

WEST VIRGINIA UNIVERSITY

**College of Education and Human Services
Department of Communication Sciences & Disorders**



2017-2018

Ph.D. Student Handbook

Table of Contents

Department Mission	1
Department Vision	1
Department Philosophy	1
Overview of Doctoral Program	1
Ph.D. Program Objectives.....	2
Admission Requirements	2
Regular Requirements.....	2
Au.D./Ph.D. Option.....	2
Research Faculty	3
Program of Study and Requirements	3
Overview.....	3
Residency Commitment.....	3
Program of Study Requirements and Committee.....	3
Course Requirements.....	4
Research Requirements.....	5
Teaching Requirements.....	5
Comprehensive Examinations	5
Comprehensive Examination Committee.....	6
Doctoral Candidacy	6
Dissertation	6
Dissertation Committee.....	6
Dissertation Project.....	7
Dissertation Proposal.....	7
Dissertation Defense.....	7
Dissertation Submission.....	8
Degree Completion and Graduation	8
Doctoral Student Expectations	8
Grade Expectations.....	8
Incomplete Grades.....	8
Time Limit.....	9
Leaves of Absence.....	9
Advisor Departure.....	9
Ethics (ASHA, WVSHA, and University).....	9

Student Resources	9
Graduate Assistantships	9
State Licensure	10
Health and Well-Being.....	10
University Policies	10
Grade Appeal Policy.....	10
Sexual Harassment Policy	11
Nondiscrimination Policy.....	12
Guidelines for Absences Due to Military Service Requirement.....	13
Family Educational Rights and Privacy Act (FERPA)	14
Forms	15
Appendix	16
Ideas for the global initiatives requirement.....	16
Ideas for the cultural diversity requirement.....	16

Department Mission

The mission of the Department of Communication Sciences and Disorders at West Virginia University is to recruit, retain, and graduate highly qualified pre-professional undergraduate students and entry-level clinicians who will utilize evidence-based practice; adhere to the highest personal and professional ethical standards; employ critical thinking and self-analysis; recognize the value of advanced and continuing education; demonstrate empathy, altruism, and accountability in their clinical practice; and aspire to provide exceptional quality of service for a diversity of persons of all ages with communication, swallowing, and balance disorders in an equitable and inclusive manner. The Department also strives to further the discipline of communication sciences and disorders as well as the professions of audiology and speech-language pathology by excelling in research and scholarship; offering quality post-professional doctoral education for students who will assume leadership roles as productive researchers and effective educators; and, by providing excellent diagnostic and rehabilitative services to promote the health and well-being of the people of West Virginia and to serve as a resource for West Virginia University and the region.

Department Vision

By 2020, the Department of Communication Sciences and Disorders will have made substantial contributions to West Virginia University's land grant mission and research prominence by becoming a leader in the education of pre-professional undergraduate students via the preparation of audiologists and speech-language pathologists; by developing educators and researchers who will become the future leaders in the discipline of communication sciences and disorders; by maintaining a faculty actively engaged in regionally, nationally, and internationally recognized research and scholarship; by fostering model clinical facilities to advance the education of students and the well-being of individuals with communication disorders; and by expanding its community outreach efforts and the visibility of its programs and services.

Department Philosophy

The Department of Communication Sciences and Disorders (CSD) at West Virginia University is actively engaged in research and scholarship, innovative in its teaching and clinical education, and is strongly committed to its advocacy and community outreach efforts. We prepare students for the exciting professions of speech-language pathology and audiology wherein practitioners provide services for individuals of all ages who have speech, voice, language, swallowing, hearing and/or balance disorders.

The Department of Communication Sciences and Disorders is committed to the preparation of students interested in careers in speech-language pathology or audiology, or as a researcher/teacher-scholar within the discipline of communication sciences and disorders. Our undergraduate and master's programs are one of only a few offered in the state of West Virginia, and our doctoral programs are the only in the state.

