

Marshall University
Department of Communication Disorders



Graduate Student Handbook
2024-2025

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PROGRAM DESCRIPTION

The Department of Communication Disorders is a long-standing program within the College of Health Professions which provides innovative, evidence-based education for students seeking a profession as a speech-language pathologist. The program offers the following degrees and certificates:

- Master of Science in Communication Disorders
- Bachelor of Science in Communication Disorders
- Speech-Language Pathology Assistant Certificate

In addition to the degrees and certificates offered, the Department of Communication Disorders is committed to providing access to any student interested in pursuing a career in Speech-language Pathology. This can be done through our [Early Assurance Program](#) for high school seniors which guarantees admission to our graduate program and our [Leveling-up/Post-Baccalaureate Program](#) for individuals who have earned a bachelor degree in an area other than Communication Disorders. The leveling-up program offers both face-to-face and online options to assist those students who must maintain full time employment while completing the program. Students interested in pursuing a degree in Audiology must first obtain a bachelor's degree in communication disorders therefore this undergraduate degree is the best place to begin this career as well.

The Department of Communication Disorders offers a Master of Science (M.S.) degree. The graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. Students at the graduate level follow a prescribed program leading to eligibility for national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association and licensure by the West Virginia Board of Examiners for Speech-Language Pathology and Audiology. Students wishing to be eligible for West Virginia certification as public-school speech-language pathologists must also meet the requirements for such certification. Information regarding licensure in other states can be found on the department's webpage. [Professional Licensure by State](#).

As its principal responsibility, the Department of Communication Disorders prepares students to make positive contributions to the professional community of speech-language pathology. A speech-language pathologist is defined as the professional who engages in professional practice in the areas of communication and swallowing across the life span.

The six-semester (two-year) graduate program is comprised of 36 graduate academic credit hours in addition to 18 graded and 6 CR/NC clinic hours for a total of 60 graduate credit hours. Academic courses are sequenced to assist students with development of specific knowledge and skill sets. Faculty with extensive clinical expertise assist students as they link academic, research, and clinical experiences.

The Marshall University Speech and Hearing Center (MUSHC) operates within the Department of Communication Disorders. Students are provided clinical experiences with diverse clientele within the MUSHC. In addition, the program offers a variety of off-campus, clinical experiences in West Virginia, Ohio, and Kentucky. Opportunities are available for distance site placements in the last semester of graduate school.

ACCREDITATION

The Master of Science education program in speech-language pathology at Marshall University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Communication Disorders majors, faculty members, other speech-language pathologists, and Audiologists, and/or the public can contact the CAA regarding program standards and regulations. The CAA may be contacted by writing:

Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association | 2200 Research Boulevard, #310 | Rockville, MD. 20850 | 800-498-2071 | accreditation@asha.org | **CAA Accredited Since December 1, 1992**

VISION

The vision is for our undergraduate and graduate education to be recognized as a program of excellence and to prepare students to take their place as future professionals who practice at the top of their license in the field of communication disorders.

MISISON

Consistent with the mission of Marshall University and the College of Health Professions, the Department of Communication Disorders is committed to:

- Offering broad-based undergraduate education and specific career-based graduate education.
- Providing state-of-the-art, progressive, innovative education in the field of communication disorders to prepare the next generation of speech-language pathologists to take their place in a culturally diverse, global society.
- Providing the community access to excellent family-centered clinical services that integrates theory, research, and clinical practice.
- Preparing students to become life-long learners.
- Preparing students to contribute to both their profession and their community.
- Preparing students to adhere to the highest standards of ethical practice.

UNIVERSITY AND COLLEGE MISSION AND VISION

UNIVERSITY MISSION

Marshall University is a public comprehensive university with a rich history as one of the oldest institutions of higher learning in West Virginia. Founded in 1837 and named after Chief Justice John Marshall, definer of the Constitution, Marshall University advances the public good through innovative, accredited educational programs. Marshall University's mission, inspired by our Vision and Creed, includes a commitment to:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.

- Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
- Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
- Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
- Cultivate the development of an inclusive, just, and equitable community.

The graduate mission of Marshall University is to provide quality educational opportunities at times and places convenient to students, employing alternative delivery systems and rich learning resources. The institution promotes excellence in instruction, research, and public service in the interest of enhancing the intellectual, professional, and personal growth of students, faculty, and staff. Throughout the state Marshall University offers master's degrees, post-master's programs, doctoral degrees, and professional development options according to needs and with a minimum of duplication. Additional information about Marshall University [Graduate Studies](#) can be found on their webpage.

COLLEGE OF HEALTH PROFESSIONS MISSION

Consistent with the mission of Marshall University, the College of Health Professions (COHP) is dedicated to the integrity of programs through maintenance of rigorous professional education standards and through the high expectation of student learning and performance. To accomplish our mission, the COHP:

- encourages faculty involvement in service to society and the profession
- supports the engagement of faculty in research and scholarly activities
- provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff
- maintains an environment that provides for academic freedom and shared governance.

MASTER OF SCIENCE PROGRAM OVERVIEW

PROGRAM OUTCOMES

Outcome 1: Foundations across the lifespan (ASHA Standard IV-B)

Students will demonstrate understanding of, apply, and analyze information pertaining to foundational normal and disordered human communication and swallowing processes across the lifespan, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Outcome 2: Foundations in etiology, characteristics, and correlates (ASHA Standard IV-C)

Students will demonstrate understanding of, apply, and analyze information about communication and swallowing disorders and differences, including the etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Outcome 3: Assessment and Intervention (ASHA Standard IV-D)

Students will demonstrate understanding of, apply, analyze, and evaluate screening, assessment, and intervention plans for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Outcome 4: Research Processes and Principles (ASHA Standards IV-F and V-A)

Students will demonstrate understanding of, apply, analyze, and evaluate research processes and integrate research principles into evidence-based clinical practice using effective oral and written skills to disseminate information.

ASSESSMENT

In keeping with the University commitment to assessment of student learning and the dynamic nature of our profession, the Department of Communication Disorders is dedicated to ongoing program assessment.

The Office of Assessment & Program Review operates within the Office of Academic Affairs. The mission of the Office of Assessment & Program Review at Marshall University is to support best practices in assessment of student learning at the course, program, and institutional levels, resulting in continuous improvement in teaching and learning. To this end, the Office will endeavor to:

- Promote a culture of assessment throughout the campus
- Conduct a multifaceted assessment program
- Promote faculty participation in assessment at all levels
- Define and assess value-added learning
- Use both local and national measures
- Use assessment results for continuous improvement and accountability

The department utilizes various measures to evaluate student success and program effectiveness. These summative measures may include but are not limited to:

- University assessment measures utilizing the Lumina Degree Qualification Profiles or HLC Open Pathways Quality Initiative project
- University Assessment activities
- Graduate Student Exit Interviews
- Employer surveys
- Oral Defense of Academic and Clinical Portfolio
- Praxis data
- Knowledge and Skills Outcome data
- Student Advisory Committees

Information from these measures is analyzed by faculty and utilized as a basis for discussions on programmatic planning.

DEPARTMENT DIRECTORY

Faculty

- Pamela Holland, Ed.D., SLP/BCS-S
 - Chair and Graduate Program Director
- Patricia Arias-Hunt, MS, CCC-SLP
- Ernay Adams, MS, CCC-SLP
- Heidi Adams, MS, CCC-SLP
- Jennifer Baker, MA, CCC-SLP
 - Chair, Graduate Admissions
- Bryn Brown, MA, CCC-SLP
- Sarah Clemins, MS, CCC-SLP
 - Director of Clinical Education
- Jodi Cottrell, Au.D., CCC-A, LSLC Cert. AVEd
 - Program Director, Luke Lee Listening, Language, & Learning Lab
- Shae Dean, MA, CCC-SLP
 - SLPA Program Director
- Loukia Dixon, MA, CCC-SLP
- Jamie Maxwell, Ph.D., CCC-SLP
- Erin Petty, MS-CCC-SLP
- Kelly Rutherford, Ed.D., CCC-SLP
- Kelly Young, MA, CCC-SLP

