td>• Flirtation; being overly helpful, too friendly, or too personal – but show of sexual innuendoes.</td>
</tr>
<tr>
<td>Obscene Language</td>
<td>• Excessive “dirty swearing.”</td>
</tr>
<tr>
<td>Visual Sexual Displays</td>
<td>• Unwanted display of pornographic pictures posters, cartoons or other material.</td>
</tr>
<tr>
<td>Body Language</td>
<td>• Leering at one’s body; standing too close.</td>
</tr>
<tr>
<td>Invitations</td>
<td>• Personal invitation to dates or to one’s house or apartment – but where sexual expectations are not stated.</td>
</tr>
<tr>
<td>Telephone Calls</td>
<td>• Unwanted and unsolicited telephone calls at home or in the workplace.</td>
</tr>
<tr>
<td>Social Touching</td>
<td>• Unwanted physical contact.</td>
</tr>
<tr>
<td>Physical Advances</td>
<td>• Kissing; hugging; patting; pinching; fondling; provocative touching; suggestive body movements.</td>
</tr>
<tr>
<td>Explicit Sexual Advances</td>
<td>• Clear invitation for sexual encounter – but propositions containing no threats or promises.</td>
</tr>
</tbody>
</table>
Sexual Bribery

- Explicit sexual propositions which include or strongly imply promises or rewards for complying (e.g., higher grades, better recommendations) and/or threats of punishment for refusing (e.g., lower grades, poor recommendations).

What Should You Do When Subjected to Sexual Harassment?

You may choose to inform the initiator that advances are UNWELCOME and must cease. If harassment continues, report the incident(s) to immediate supervisor and/or AA/EO - Social Justice Office. Include the names of witnesses, if applicable, and approximate times and dates that the incident(s) occurred. Or you may request intervention from the immediate supervisor and/or the AA/EO - Social Justice Office. Include names of witnesses, if applicable, and approximate times and dates that the incident(s) occurred.

If advances are from a supervisor, document date, approximate time and location of incident(s) and name(s) of witnesses if applicable. Report the incident to the supervisor's supervisor and/or the AA/EO - Social Justice Office.

WVU faculty, administrators, and supervisors who receive reports of sexual harassment have a responsibility to notify the AA/EO - Social Justice Office within twenty-four hours of the incident. Every individual has the right to file a formal grievance alleging sexual harassment internally through the AA/EO - Social Justice Office, or externally through a Federal compliance agency.

Contact information:
Division of Diversity, Equity, and Inclusion
1085 Van Voorhis Road, Suite 250
(304) 293-5600

f. Nondiscrimination Policy

West Virginia University is an Equal Opportunity/Affirmative Action Institution and is committed to social justice. The Department of Communication Sciences and Disorders fully supports that commitment and expects to maintain a positive clinical and learning environment based upon open communication, mutual respect, and nondiscrimination. Our facility does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. CSD Ph.D. Handbook revised on 5/5/17 13 The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise [the course instructor] and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see http://diversity.wvu.edu/. Faculty Senate, adopted 2-11- 2013

g. Guidelines for Absences due to Military Service Requirement
In accordance with the “Veteran Friendly” designation, WVU faculty may allow students who are
members of the US Armed Forces (including the National Guard and Active Reserve) to make up tests and assignments that are missed during a semester if the student is officially called up for military service requirements for a limited period; and if the delayed coursework completion will not irreversibly impact the students’ ability to appropriately master the required subject matter. Absence due to required military obligation should not exceed a cumulative amount of three weeks, and the students should follow the appropriate protocol as presented below.

h. Proposed Class Absence Due to Military Service

West Virginia University is a “Veteran Friendly” institution and as such recognizes its obligations to students who serve in the US military. Although there is a university expectation that all students attend all of their classes, the choice to serve in the military should not negatively impede academic progress and faculty members should be responsive to the needs of our students who choose to serve in the military. The WVU community has many students who serve in the National Guard or Active Reserve. As an institution, WVU recognizes that there are times when Armed Forces students need to miss class (normally for up to three weeks) due to call-ups for military service during a semester.