Overview of Doctoral Program

The Ph.D. degree program in Communication Sciences and Disorders provides a rigorous course of study along with mentored research and teaching experiences to enable students to become high-quality researchers and serve effectively as leaders in the discipline. Graduates of the program are prepared to assume careers as researchers and scholars at colleges, universities, hospitals, industrial settings, and research facilities. The program is not designed to provide an advanced clinical degree in either audiology or speech-language pathology. Rather, the Ph.D. degree will be conferred in recognition of the attainment of the highest academic excellence and productive scholarship. As doctoral programs are an integral step on a life-long journey of learning and scholarship, the

Department of Communication Sciences and Disorders has established the Ph.D. program in Communication Sciences and Disorders to support students in developing knowledge, judgment, skills, and attitudes to facilitate their growth and learning throughout their careers as researchers, scholars, and teachers.

Students in the Ph.D. program pursue one of the following areas of emphasis:

1. Speech and Language Sciences and Disorders, **or**
2. Hearing Science and Disorders

Ph.D. Program Objectives

The Ph.D. program in Communication Sciences and Disorders is a highly individualized experience that includes prescribed and selected coursework designed to meet the objectives of the program, ongoing participation in research and other scholarly activities, and the independent completion of a dissertation under the mentorship of a research advisor. As such, the time needed to complete the program will vary to ensure sufficient time for the building of adequate teaching and research skills and creditable curriculum vitae. Some diligent and highly motivated students may be able to complete their work in less time, whereas others may require more time to achieve independence as a scholar and researcher.

Admission Requirements

Regular Requirements

A Ph.D. Advisory Committee composed of one member from each of the major areas of study will screen the applications and make admissions decisions based on the following criteria, in consultation with the faculty in their area of emphasis. In particular, applicants must have:

1. An entry-level clinical degree for the profession of speech-language pathology (i.e., M.A. or M.S.) or audiology (i.e., M.A., M.S., or Au.D.)
2. A cumulative grade point average of 3.25 or higher (A=4.0) upon completion of a graduate degree
3. An official copy of the results of the Graduate Record Examination (GRE) taken within the past 5 years
4. A TOEFL score of at least 79 (internet version), 213 (computer-based), 550 (paper-based) or an IELTS score of at least 6.5, if English is not the applicant's native language
5. An interview with the Ph.D. Advisory committee that may include the writing of an essay on an assigned topic to be evaluated by program faculty
6. Three letters of recommendation, two of which must come from previous instructors or professors who can comment meaningfully on the applicant's potential for Ph.D. study
7. A personal statement that addresses the applicant's professional goals within *speech and language sciences and disorders* or within *hearing science and disorders*

Au.D./Ph.D. Option

Doctor of Audiology (Au.D.) students may apply to the Ph.D. program no earlier than the spring semester of the second year to begin the fall of the third year. This will be a competitive application process and is reserved for highly-qualified and motivated Au.D. students. Applicants for this option must fulfill admission requirements 2 – 7 listed above. Students who intend to enroll in two graduate programs simultaneously (dual enrollment) must obtain permission in writing from the dean (Dr. M Cecil Smith, Associate Dean for Research and Graduate Education, 802D Allen Hall, mcecil.smith@mail.wvu.edu).

Research Faculty

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Program of Study and Requirements

Overview

Students are required to successfully complete the following in order to qualify for graduation:

1. A minimum of 72 credits of graduate coursework not including dissertation credits
2. Research requirements (not including the dissertation)
 - a. One or more research projects other than the student's dissertation
 - b. One or more presentations at a scientific meeting
 - c. One or more manuscripts submitted for publication
 - d. One or more grant proposals submitted for external funding
3. Teach or co-teach at least one course
4. Written and oral comprehensive exams
5. Dissertation
 - a. At least 9 dissertation credits
 - b. Written proposal and oral defense of proposal
 - c. Written dissertation and final oral defense

Each of these requirements are described in more detail in subsequent sections of the handbook.