Adjunct Faculty

- Lisa Fry, Ph.D. CCC-SLP
- Julie Drummond, MS, CCC-SLP
- Nikki Dudley, MS, CCC-SLP
- Haley Small, MS, CCC-SLP
- Amanda Maxim, MS, CCC-SLP
- Susan Finney, MA, CCC-SLP

Staff

- Heather Murray, Administrative Associate, Clinical Office Manager

ADMISSION

Admission Requirements

Applicants should follow the admissions process described in the university graduate catalog. The Department of Communication Disorders at Marshall University is participating in the central application system known as CSDCAS. Applicants will apply online using the CSDCAS application. To learn more about the CSDCAS application process, visit <https://csdcas.liasoncas.org>.

Completed applications along with all supporting materials, including official transcripts must be received by the January 15 deadline to receive priority consideration for admission the following fall. In addition, applicants must also meet the requirements below:

1. An undergraduate degree (or pending degree) in Communication Disorders from a regionally accredited institution is required. Students with deficits in undergraduate coursework, or those wishing public school certification, may need to complete additional requirements. Applicants must submit their most recent transcript, including grades for the fall semester that precede the application deadline. Students admitted to the graduate program will be required to submit final transcripts following completion of the undergraduate degree.
2. An Overall and Communication Disorders Grade Point Average of at least 3.0 on a 4.0 scale is required for full-time admission. A student may be admitted for provisional enrollment with an overall or Communication Disorders GPA between 2.5 - 3.0 when the applicant possesses a degree and shows academic promise but does not meet the criteria for full admission. Refer to the Graduate College for further explanation of "provisional enrollment."
3. All students must submit a personal statement or letter of intent.
4. All students must submit three letters of recommendation from individuals who can comment on the applicant's academic and/or clinical performance and potential. **At least one letter** must be from one of the applicant's classroom instructors in communication disorders.
5. All completed applications which are "verified" via CSDCAS are reviewed on an ongoing basis in the spring semester each year. Generally, more students apply than can be accepted; therefore, the selection process is competitive.
6. Qualified applicants will be invited to participate in a formal interview with faculty during the spring semester.

Note: Applicants who are accepted to the graduate program will receive further instructions from the Communication Disorders Graduate Program Director regarding formal application to the graduate program. All admissions are term specific.

International applicants will be required to submit an official Test of English as a Foreign Language (TOEFL) score in addition to the other requirements described for consideration. The minimum TOEFL scores to be considered for admission must be a Total Score of 105 with the minimum section requirement of "Speaking" of 26 and an International English Language Testing System (IELTS) score of 7.5 with at least 7.5 on the speaking and listening segment. TOEFL requirement is waived for applicants who hold a bachelor's degree from a regionally accredited college or university in the United States.

International applicants who hold a bachelor's degree from a college or university outside of the United States will have to complete their credential evaluation [[WES International Credential Advantage Package \(ICAP\)](#)] from the [World Education Services \(WES\)](#) to verify that their education is equivalent to the US undergraduate education and have the report sent to CSDCAS. For additional information, follow the instructions on the website of Marshall University Graduate College (www.marshall.edu/graduate/admissions/international-admission) (<http://www.marshall.edu/graduate/admissions/internationaladmission/>)

POST BACCALAUREATE/LEVELING UP PROGRAM

Students with undergraduate degrees in a field other than communication disorders will be required to take foundational courses prior to applying to graduate school. Application to the graduate program will vary depending on individual student needs. The program plan is developed in consultation with a designated department advisor. Please contact Pam Holland if you have questions about this program. 304-696-2985 | holland@marshall.edu

Courses in this program are offered both face-to-face and online include:

- CD 101: Introduction to Communication Disorders (offered Spring and Fall)
- CD 228: Language and Speech Development
- CD 239: Phonetics
- CD 229: Anatomy/Physiology of Speech and Hearing Mech.
- CD 322: Developmental Speech Disorders
- CD 328: Developmental Language Disorders
- CD 460/560: Basic Audiology
- CD 427/527: Therapeutic Procedures with observation hours

In addition to enrolling in the CD courses above, students will also be required to enroll in the following courses if they are not reported on their official transcript to ensure they meet the ASHA 2020 Standards for Certification <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

- Biological Science
- Physical science: physics or chemistry
- Statistics
- Social/behavioral science

For students in the leveling up program to be eligible for teaching certification, they must also meet the following, non-CD certification requirements. These courses can be taken prior to admission to the graduate program or concurrently.

- EDF 201 (or Graduate course equivalent: EDF 619)
- CISP 421/520

Students enrolled in the post-baccalaureate/leveling up program must meet the academic standards as stated in the admission policy and complete all other application requirements.

Student Admission Data

Average	2024	2023	2022	2021	2020	2019	2018
Verbal GRE	N/A	N/A	N/A	N/A	148	149	149.8
Quant. GRE	N/A	N/A	N/A	N/A	143.7	145.7	148.1
Analytic Writing	N/A	N/A	N/A	N/A	3.8	3.9	4.1
GPA (overall)	3.6	3.7	3.7	3.7	3.5	3.7	3.7
GPA (CD)*	3.6	3.6	3.7	3.6	3.5	3.7	3.8

* Students with a degree in other fields are encouraged to apply to the program. The CD GPA may not be applicable for this student.

* As of fall 2021, students are no longer required to take the GRE for admission to the graduate program.

	2024	2023	2022	2021	2020	2019	2018
Applications	60	87	144	95	109	145	185
Admitted	49	61	70	63	60	58	64
Class Size	24	34	34	28	32	34	35

EARLY ASSURANCE PROGRAM

The Marshall University Master of Science in Communication Disorders allows high school seniors to apply for conditional acceptance to the Communication Disorders Master of Science Program. Successful applicants will have guaranteed admission pending maintenance of all undergraduate requirements and earning a bachelor's degree from Marshall University.

Deadlines

- Applications Open: September 15 of the students high school senior year
- Application Deadline: January 15 of the students high school senior year
- Letters of Recommendation/Official Transcript/ACT or SAT Score Report Deadline: January 15 of the students high school senior year
- Interviews for the MUCD Early Assurance Program (required): March and April
- Decisions will be made by the end of April

Admission Requirements

This program is designed for highly motivated high school students (in-state or out-of-state) who want to become speech-language pathologists and have achieved the following criteria:

Minimum composite ACT score of 25 or SAT composite score of 1200. Super scores permitted. (The ACT super score takes the average of the four best subject scores from each ACT test attempt and counts it as your official score).

- Cumulative high school GPA of 3.5 on a 4.0 scale
- Personal Essay
- Two letters of reference/recommendation from high school teachers
- Invitation for on-campus interview in March/April with the Marshall University Communication Disorders Early Assurance Committee

Continuing Requirements

- Students must declare an undergraduate major in Communication Disorders
- Students may consider two curricular options, (3+2 or 4+2). Students who begin their freshman year with 20-24 hours of college credit may be considered for a 3+2 curriculum. A 4+2 track allows for a traditional four-year undergraduate experience before entering the graduate program
- Students must maintain a 3.5 GPA each semester (CD and overall)
- Must achieve a cumulative GPA of 3.3 on a 4.0 scale in all prerequisite courses. Follow this link for more details <https://www.marshall.edu/communication-disorders/undergraduate/>
- Students should complete at least 25 hours of clinical observation by then end of their senior year