This section outlines the guidelines and the appropriate steps to follow should a student be obligated to miss class due to official military service requirements.

Prior to entering into an agreement with the student regarding the missed coursework due to a proposed absence associated with military obligations, the faculty member must first evaluate if the absence timing and/or duration imposes an inability to complete the course successfully.

Should the faculty member determine that missing classes and the associated work for the duration of the absence would negatively impact grades or the likelihood of a successful course completion, the student should meet with his or her advisor immediately to determine the appropriate course of action.

Should the faculty member and the student agree that special accommodations and flexibility could provide the opportunity for the student to successfully complete the course, a written agreement between the student and the faculty member will be finalized that incorporates a formal student plan of action. Once an agreed upon student plan of action is in place, if the plan is followed, students will not be penalized for absences due to a military service requirement. The plan of action may require that all course requirements be completed within the semester of the absence, or may permit that an incomplete grade be issued for the semester of the absence, with stipulated and agreed upon subsequent completion dates and requirements for the student.

If the student and faculty member are unable to reach a resolution, the student may then approach an academic advisor, the department chair, and the dean for further discussion and guidance.

Students are responsible for:
   a. Notifying faculty members of such circumstances as far in advance as possible;
   b. Providing documentation to the course instructor, vetted by the Veterans Advocate office, to verify the reason for the absence;
   c. Furnishing the time and date of the planned absence to the faculty.
   d. Completing all course requirements and meeting the agreed upon plan of action.

Instructors are responsible for:
   a. Providing reasonable accommodations or opportunities to make up examinations or other course assignments that can impact the course grade;
b. Grading the student with an Incomplete for the course if, in the opinion of the instructor, the volume of the course work cannot be completed by the student in the time left in the semester.

c. Developing a plan with the student to complete the required course work for a letter grade.

i. **Family Education Rights and Privacy**

Students at West Virginia University benefit from the Family Educational Rights and Privacy Act of 1974. This Act, with which West Virginia University intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A more detailed explanation of rights afforded to students by FERPA can be found at https://ferpa.wvu.edu/explanation-of-rights.

**Designation of Directory Information:**
WVU designates the following categories of student information as public or “Directory Information.” This information may be disclosed by West Virginia University for any purpose, as its discretion:

- Name of Student; Official Address; Telephone Number; Place of Birth; Age of Student; Names and Addresses of Parents; Major and Minor Fields of Study; Class Status (i.e. Freshman); Enrollment Status (i.e., full time or part time); Dates of Attendance; Previous Educational Institution(s) Attended; Degree(s) and Date(s) Conferred, including anticipated graduation dates; Awards; Honors; Participation in Officially Recognized Activities and Sports; Weight and Height of Members of Athletic Teams; and Duties and Responsibilities, including Dates of Service, of Graduate Assistants, Student Workers, Interns or Student Volunteers.

**Designation of Limited Use Directory Information:**
WVU designates the following categories of student information as “limited Use Directory Information”:

- University issues student electronic mail addresses (“Email Addresses”); and Photographs, videos or other media containing a student’s image or likeness (collectively “Student Images”).

Accordingly, this information will not be provided to external parties not contractually affiliated with the University. Use and disclosure of this information shall be limited to (1) publication on websites hosted by, on behalf of, or for the benefit the University, including the online directory available at http://directory.wvu.edu; (2) those officials within the University who have access, consistent with the Family Educational Rights and Privacy Act, to such information and only in conjunction with an official institutional purpose.

**Withholding Directory Information:**
Currently enrolled students, using the Official Form, may withhold disclosure of Directory Information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the University Registrar at West Virginia University, PO Box 6878, Morgantown, WV 26506. Official forms requesting the withholding of Directory Information are available in the Office of the Registrar. Such requests will be processed as soon as is practicable upon receipt.