Residency Commitment

The Ph.D. degree program in Communication Sciences and Disorders requires a full-time commitment (with the exception of Au.D./Ph.D. enrollment described below). Each student who is accepted into the program works with faculty on a regular basis that will help to hone skills and to sharpen the research focus. Furthermore, each student will be expected to conduct research and pursue scholarship activities that will inform classroom teaching and lead to meaningful presentations and publications. Consequently, applicants are required to sign a statement confirming their commitment to full-time status before they may be admitted to the program.

Program of Study Requirements and Committee

The student's initial meeting with their Program of Study (POS) committee should occur within the first semester of their program to allow time to implement committee recommendations for coursework.

The Program of Study committee should consist of at least 3 members: the student's Ph.D. advisor and any CSD or non-CSD faculty member. Committee members do not have to be members of the CSD

Research & Scientific Affairs Committee, and they may, but will not necessarily, be the same members who serve on the student's Comps and Dissertation committees.

Once a POS form has been signed by the student, POS committee, and department chair, it should be filed with the college's academic advisor for doctoral education (Char Allen, 710E Allen Hall, char.allen@mail.wvu.edu).

Course Requirements

Upon admission to the Ph.D. program, students enroll in a series of required courses in the doctoral core, in the research core, and in the area of specialization. Students complete at least 56 credits prior to Ph.D. candidacy. This includes 50 credits of classroom and seminar coursework, and at least 6 credits of research, as outlined below.

I. Theoretical Foundations Core (12 credit hours)

CSAD 750	Principles of Information Literacy in Communication Sciences & Disorders (3)
CSAD 752*	Research Design in Communication Sciences and Disorders (3)
CSAD 754*	Teaching and Supervision in Communication Sciences and Disorders (3)
One course in pedagogy from the following**:	
EDP 700	Psychological Foundations of Learning (3)
EDP 640	Instructional Design (3)
C&I 707	Theories, Models, and Research of Teaching (3)

*Or another approved course

**Or another approved course in teaching methods, learning theory, or pedagogy

II. Research Core (12 credit hours)

Students must complete three of the following courses:	
EDP 613	Statistical Methods 1 (3)
EDP 614	Statistical Methods 2 (3)
EDP 711	Multivariate Methods 1 (3)
EDP 712	Multivariate Methods 2(3)
Plus one research elective from the following*:	
SCFD 615	Introduction to Qualitative Research Methods (3)
EDP 617	Program Evaluation (3)
EDP 693	Survey Research (3)
EDP 710	Seminar: Educational Research (3)
EDP 713	Designing Single Case Research (3)

*Or another approved course in research methods or statistics

III. CSD Content Area Seminars (12 credit hours)

Students must select four (4) sections of advanced content area seminars for a total of 12 credits: CSAD 794 A-Z Seminar (3 cr.)

IV. Supporting Area Coursework (12 credit hours)

Students will take at least 12 semester hours in an approved supporting area, for example, neuroscience, psycholinguistics, health science, biology, genetics, vocal performance, or special education.

V. Cultural Diversity and Global Initiatives (2 credit hours)

Students must complete both of the following seminars*:

CSAD 770 *Cultural Diversity in Communication Sciences and Disorders* (1 cr.)

CSAD 780 *Global Initiatives in Communication Sciences and Disorders* (1 cr.)

*Or students must complete an approved, alternative experience in cultural diversity and global initiatives. See the Appendix for examples of cultural diversity and global initiative experiences.

Development of Research Skills (6 credit hours)

Ph.D. students enroll in a minimum of six (6) credits of research (CSAD 797) extending over at least two semesters, under the supervision of their mentor and/or other faculty researcher/s working in related areas. Typically, the focus of these research credits will be on the development of independent research skills through involvement with ongoing or forthcoming projects in the mentor's research program.

Au.D./Ph.D. enrollment

Students with dual enrollment will work closely with his or her Program of Study committee in determining the appropriate Ph.D. coursework while completing the Au.D. degree. Following completion of the Au.D. degree, it is expected that students adhere to the residency and curriculum requirements stated above.

