Communication Sciences and Disorders
Ph.D. Student Handbook

College of Education and Human Services
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I. Welcome to Program

a. Overview of Doctoral Program

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.

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

Visit our website at https://csd.wvu.edu/phd for more information.

b. Program Philosophy

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.

c. Ph.D. Program Objectives

The primary objective of the Ph.D. degree program is to assist students to develop in-depth mastery of subject matter in a narrow and specific area within the broad discipline of communication sciences and disorders and, simultaneously, to broaden one’s knowledge base in other fields related to the special area of interest, such as health, linguistics, education, and the physical, biological, and socio-behavioral sciences. With the intent to prepare high-quality researchers to serve as leaders in the discipline of communication sciences and disorders, graduates of the program will be prepared to assume independent careers as researchers and scholars at colleges, universities, and hospitals, as well to become key personnel at leading private and public research institutes.

Specifically, the objectives of the Ph.D. program include:

1. The development of independent research skills through sequential experiences that involve the planning and conduct (or implementation) of research projects, the writing of grants, and the dissemination of research findings through the presentation of papers at scientific and other professional conferences and publication in peer-reviewed journals in the discipline;
2. The preparation of academicians equipped to teach the university students of tomorrow through guided coursework in educational methods and evaluation, instructional technologies including online course delivery, international and intercultural experiences, and classroom practice; and

3. The acquisition of advanced knowledge and understanding of a specialized area with the ability to apply this understanding to research, teaching, and scholarship.

d. Admission Requirements
   i. Regular Requirements
      1. 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 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
   ii. 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.

e. Department Faculty and Staff
   [Research faculty in bold]

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II. Department Mission & 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. Overview of Requirements for Graduation
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.

b. 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.

c. 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. After that, an annual review by the POS committee is required.

Typically after admission to a specific program, the student, in consultation with the adviser, selects a chairperson and at least three 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. Committee members may, but will not necessarily, be the same members who serve on the student’s Program of Study, Comprehensive Examination, and Dissertation committees. The Program of Study committee will consist of no fewer than four members. At least one member of the committee must be from a department/program other than the one in which the student is seeking a degree. The majority of the members of any doctoral committee must be regular members of the graduate faculty, including the chair of the committee. Co-chairs of committees are allowed, but at least one of the co-chairs must be a regular member of the graduate faculty. No more than one committee member may be a nonmember of the graduate faculty (http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#committeestext).

Once a POS form and doctoral committee form have been signed by the student, POS committee, department chair, and dean (doctoral form only), they should be filed with the college’s academic advisor for doctoral education (Char Allen, 710E Allen Hall, char.allen@mail.wvu.edu).
d. **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 44 credits of classroom and seminar coursework, at least 6 credits of research, and 6-9 comprehensive exam credits, as outlined below.

**I. Theoretical Foundations Core (12 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAD 750</td>
<td>Principles of Information Literacy in Communication Sciences &amp; Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSAD 752*</td>
<td>Research Design in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSAD 754*</td>
<td>Teaching and Supervision in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One course in pedagogy from the following*:</td>
<td></td>
</tr>
<tr>
<td>EDP 700</td>
<td>Psychological Foundations of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDP 640</td>
<td>Instructional Design</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;I 707</td>
<td>Theories, Models, and Research of Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

*Or another approved course

**II. Research Core (12 credit hours)**

Students must complete three of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 613*</td>
<td>Statistical Methods 1</td>
<td>3</td>
</tr>
<tr>
<td>EDP 614*</td>
<td>Statistical Methods 2</td>
<td>3</td>
</tr>
<tr>
<td>EDP 711*</td>
<td>Multivariate Methods 1</td>
<td>3</td>
</tr>
<tr>
<td>EDP 712*</td>
<td>Multivariate Methods 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Plus one research elective from the following*:</td>
<td></td>
</tr>
<tr>
<td>SCFD 615</td>
<td>Introduction to Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDP 617</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDP 693</td>
<td>Survey Research</td>
<td>3</td>
</tr>
<tr>
<td>EDP 710</td>
<td>Seminar: Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDP 713</td>
<td>Designing Single Case Research</td>
<td>3</td>
</tr>
</tbody>
</table>

*Or another approved course in research methods or statistics

**III. CSD Content Area Seminars (9 credit hours)**

Students must select three (3) sections of advanced content area seminars for a total of 9 credits: CSAD 794 A-Z Seminar (3 cr.)

**IV. Supporting Area Coursework (9 credit hours)**

Students will take at least 9 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*:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAD 770</td>
<td>Cultural Diversity in Communication Sciences and Disorders</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CSAD 780</td>
<td>Global Initiatives in Communication Sciences and Disorders</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

*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.

e. Research Requirements
The research and scholarship component of the doctorate in CSD requires students to complete a research project prior to their dissertation. The POS committee may allow previous Master’s theses/Au.D. research projects to fulfill the first research project requirement. 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.

f. 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.

g. 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.
IV. 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 will consist of no fewer than four members. At least one member of the committee must be from a department/program other than the one in which the student is seeking a degree. Committee members may, but will not necessarily, be the same members who serve on the student’s Program of Study and Dissertation committees. The majority of the members of any doctoral committee must be regular members of the graduate faculty, including the chair of the committee. Co-chairs of committees are allowed, but at least one of the co-chairs must be a regular member of the graduate faculty. No more than one committee member may be a nonmember of the graduate faculty (http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#committeestext).
V. 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).
VI. 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 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.

a. Dissertation Committee
The Dissertation committee will consist of no fewer than four members. At least one member of the committee must be from a department/program other than the one in which the student is seeking a degree. Committee members may, but will not necessarily, be the same members who serve on the student’s Program of Study and Comprehensive Examination committees. The majority of the members of any doctoral committee must be regular members of the graduate faculty, including the chair of the committee. Co-chairs of committees are allowed, but at least one of the co-chairs must be a regular member of the graduate faculty. No more than one committee member may be a nonmember of the graduate faculty (http://catalog.wvu.edu/graduate/advisingcoursesdegrees/degree_regulations/#committeestext).

b. 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.

c. 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.

d. 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.

e. **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/](https://etd.lib.wvu.edu/).
VIII. Doctoral Student Expectations

a. 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).

b. 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.

c. 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).

d. 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.

e. 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.

f. 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:

WVU Student Honor Code:
https://studentconduct.wvu.edu/policies-and-procedures
IX. 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
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.

b. Graduate Assistantships Outside of the CSD Department
It is the policy of West Virginia University that graduate students enrolled in Communication Sciences & Disorders 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.

c. 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.

d. 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).
X. Student Resources

a. 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)

b. Health and Well-Being

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 web site: http://studentinsurance.wvu.edu/.

c. 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 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.

d. 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 up 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 down load 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, the 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; an aquatics area; an elevated three-line jogging/walking track; a wellness center, and three large multipurpose rooms.
XI. University 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

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 unwell
come 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**
- 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**
- Flirtation; being overly helpful, too friendly, or too personal -- but short of sexual innuendoes.

**Obscene Language**
- 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
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. 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 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.

j. 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.

k. 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.

1. 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.
XIII. Appendix

a. **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](http://cehs.wvu.edu/student-resources/forms).

b. **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.
c. 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.