The failure on the part of any student to specifically request, on the Official Form, the withholding of Directory Information indicates individual approval for disclosure. Additionally, a request to withhold
Directory Information shall have no effect on previous disclosures, if any, made by WVU before the receipt of a request to withhold Directory Information; nor will a student’s request to withhold Directory Information revoke an otherwise valid written FERPA release already on file with the University.

j. Full-Time Residency
All regular students in the graduate degree programs must be full-time in residence during the entire program of study. The minimum duration for graduate study is five consecutive semesters (including at least one summer session) for students with an undergraduate background in speech-language pathology and audiology (communication sciences and disorders) and seven consecutive semesters for students without such an undergraduate background.

Course work and clinical practica are emphasized during four of the semesters. The fifth semester is reserved for clinical practica off-campus (e.g., externship programs), approved elective course work within or outside of the Department of Communication Sciences and Disorders, and/or work toward completion of a thesis option. The option as to which semester is designated for such experiences is the decision of the Graduate Affairs Committee and the student's advisor. **M.S. students must complete CSAD 718, Externship in Speech-Language Pathology before graduation.**

k. Leave of Absence Policy
Graduate students in good standing who wish to be away from their academic endeavors at WVU for one or more semesters but intend to return at a later date may request a leave of absence. Students should consult with their program or school/college concerning the required procedure to request a leave of absence. Some programs (such as some master’s programs or part-time programs) may not require students to request a leave of absence in order to enroll sporadically and remain in good standing. Doctoral students admitted to candidacy who wish to not enroll for one or more semesters must be granted a leave of absence in order to maintain their candidacy. Leaves of absence are not required for summer terms unless otherwise specified by a student’s program.

Minimally, requests for leaves of absence must be submitted in writing to a student’s program director or department chair prior to the beginning of the semester for which the leave is desired. The program director or department chair (or an appropriate faculty committee or other administrator) determines whether or not to grant the leave of absence, the length of time granted, and any conditions the student must meet to return to the program following the leave of absence (including a date by which the student must inform the program that he or she plans to return). The student is informed in writing of the outcome of his or her request, and a copy of the outcome is retained in the student’s records.

Information concerning military deployments during a semester is available in the Undergraduate Catalog

l. Designation of Directory Information
WVU designates the following categories of student information as public or “Directory Information.” This information may be disclosed by West Virginia University for any purpose, at its discretion:

Name of Student; Official Address; Telephone Number; Place of Birth; Age of Student; Names and Addresses of Parents; Major and Minor Fields of Study; Class Status (i.e., freshman); Enrollment Status (i.e., full time or part time); Dates of Attendance; Previous Educational Institution(s) Attended; Degree(s) and Date(s) Conferred, including anticipated graduation dates; Awards; Honors; Participation
in Officially Recognized Activities and Sports; Weight and Height of Members of Athletic Teams; and Duties and Responsibilities, including Dates of Service, of Graduate Assistants, Student Workers, Interns or Student Volunteers.

m. **Designation of Limited Use Directory Information**

WVU designates the following categories of student information as “Limited Use Directory Information”:

- University issued student electronic mail addresses (“Email Addresses”); and
- Photographs, videos or other media containing a student’s image or likeness (collectively “Student Images”).

Accordingly, this information will not be provided to external parties not contractually affiliated with the University. Use and disclosure of this information shall be limited to (1) publication on websites hosted by, on behalf of, or for the benefit the University, including the online directory available at [http://directory.wvu.edu](http://directory.wvu.edu); (2) those officials within the University who have access, consistent with the Family Educational Rights and Privacy Act, to such information and only in conjunction with an official institutional purpose.

n. **Withholding Directory Information**

Currently enrolled students, using the Official Form, may withhold disclosure of Directory Information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the University Registrar at West Virginia University, PO Box 6878, Morgantown, WV 26506. Official forms requesting the withholding of Directory Information are available in the Office of the Registrar. Such requests will be processed as soon as is practicable upon receipt.