Transfer Credits

A minimum of 44 hours of coursework must be completed at WVU while enrolled in the Ph.D. program. Course credit from other institutions may be applied towards the doctoral degree in Communication Sciences and Disorders if approved by the Program of Study committee. Once approved, a copy of the transcript from the other institution should be included with the signed Program of Study form when filed with the college's academic advisor for doctoral education (see Program of Study section for details on filing the Program of Study form). The student must also have an official transcript from the other institution sent to the Office of Admissions and Records if it is not on file already.

Research Requirements

The research and scholarship component of the doctorate in CSD requires students to complete a research project prior to their dissertation. Each student will be expected to present at one or more national scientific meetings and submit one or more manuscripts for publication in relevant peer-reviewed journals before graduating. It is also expected that the student will submit at least one external grant before graduating.

Teaching Requirements

In addition to the teaching and pedagogy courses listed in the course requirements, students are required to teach or co-teach at least one academic course before graduating. Teaching responsibilities also may include clinical supervision.

Comprehensive Examinations

Students must successfully complete written and oral comprehensive examinations to be eligible for doctoral candidacy. Comprehensive exams are typically held after a student has completed his/her coursework and consists of a substantial written component tailored to the student's interests, research area, and individual program of study. The committee chair confirms that the committee has approved the format and administers the exam. Both the written and oral portions of the comprehensive exams must be passed within one semester; the committee may grant a one semester extension in case of emergency. Students must be enrolled during the semester they complete comps.

In some instances and in lieu of the written comprehensive examination described above, the Comprehensive Examination committee may determine candidacy by having the student complete two research projects under the direction of at least two members of the committee (not to be

construed as the primary dissertation research) and then by having the student prepare two publication-worthy manuscripts based on the results. In most cases, selecting this manuscript alternative will take more than one semester to complete. An oral examination before the committee based on the research projects will follow the successful completion of the two manuscripts.

Comprehensive Examination Committee

The Comprehensive Examination committee should consist of at least 3 members: the student's Ph.D. advisor and any CSD or non-CSD faculty member. Committee members may, but will not necessarily, be the same members who served/will serve on the student's Program of Study and Dissertation committees.

Doctoral Candidacy

Once a student has successfully completed 56 program credits and their comprehensive exams, the Comprehensive Examination committee is responsible for determining if the student is ready to be admitted into candidacy for the Ph.D. in Communication Sciences and Disorders. In making such judgments, the committee may consider the student's readiness to conduct research, knowledge base, ability to integrate information and technology, clarity and quality of written and oral presentations, and innovative application of information from diverse knowledge areas. In some instances a student may be admitted into candidacy before completion of all pre-dissertation credits. However, no more than 6 credits may remain outstanding, and these must be completed successfully within the first year of candidacy. The committee will most commonly determine candidacy on the basis of the student's written and oral examinations that are tailored for the student who is applying for candidacy (see previous section on comprehensive examinations).

Dissertation

Once a student has been admitted to Ph.D. candidacy, it is expected that a research proposal will be developed to provide an in-depth overview of a proposed dissertation. Upon approval of the dissertation proposal by the candidate's doctoral dissertation committee and the institutional review board, candidates will conduct their dissertation research under the supervision of a dissertation advisor. Ph.D. candidates must register for at least 9 dissertation hours for a minimum of 65 post-professional credit hours prior to defense of the dissertation and awarding of the Ph.D. degree. The faculty will assess the dissertation and its oral defense and will recommend approval based upon the quality of work.

The final assessment for the acquisition of the doctoral degree, the defense of the dissertation, is oral and open to members of both the University community and the public. Anyone can attend the oral presentation and ask general questions. However, at the end of the public hearing there will be a closed questioning portion of the examination where all persons except the candidate, doctoral dissertation committee, invited doctoral and master level students, and faculty must be excused. Each student's dissertation advisor has the option of soliciting one outside reader (not employed at WVU) of the dissertation who must confirm that the dissertation is of sufficient quality to qualify for the defense.