Application Process

- Students must apply and be accepted into the undergraduate program and declare a major at Marshall University prior to applying to the MUCD Early Assurance Program
- Students must complete the Early Assurance Program application and submit supporting materials to holland@marshall.edu no later than January 15. An incomplete application package could negatively impact the selection process
- An application package should include:
 - Application form- <https://www.marshall.edu/communication-disorders/early-assurance-program/>
 - Essay detailing why the student wishes to pursue a degree in communication disorders
 - Official high school transcripts
 - ACT or SAT scores
 - Two letters of recommendation from high school teachers who have had the applicant in class and are familiar with the applicant's academic performance
- Applicants will be reviewed by the MUCD Early Assurance Committee
- All applicants will be notified in writing if they have been selected for an interview in March/April
- Finalists will be required to participate in an on-campus interview
- The MUCD Admissions Committee will select the applicants who will be accepted into the program. Students will be notified of decisions by the end of April

Program Features

- Personal advising by faculty in the Department of Communication Disorders in addition to College of Health Professions advising
- Mentoring from a current graduate student in Communication Disorders
- Access to programming and activities that provide a firsthand look into the field of speech-language pathology
- Early clinical shadowing experience across multiple professions for an interprofessional experience

FINANCIAL AID

GRADUATE ASSISTANTSHIPS

The Department of Communication Disorders (CD) offers a limited number of graduate assistantships (GAs) each year based on university budget. Graduate Assistants provide support to the department in several ways, which could include but are not limited to:

Faculty GA:

10 hours / week

20 hours / week

Amount of waiver – 35% for 10 hours, 70% for 20 hours

Responsibilities:

- Provide support to faculty members within the Marshall Speech and Hearing Center
- Assist faculty with specialty clinics (ALS, LOUD Crowd, Feeding Clinic, Voice and Swallowing, ASD) in the Marshall University Speech and Hearing Center
- Assist faculty with teaching undergraduate classes or scholarly research
- Assist with community service
- Assist in department administrative duties
- Assist in recruitment efforts across campus

Speech and Hearing Center GA

10 hours / week

20 hours / week

Amount of waiver – 35% for 10 hours, 70% for 20 hours

Responsibilities:

- Provide support to the clinical office manager and supervisors within the Marshall Speech and Hearing Center.
- Welcome clients
- Complete patient registration

- File
- Fax
- Maintain the cleanliness of our clinic
- Send and retrieving campus mail
- Answer the phone professionally
- Accept client referrals
- Assist with invoicing
- Request orders

Luke Lee Listening Language Learning Lab

10 hours / week

Amount of Waiver – 35%

Responsibilities

- Prepare materials for pre-school classroom
- Attend WV Legislature events on behalf of the L
- Provide classroom support
- Provide assistance with fundraising and planning for the Gala

Center for Wellness in the Arts

The graduate student working with the Center for Wellness in the Arts should possess a strong undergraduate academic record as well as an interest in voice and/or the singing voice. The student should be able to work independently as well as cooperatively across disciplines. Strong interpersonal communication and presentation skills are critical.

10 hours / week

20 hours / week

Amount of wavier – 35% for 10 hours, 70% for 20 hours

Responsibilities:

- Coordinate, prepare, and participate in educational opportunities (e.g., lectures, voice lab visits, etc.) for faculty and students in the Arts, specifically for those focusing on the areas of voice and vocal performance.
- work under the supervision of faculty to provide preventative and rehabilitative care for students in the Arts who are at-risk for or currently experiencing vocal concerns.
- coordinate, schedule, and conduct annual voice screenings of CWA students.
- participate in research efforts related to the performing and professional voice
- responsible for the day-to-day running and upkeep of the Department's Voice Lab.