The failure on the part of any student to specifically request, on the Official Form, the withholding of Directory Information indicates individual approval for disclosure. Additionally, a request to withhold Directory Information shall have no effect on previous disclosures, if any, made by WVU before the receipt of a request to withhold Directory Information; nor will a student’s request to withhold Directory Information revoke an otherwise valid written FERPA release already on file with the University.

__________________________

**Note:** Because faculty, administrators, and staff are limited in communication with parents, family members, or other representatives, students should contact their advisor, professors, supervisors, or the department chair *directly* when program issues need to be addressed.
X. Appendix

a. Graduate Student Conduct Agreement
b. Master’s Thesis Approval Form
c. Appearance Standards
d. Confidentiality and Non-Disclosure Agreement
e. Clinic Evaluation Rubric
f. Deadlines for Externship Placement
g. Audit Agreement
h. CSD Graduation Form: Speech-Language Pathology
i. Memorandum of Understanding for WVU Speech-Language Pathology Graduate Students
j. Graduate Assistantship Approval Form
k. Request for Leave of Absence
Department of Communication Sciences and Disorders
Graduate Student Conduct Agreement

I have read and agree to abide by the codes, policies, and procedures outlined in the Communication Sciences and Disorders Academic Graduate Handbooks, and Clinical Handbooks as well as ASHA’s Code of Ethics.

I understand that failure to abide by these codes, policies, and procedures of the Department of Communication Sciences and Disorders as well as state and federal laws governing the provision of health care services will result in disciplinary action by the program including possible dismissal from the program and/or legal liability.

________________________________
Printed Name    Signature

________________________________
Date

*This form must be signed and the original will be filed in the student’s departmental advising folder.
Master’s Thesis Approval Form  
Master’s Thesis Committee Approval  
West Virginia University  
College of Education and Human Services  
Department of Communication Sciences and Disorders  

Date: ___________________  
____________________________________________________________ Student ID Number _____________________________________  

Student's Name  
The above named student has been admitted to the Master’s program in Speech-Language Pathology and has selected the Master’s thesis option, in which the thesis will serve as the summative assessment required for graduation.  

The following graduate faculty has agreed to serve as members of the Master’s thesis committee:  

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<th>Typed Name</th>
<th>Signature</th>
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<td>(Committee Chairperson)</td>
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</table>

I fully understand the conditions and requirements of the thesis option.  

____________________________________________________________  
(Master’s Student)  

APPROVED:  
____________________________________________________________  
(Department Chairperson)
Appearance Standards
Adapted from guidelines from WVU Physician’s Office Center

In order to project a professional image for the facility, clinicians who enter the Speech and Hearing Clinics must dress and be groomed in an appropriate manner within accepted standards of good taste. These standards apply whenever you are working with clients and/or their families as a service provider or observer.

THE DRESS CODE APPLIES TO ANYTIME YOU ARE IN THE CLINIC WHETHER OR NOT YOU ARE SEEING PATIENTS. THIS INCLUDES STAFFINGS, RESEARCH, MEETINGS, ETC.

THIS DRESS CODE IS ALSO THE MINIMUM REQUIRED FOR OFF-CAMPUS CLINICAL PLACEMENTS. INDIVIDUAL PLACEMENTS MAY HAVE MORE STRINGENT RULES.