Dissertation Committee

Typically after admission to a specific program, the student, in consultation with the adviser, selects a chairperson and four committee members to serve as his or her doctoral committee. This committee must be approved by the department chair and the dean of the college. The doctoral committee must meet the following minimum standards:

1. The doctoral committee must be composed of a minimum of five members, the majority of whom must be regular members of the graduate faculty.
2. At least three members of the doctoral committee must be members of the graduate faculty of the College of Education and Human Services.
3. The student's major adviser must be from the student's major program and must be a regular member of the graduate faculty.
4. The doctoral committee must include at least one member from outside the student's program area.
5. No more than one member of the doctoral committee may be a nonmember or associate of the graduate faculty.

Dissertation Project

A doctoral candidate 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 dissertation must present the results of the doctoral candidate's investigation. Doctoral students must go through the appropriate institutional review process. The link for the Research Integrity and Compliance website is: <http://oric.research.wvu.edu>.

Dissertation Proposal

The dissertation proposal is a written document that provides the blueprint for the dissertation. 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 dissertation 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.

Dissertation Defense

After the dissertation committee has tentatively approved the student's written dissertation, 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 dissertation 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 (for exceptions, see Advisor Departure section of handbook). 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 as much as possible 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 dissertation and sign the dissertation signature form required for submission of the document to the university libraries.

Dissertation Submission

Once approved by a student's dissertation 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 <https://etd.lib.wvu.edu/>.

Degree Completion and Graduation

Students who have completed all academic, scholarship, and teaching 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.

Doctoral Student Expectations

Grade Expectations

Ph.D. students are expected to maintain a cumulative GPA of at least 3.25 each semester by earning a B or better grade in each course. Performance that results in any grade lower than B will have to be reviewed by the student's Program of Study committee. If a student's GPA falls below 3.25, he/she must meet with his/her faculty advisor and Program of Study committee prior to beginning additional course work. If after one semester the student still has not improved his/her cumulative GPA to the required minimum, the student's Program of Study committee will meet to determine the appropriate course of action (e.g. reduced course load, suspension of graduate assistantship, dismissal from the program).

Incomplete Grades

A grade of I (Incomplete) is a temporary grade assignment used when unforeseen, non-academic circumstances arise that prohibit students from completing the last course assignments or examinations at the end of the semester. The grade of Incomplete is typically assigned because of an excused absence from the final examination, or because assignments are unavoidably incomplete, as determined by the instructor. Students who are failing a course (exclusive of the incomplete work) may not request an Incomplete.

Students who want to be considered for an Incomplete must apply to their instructor prior to the end of the term. If the instructor agrees, the instructor and the student must negotiate the conditions under which the grade of I will be changed to a letter grade and sign a contract that specifies: (1) the unfinished course assignments that are to be completed; (2) the manner in which the work will be evaluated; (3) the date by and format in which the work must be submitted to the instructor so that a change of grade may be completed (e.g., two weeks prior to end of the subsequent term). The contract must be filed with the department and the Associate Dean for Graduate Education offices. The date to submit the incomplete work should not be set beyond the last day of class of the following semester. To remove the grade of I, a student does not register for the course again. If the student does not complete the terms of contract then the instructor should submit a grade of F. If the Incomplete grade is not changed no later than the end of the next major term (excluding summer), the I grade will be replaced with an IF.

Time Limit

Doctoral students admitted to any degree program within the College of Education and Human Services are allowed a maximum period of 10 years (20 semesters, not including summer terms) – from date of admission to successful defense of the dissertation – to earn the degree. Students may have up to five years (10 semesters, not including summer terms) to successfully complete the dissertation, post-comprehensive examinations. Exceptions to this policy will be determined on a case-by-case basis where necessary (e.g., student leave of absence due to illness).

Leaves of Absence

Graduate students enrolled in CEHS degree programs of study who wish to take a leave of absence from their studies for *two or more consecutive* semesters must apply for a leave of absence to remain in good standing. Doctoral students admitted to candidacy who wish to take a leave of absence for *more than one semester* must apply for and be granted a leave of absence to maintain their candidacy.