Teaching Assistant

20 hours / week

Amount of Waiver – 100 %

Responsibilities:

CD 461

- Teach and manage the CD 461 (Sign Language for SLP) course Responsibilities include but are not limited to:
- Plan and create lectures and course material
- Provide course lectures
- Formulate rubrics, tests, quizzes, and assignments
- Administer tests, quizzes, and assignments
- Grade tests, quizzes, and assignments
- Answer student questions and emails
- Assist a professor in the department with grading, planning, and managing one lab course each semester

CD 370L

- Assist professor with scheduling
- Act as liaison between professor and site
- Complete all other duties as assigned by professor

CD 470L

- Verify hours on CALIPSO for accuracy
- Verify the number of journals corresponds with the number of entries on time log.
- Read student journals and providing feedback
- Verify specialty observations

Department Research Assistant

10 hours / week

20 hours / week

Amount of wavier – 35% for 10 hours, 70% for 20 hours

Responsibilities:

- Enter data for faculty research projects
- Read literature and providing written summaries
- Complete interviews or testing specific to faculty research
- Travel to research sites as needed

SCHOLARSHIPS

Students in the Communication Disorders department are eligible to apply for the following scholarships. Students will be notified by the chair of the department when the program is accepting applications. The following three scholarships are typically open for students to begin applying in the spring semester.

- The Scottish Rite of Freemasonry Foundation Scholarship established by the West Virginia Scottish Rite of Freemasonry Foundation, Inc
- The Stephanie Dyer Memorial Scholarship established by the Dyer family
- West Virginia Speech, Language and Hearing Foundation Scholarship

Additional scholarships are awarded annually to students following faculty recommendation:

- The Kristin McComis Parsons Memorial Scholarship was established by LinguaCare Associates, Inc. This is a \$1000-3000 scholarship which is awarded to a second-year student and chosen by the Chair of the Department.
- Frazier Family Scholarship. This is a \$500.00 scholarship which is awarded to a second-year student. The awards are provided to students following faculty recommendation.
- The Sally Garrett Walters memorial scholarship. This is awarded to a graduate student who is a resident of West Virginia, in financial need and in good academic standing.
- The Becky and Rex Johnson SLP Scholarship. This is awarded to a student who attends Marshall University's undergraduate program, is admitted to graduate school and is an Ohio resident with financial need. The amount of the scholarship is \$1000.00 and is awarded in the students' first semester of the graduate program.

STUDENT TRAVEL

Students may apply for financial support to travel to professional conferences, (i.e., WVSHA, ASHA). Students must submit the following 3-months prior to the date of the conference:

- Letter detailing the conference they wish to attend
- Budget detailing cost of conference, cost of hotel/housing, travel, and other expenditures.

Applications will be reviewed by a faculty committee and students will be notified the amount awarded in writing. Awards will be determined on funding available. Students must provide a written summary of the sessions attended and 3-5 concepts they learned during conference attendance, and how they will utilize this information in the future. This summary is due one month following conference attendance. All students are also required to write a formal thank you note to Dan Garrett, the alumni who provides all financial support for this award. Information will be provided to all those awarded travel support.

STIPENDS

The WV Department of Education offers a Supplemental Funding Grant which provides a stipend to up to 5 graduate students. The intent of this supplemental speech-language pathology funding is to provide a resource for county school districts to receive fully certified speech-language pathologists. Students who receive this stipend are committed to work in the WV schools for a period of one and a half years upon graduation for each year the funding is accepted. Students must apply for this stipend by sending an email to the chair of the department indicating why they want to work in the WV schools.

NOTE: Average scholarship awards are \$5000-\$8,000; however, award amounts will vary annually and will be based on the number of students who apply and continued support from the WVDE.

For more information regarding other types of financial assistance, contact Marshall University financial aid office. <https://www.marshall.edu/sfa/>

PROGRAM REQUIREMENTS

The six-semester (two-year) graduate program is comprised of 36 graduate academic credit hours in addition to 18 graded and 6 CR/NC clinical practicum hours. Academic courses are sequenced to assist students with development of specific knowledge and skill sets. Faculty with extensive clinical expertise assist students as they link academic, research and clinical experiences.

The student and advisor will develop a Plan of Study or blueprint for graduation requirements. If a student has any transfer courses (up to 12 transfer credits may be allowed), a completed Application for Approval to Transfer Graduate Credit to this Plan of Study must be attached. Your advisor or other designee at the Graduate Studies office **MUST** approve in writing any change in coursework or completion date on this Plan of Study.