General Standards for All Clinicians

- Name tags must be purchased and worn at all times in clinic. The nametag should state your first and last name, plus Graduate Clinician or Therapy Assistant beneath the name.
- Adequate precautions must be taken to maintain good personal hygiene. Such precautions include: regular bathing; use of deodorants; and regular dental hygiene. Only light fragrance is to be worn, if at all.
- Hair maintenance:
  - Women
    - Neat and clean
    - Styled off the face and out of the eyes
  - Men
    - Neat and clean
    - Styled off the face and out of the eyes
    - Beard and/or mustache neatly trimmed
- All clothing must be clean and wrinkle-free.
- Body piercings and tattoos – Clients may find body adornments, such as eyebrow piercing, tongue piercings, and obvious tattoos, offensive. Additionally, large piercing rings including earrings, may pose a safety hazard to you if you are working with children. Any visible or potentially visible body art needs to be removed or covered. Oral or facial piercings (tongue, lip, eyebrow, nose) must be removed. Any arm/shoulder/neck tattoos must be covered with long sleeves or a high collar. Any leg and/or ankle and/or foot tattoos must be covered with dark tights or pants. Using Band-Aids to cover tattoos is unacceptable. Failure to abide by this policy may result in difficulty obtaining clinic hours.

Dress, shoes, and hand care

- Women
Dresses, skirts, and skorts must be business-like in appearance. Clothing should fit well without being tight or clingy. **Tight clothing is not considered professional.** Skirt and skorts can be any length below the knee but no shorter than 2 inches above the knee.

- Hosiery must be worn with dresses, skirts, and skorts.
- Slacks must be business-like in appearance. Docker-style pants are permitted.
- Mid-calf or knee socks or hosiery must be worn with pants.
- Business-like shoes or dress shoes with heels no greater than 3 inches in height. Shoes worn during clinic should look nice. Open-back shoes such as clogs and mules are acceptable. Open-toed dress shoes or sandals are permitted with hosiery. No flip-flops or athletic shoes are allowed during the provision of clinical services.
- Clean fingernails, short to medium in length. Tasteful nail polish is permitted.
- Any pants/skirt/shirt combination must cover the midriff when your arms are raised and also cover the back when bending over. No excessively baggy pants (crotch of pants to the knees, or riding excessively low on the hips).

- **Men**
  - Business-type shirts and pants must be worn. Shirts for men must have collars. No Hawaiian or other "loud prints. Ties are recommended when seeing patients. Shirts must be tucked in. Docker-style pants are permitted. Sweaters are permitted.
  - Neckties are required at other sites and therefore are recommended.
  - Dark-colored socks.
  - Business-like, low-heeled shoes
  - Clean fingernails, short to medium length.

The following list includes items specifically prohibited in the Speech and Hearing Clinics:

- Pants of a ‘jeans’ style, **regardless of color or fabric.** This includes pants with one or two back patch pockets and any pockets with studs or other hardware.
- Overalls and cargo-style pants.
- Pants, skirts or tops which are tight.
- Tops which reveal the waist when bending over.
- Skirts with a high slit to above the knee.
- Shorts.
- Birkenstocks, high-heeled shoes over 3 inches, athletic style shoes.
- Translucent or transparent tops or shirts.
- Midriff tops, Tee shirts, halters, low necklines, tank tops, sweatshirts. Low-cut tops, tube tops, or shirts that show-through are not allowed. Tops should be high enough so that undergarments and cleavage are not visible. All tops must have straps that are at least 3" wide. Tops should not be too tight so as to gap in the front.
- Large or excessive jewelry.
- Strong cologne or perfume.
Appearance Standard Statement

I have read the WVU Department of Communication Sciences and Disorders Appearance Standard governing clinical observation and practicum. I understand that failure to abide by this standard may result in difficulty obtaining practicum or loss of practicum hours.

Print Name

Signature

Date
WVU SPEECH AND HEARING CLINIC

Confidentiality and Non-Disclosure Agreement

I, _______________________________________, do affirm that I will not divulge WVU Speech and Hearing Clinic DATA TO ANY UNAUTHORIZED PERSON FOR ANY REASON. Neither will I directly nor indirectly use, or allow the use of, WVU Speech and Hearing Clinic data for any purpose other than that directly associated with my official assigned duties. I understand that ALL PATIENT INFORMATION, including financial data, is strictly confidential.

Furthermore, I will not, either by direct action or by counsel, discuss, recommend, or suggest to any unauthorized person the nature or content of any WVU Speech and Hearing Clinic information. I will type all reports in the Speech Clinic Prep room or Hearing Prep room. I will not save copies of reports or information on any client including on removable memory, in email accounts or on personal computers unless all protected health information is de-identified.