Advisor Departure

Students should be aware that their doctoral advisor/dissertation director/chair can depart the institution at any time (due to retirement, taking another job, etc.). Losing one's dissertation director may slow the student's progress toward completion. Thus, students finding themselves in this situation should be prepared to find another advisor/chair (with assistance of the department chair). The departing faculty member may remain on the committee as co-chair or as an "outside" committee member, but not all faculty members choose to do so.

Ethics (ASHA, WVSHA, and University)

All students are responsible for being familiar with and adhering to the following Codes of Ethics and Research Integrity Procedures.

American Speech-Language-Hearing Association (ASHA) Code of Ethics:

<http://www.asha.org/policy/ET2016-00342/>

West Virginia Board of Examiners for Speech-Language Pathology and Audiology Code of Ethics:

<http://www.wvspeechandaudiology.com/Home/Legislative-Rules>

WVU Office of Research Integrity and Compliance – Resources and Training:

(Video case studies and interactive learning simulations available under Education & Training)

<http://oric.research.wvu.edu/services/responsible-conduct>

WVU Research Integrity Procedure:

<http://www.wvu.edu/~lawfac/mmcidiarmid/aic/Final%20RIC%20Policy%20WVU%205-9-11.pdf>

WVU Student Honor Code:

http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code

Student Resources

Graduate Assistantships

CEHS often has graduate assistant (G.A.) positions available to our graduate students. There are many benefits to obtaining a graduate assistantship position, including work experience in your field of study to add to your professional resume, mentorships with our knowledgeable faculty to enrich your study, and university tuition waivers. Graduate assistantships may be offered to some students at the time of admission. There are many opportunities to apply for funding, scholarships, and/or research and teaching assistantships at both the department and university level. 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.

State Licensure

Students who work clinically or provide clinical supervision will be required to obtain a state license. Most states require a license to practice either of the professions of speech-language pathology or audiology. The requirements are modeled after those developed by ASHA. However, there are differences. Students need to contact their respective licensing boards for information and application. 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
Buckhannon, WV 26201

Phone: (304) 473-4289 (Toll free: 877-462-5460)

Fax: (304) 473-4291

(Email: wvbeslpa@wv.gov)

Health and Well-Being

Students should visit the Students' Center of Health website (<http://well.wvu.edu/>) for more information on the general and mental health services that are available through WVU.

University Policies

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/>

Sexual Harassment Policy

What is Sexual Harassment?

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 unreasonably 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

- | | |
|------------------|--|
| Sexual Comments | <ul style="list-style-type: none">• Jokes or remarks that are stereotypical or derogatory to members of the opposite sex; repeated comments about a person's anatomy; sexual innuendoes. |
| Undue Attention | <ul style="list-style-type: none">• Flirtation; being overly helpful, too friendly, or too personal -- but short of sexual innuendoes. |
| Obscene Language | <ul style="list-style-type: none">• Excessive "dirty swearing." |

- Visual Sexual Displays • Unwanted display of pornographic pictures, posters, cartoons or other material.
- Body Language • Leering at one's body; standing too close.
- Invitations • Personal invitation to dates or to one's house or apartment -- but where sexual expectations are not stated.
- Telephone Calls • Unwanted and unsolicited telephone calls at home or in the workplace.
- Social Touching • Unwanted physical contact.
- Physical Advances • Kissing; hugging; patting; pinching; fondling; provocative touching; suggestive body movements.
- Explicit Sexual Advances • Clear invitation for sexual encounter -- but propositions containing no threats or promises.
- 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
<http://diversity.wvu.edu>

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.

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]

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.

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.

Family Educational Rights and Privacy Act (FERPA)

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 <http://ferpa.wvu.edu/policy>.

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.

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>; (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.

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.

Forms

Forms that need to be completed throughout the Ph.D. program can be found on the CEHS Student Resources webpage: <http://cehs.wvu.edu/student-resources/forms>.

Appendix

Ideas for the global initiatives requirement

- Travel to an international conference devoted to an area or subarea of interest to you with arrangements beforehand to visit a professional site that is close to the conference venue or consult with an international colleague for 1-2 days. Write up a summary of what was learned relative to your focus of study.
- Initiate and develop a correspondence with a few international colleagues within one's area of interest, offering to assist them with a piece of their research that could be carried out in English. (ASHA is often a good place to make such a contact.) If one is interested, do the necessary translations and back translations. Write a paper describing your contribution and how this could evolve into a joint professional presentation and/or publication.
- After an initial email introduction, sit down with a foreign colleague in your field (perhaps at an ASHA or American Academy of Audiology Convention) who comes from a speech-language-hearing program in their country and ask the person who he/she knows who might be interested in collaborating with you on a small research project that you have in mind. You might do this with two or three individuals to increase the chances of a good match. A presentation of the joint research would be the product if timely, or a paper describing progress toward an eventual presentation or publication.
- Arrange to do a short (e.g., 2-3 week) study abroad experience with a larger group (even with undergraduates). Prior to leaving, find out who you might be able to visit at your destination to arrange a tour of a foreign facility as well as observation/shadowing of the international host. Write a paper of how this experience has broadened your perspectives of your area of interest and how it could help you professionally or academically in the future.
- Contact Ken St. Louis about the possibility of using some of his extensive international contacts to carry out survey research in both the USA and another country in an area of interest to you. If a match could be arranged, the product would be a jointly presented poster or seminar if timely, or a paper describing progress toward an eventual presentation or publication.
- Join the Special Interest Group 17, Global Issues in Communication Sciences and Related Disorders of ASHA and attend the next meeting (hopefully at ASHA). Regardless, find out who is on the Board, write to the Coordinator, and volunteer to serve on a committee that will put you in touch with international colleagues. Develop email correspondence with them about whatever the organization/committee needs. Steer it to some of your own eventual goals. Write a paper describing your experiences, possible future collaborations, and how the experience can be integrated into your career goals.
- Identify a foundation that funds international collaboration and write a short grant that involves collaboration with an international colleague. Of course, the grant should be one that you would carry out if funded, but the proposal would be the product.

Ideas for the cultural diversity requirement

- Carry out a short research project using a case study or a few subjects from rural Appalachia that would replicate all or part of a recent study that used only or primarily upper middle class subjects. Of course, it would need to be a study that the literature suggests might well be affected by socio-economic status.
- If you are from Appalachia, contact a professional colleague in your field of study who is from a large city or from an entirely different region of the USA. Arrange to do a survey of SLPs,

audiologists, the general public, or another population relevant to your area of study and to the colleague. The product would be a presentation or poster at ASHA or a state convention.

- If you are not from Appalachia arrange to do a survey of SLPs, audiologists, the general public, or another population in an area of WV in an area relevant to your focus of study. The product would be a presentation or poster at ASHA or a state convention.
- Identify perhaps 5-10 other students or faculty in the CSD and related departments who are quite different from you in some ways. Interview them regarding an issue relating to your field of study to explore their beliefs about it. Carry out a theme-based qualitative analysis of the results and either write up the results in a paper or present the results in a poster at a university, state, or national convention/venue.
- Identify a foundation that funds research related to various diverse populations and write a short grant that involves a small relevant study. Of course, the grant should be one that you would carry out if funded, but the proposal would be the product.
- Prepare and deliver one or two lectures that would be appropriate to a CSD course on the ramifications of some diversity issue (e.g., transgender) on some aspect of communication disorders relevant to your area of study. The focus could be on understanding disorders, evaluation or treatment of disorders, teaching, or clinical supervision. The product would be the lectures in someone's course along with Powerpoint slides and/or handouts.
- Reviewing literature within and outside your field do a careful analysis of how some aspect of diversity might well have unintended consequences on the management of cases with the relevant "differences" and how those unintended consequences could be mitigated. The product would be a paper with the relevant review.