Violation of confidentiality is cause for disciplinary action, including immediate dismissal from the program.

I understand that signing this document does not preclude me from reporting instances of breach of confidentiality.

I have read and understand the memorandum above:

Student Name, Printed and Signed                                                                             Date

Signature of Speech Clinic Coordinator/Hearing Clinic Coordinator                       Date
Clinic Evaluation Rubric

**Clinic Evaluation Rubric**

<table>
<thead>
<tr>
<th>Performance Rating Scale</th>
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<tr>
<td>1 - Not evident</td>
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<tr>
<td>2 - Emerging</td>
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<thead>
<tr>
<th>Clinic/Patient/Staffed Agent (check all that apply)</th>
<th>Clinic/Patient/Staffed Agent (check all that apply)</th>
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</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>English</td>
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<tr>
<td>Race</td>
<td>English Language Learner</td>
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<tr>
<td>Gender</td>
<td>Hearing English Disabled</td>
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<tr>
<td>Marital status</td>
<td>Secondary English Disabled</td>
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<tr>
<td>Communication status</td>
<td>Bilingual</td>
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<tr>
<td>Other characteristics</td>
<td>Polyglot</td>
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<tr>
<td>Other</td>
<td>Gender identity</td>
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<tr>
<td>Other</td>
<td>Religion</td>
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<tr>
<td>Other</td>
<td>Sign Language (ASL or SSE)</td>
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<tr>
<td>Other</td>
<td>Deafblind</td>
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<tr>
<td>Other</td>
<td>Causation/Physical Disability</td>
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</table>

**Evaluation Skills**

<table>
<thead>
<tr>
<th>Evaluation Skills</th>
<th>Academic</th>
<th>Plan</th>
<th>Voice</th>
<th>Language</th>
<th>Hearing</th>
<th>Reading</th>
<th>Writing</th>
<th>Thinking</th>
<th>Cognitive</th>
<th>Social Awareness</th>
<th>ACO</th>
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<tbody>
<tr>
<td>1. Conducts teaching and learning procedures (T.B. 4.9, 6.1)</td>
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<tr>
<td>2. Conducts clinical evaluation (T.B. 4.3, 6.1)</td>
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<tr>
<td>3. Makes recommendations to support patient outcome (T.B. 4.3, 6.1)</td>
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<td>4. Determines the need for medical management (T.B. 4.3, 6.1)</td>
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<td>5. Develops treatment plans (T.B. 4.1, 6.1)</td>
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<tr>
<td>6. Implements treatment plans (T.B. 4.1, 6.1)</td>
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<td>7. Assists patients in identifying their health care needs (T.B. 4.1, 6.1)</td>
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<td>8. Supports patients in identifying their health care needs (T.B. 4.1, 6.1)</td>
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<tr>
<td>9. Completes documentation and reporting functions necessary to support patient outcome (T.B. 4.3, 6.1)</td>
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<tr>
<td>10. Serves as a patient advocate for appropriate services (T.B. 4.3, 6.1)</td>
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**Number of items scored:** 0 **Number of items remaining:** 90 **Section Average:** 0.00

**Treatment Skills**

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<tr>
<th>Treatment Skills</th>
<th>Academic</th>
<th>Plan</th>
<th>Voice</th>
<th>Language</th>
<th>Hearing</th>
<th>Reading</th>
<th>Writing</th>
<th>Thinking</th>
<th>Cognitive</th>
<th>Social Awareness</th>
<th>ACO</th>
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<tbody>
<tr>
<td>1. Develops an appropriate intervention plan and implements it (T.B. 4.9, 6.1)</td>
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<td>2. Implements intervention plans (T.B. 4.9, 6.1)</td>
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<td>3. Evaluates the effectiveness of medical management (T.B. 4.9, 6.1)</td>
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<td>4. Assists patients in identifying their health care needs (T.B. 4.9, 6.1)</td>
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<td>5. Supports patients in identifying their health care needs (T.B. 4.9, 6.1)</td>
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<td>6. Completes documentation and reporting functions necessary to support patient outcome (T.B. 4.9, 6.1)</td>
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<td>7. Serves as a patient advocate for appropriate services (T.B. 4.9, 6.1)</td>
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**Number of items scored:** 0 **Number of items remaining:** 90 **Section Average:** 0.00

**Professional Practice, Interventions, and Personal Qualities**

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<thead>
<tr>
<th>Professional Practice, Interventions, and Personal Qualities</th>
<th>Academic</th>
<th>Plan</th>
<th>Voice</th>
<th>Language</th>
<th>Hearing</th>
<th>Reading</th>
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<th>Cognitive</th>
<th>Social Awareness</th>
<th>ACO</th>
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<tbody>
<tr>
<td>1. Demonstrates knowledge and comprehension of communication and understanding principles (T.B. 4.9, 6.1)</td>
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<td>5. Evaluates the effectiveness of medical management (T.B. 4.9, 6.1)</td>
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**Number of items scored:** 0 **Number of items remaining:** 15 **Section Average:** 0.00
Deadlines for Externship Placement

Instructions: Place a checkmark inside the box preceding each item as you complete it in order to make sure that you have met all deadlines for graduation while you are on externship.

- Meet with advisor before leaving campus to complete Speech-Language Pathology Tracking Sheet.
- Complete the Graduate Committee Request form & submit to before leaving campus.

Obtain the following forms and submit to before leaving campus for an externship:

- Request to Graduate
- Application for Graduation & Diploma
- CSD Graduation Information Form
- Information for Certification
- Register for 9 hours of CSAD 718 while on externship.
- Register to take the PRAXIS II exam in speech-language pathology as early in the semester as possible. We recommend taking the exam early during the last semester. Information regarding the exam may be obtained on line at www.praxis.org.
- Send in a Clinical Experience Record (hour sheet) once per month to. Even if you begin your clinical fellowship year with your externship supervisor, you must continue to submit hour sheets until the end of the semester.
- Apply for WV State Licensure following receipt of diploma since West Virginia has reciprocity with many other states. Information regarding application for licensure may be obtained by contacting: West Virginia Board of Examiners for Speech-Language Pathology and Audiology, 1 Edmiston Way, Box 11 Suite 214, Buckhannon, WV 26201 Phone: 304-473-4289
- Applications for the Teacher Certification can be obtained from Mike Sekula in the Center for Student Advising, 710 Allen Hall.
Department of Communication Sciences and Disorders
Audit Agreement

Student Name: __________________________________        ID#: __________________

Course #: _________________    Course Name: __________________________________

Sem./Yr.: ____________        Instructor’s Name: _______________________________

I hereby request that my enrollment status in the above named class be listed as “audit.” I understand and agree to the following:

1. Graduate credit will NOT be granted for this course, and my grade will reflect the audit on my college transcript. It may NOT be converted to a letter grade at a later time.

2. As the student, I agree to the instructor’s following terms in regards to attendance:

3. As the student, I agree to the instructor’s following terms in regards to class and course activities (including participation in class as well as completion of assigned activities):

4. I agree to adhere to the instructor’s classroom policies and understand that failure to meet the above expectations may result in my removal from the course.

__________________________________            _________________
Student’s Signature                        Date

__________________________________            _________________
Instructor’s Signature                        Date

__________________________________            _________________
Advisor’s Signature                        Date

**A copy of this agreement will be provided to the instructor and student with the original being filed within the student’s graduate advising folder.**
CSD Graduation Information Form:
Speech-Language Pathology

Full Name (including maiden name): ________________________________

Forwarding (permanent) address: __________________________________

_______________________________________________________________

Telephone:____________________ Email:______________________________

Month and Year of Graduation:____________________________________

Degree:_________________________ Major:__________________________

Please indicate your current SLP work setting:

_____ Public school

_____ Hospital

_____ Clinic/Rehabilitation Center

_____ Other

_____ Currently unemployed

Full Name and Address of Employing Agency: ________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

Graduate Committee Members:

Chair_________________________ Advisor:__________________________

Member _________________________

Member _________________________

Member _________________________
Memorandum of Understanding for
WVU Speech-Language Pathology Graduate Students
Re: Graduate Assistantships and Other Employment

Students in the Master of Science (M.S.) program in Speech-Language Pathology at West Virginia University are required to complete both academic content and clinical skills competencies. The final semester of the program includes a full time clinical experience in an outside placement (i.e., clinical externship). However, prior to the externship, M.S. students receive on-campus and local clinic placements to develop their skills and competencies.

Graduate students in the West Virginia University Department of Communication Sciences and Disorders may have opportunities to be awarded graduate assistantships that provide financial assistance based on specified work requirements. Graduate assistantships may require work commitments that have the potential to limit the clinical experiences due to scheduling conflicts. Similarly, employment outside of the academic environment may require the same work commitments. An increased number of graduate students with assistantships and/or work commitments at any given time compounds the potential scheduling conflicts. This is of particular concern during the final year of the program, as a graduate assistantship or work commitment is not compatible with the externship experience.

Therefore, students should be aware that limiting availability for clinical practicum due to work commitments may have the potential to exclude them from some clinical placements. Further, inability to be placed in some clinical placements may hinder the acquisition of clinical competencies. Therefore, externship site selection may be limited based on the number and types of unmet competencies remaining. In some cases, a delay of graduation may be possible.

I have read and understand the memorandum above.

_________________________________________________ ____________________
Signature of SLP Graduate Student     Date

_________________________________________________ ____________________
Signature of WVU Speech Center Coordinator     Date

_________________________________________________ ____________________
Signature of Graduate Advisor      Date
I _______________________ have reviewed the Department of Communication Sciences and Disorders (CSD) policy on Graduate Assistantships that are external to the CSD Department. If approved, I understand that my primary obligation is to complete the program requirements for my degree program including clinical, academic, and professional requirements. Failure to meet my clinical, academic, and professional requirements will necessitate a meeting with my graduate advisor and committee regarding my ability to continue as a Graduate Assistant. I am requesting approval for a Graduate Assistantship.

**Sponsoring Unit/Department:**

Duties and Responsibilities:

Specific requirements of the position (e.g., days or times in the week) include the following:

Explanation of how the position will expand professional knowledge and skills:

After reviewing the CSD Graduate Assistantship Approval Form as well as the letter of appointment/contract, the Graduate Assistantship as described above is

☐ Not approved
Rationale:

☐ Approved (Semesters and Year):

Chair of Communication Sciences and Disorders

Date
Request for Leave of Absence from Graduate Program Study

CEHS graduate students who need to take time away from the studies must request and be granted a leave of absence, per University policy:

http://catalog.wvu.edu/graduate/advisingcoursesdegrees/advising_and_evaluation/#LeavesAbsence

Students will submit the request prior to their leave. However, in exceptional circumstances (e.g., sudden illness or trauma), it may not be possible to do so. In these cases, a leave of absence may be requested and granted retroactive to the date in which the students takes leave from their program of study. **Leaves are granted for one semester only.** Students must resubmit the request upon taking a second semester of leave. After one calendar year of leave, the student will be dismissed from his/her program of study, but invited to apply for readmission.

**Date of Request:** ____ / ____ / 20__

<table>
<thead>
<tr>
<th>Semester Leave Requested</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>20__</td>
</tr>
<tr>
<td>Spring</td>
<td>20__</td>
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</tbody>
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Brief explanation for requested leave of absence:

______________________________
Student Signature

______________________________
Program of Study Adviser

______________________________
Department Chair

______________________________
Associate Dean for Graduate Education

______________________________
Date