A GPA of 3.0 in graduate work is required for graduate students to be considered students in good standing in the program and in the Graduate School, to be admitted to candidacy, and to graduate. To ensure that students have maximal opportunity to achieve and maintain a graduate 3.0 average, **graduate course load limits may be placed on students who earn less than a 3.0 during any semester of graduate work.** These course load limits may be lifted when the student earns a 3.0 for a semester of graduate work but may be reapplied if the student's work drops below a 3.0 for any subsequent semester. **Additional course load restrictions may be applied to students who earn a GPA of less than 3.0 for two or more semesters of work.**

Students will construct a comprehensive portfolio demonstrating their acquisition of knowledge and skills required by the Council for Clinical Certification in Audiology and Speech Language Pathology. A score of 80% on the portfolio and a score of 80% on the oral defense of the portfolio is required for graduation. Students are also required to take the Speech Language Pathology specialty area exam of the ETS Praxis Series prior to graduation. A score of 162 is required to apply for and be awarded the certificate of clinical competence, (CCC). Students should consult the department chair, their

Communication Disorders academic advisor, and the clinic handbook regarding all academic and clinical requirements and standards specific to the program.

GRADUATE CURRICULUM

Sequence	Course	Credit Hours
Fall I	CD 570: Clinical Practicum	3
	CD 570 L: Introduction to Clinical Principles	1
	CD 601- Research (3)	3
	CD 624- Neurogenic Communication & Swallowing Disorders (3)	3
	CD 628: Child Language Disorders (Infant/Preschool) (3)	3
Spring I	CD 571: Clinical Practicum II	3
	CD 571L: Clinical Principles of Assessment	1
	CD 622: Phonological Processes and Disorders	3
	CD 625: Acquired Aphasia	3
	CD 691: Motor Speech & Swallowing Disorders	3
Summer I	CD 692: Pediatric Feeding and Swallowing	2
	CD 629: Child Language Disorders (School-age to Adolescence)	3
Fall II	CD 630: Cognitive Communication Disorders	3
	CD 660: Special Populations-Clinical Considerations	2
	CD 602: Counseling in Communication Disorders	2
	CD 670: Advanced Clinical Practicum*	3
	CD 670L: Clinical Issues in Healthcare*	2
Spring II	CD 674: Clinical Practicum in the Schools*	3
	CD 674L: Considerations in the Public-School Setting*	2
	CD 620: Communication Disorders Related to Cleft Palate & Voice	3
	CD 623: Fluency Disorders	3
Summer II	CD 675: Advanced Clinical Practicum II	3

	CD 675L: Professional Considerations	3
	Total Hours	60

** 670/670L and 674/674L are offered in the fall and spring. Students will enroll in one of these clinical courses in Fall II and one in Spring II

PLAN OF STUDY

The purpose of the plan of study is to detail the program requirements from start to finish. It should include only those courses required by the degree program and may include elective or minor courses. Only 6 hours of credit with a grade of "C" can be included and no grade below a "C." Please refer to the clinic handbook for specific requirements related to Cs in advanced clinical practicum.

Students will collaborate with their advisor to complete the plan of study and should include courses currently in progress as well as courses already completed. If a student has any transfer courses (up to 12 transfer credits may be allowed), a completed Application for Approval to Transfer Graduate Credit to this Plan of Study must be attached.

NOTE: Your Advisor or other designee MUST approve in writing any change in coursework or completion date on this Plan of Study.

***The Graduate Plan of Study does not include any undergraduate coursework. At times, however, students may be required to enroll in an undergraduate course for remediation purposes or to meet student teaching requirements. **Students should be aware these courses are often excluded from financial aid benefit as they are not formally a part of the graduate curriculum.**

THESIS OPTION

Students in the department may select the thesis option which will be documented on the Plan of Study. If a student elects this option, the student, in conjunction with their advisor, will amend six hours of course requirements. The student will still be responsible for meeting the knowledge and skills outcomes for those courses. A candidate who writes a thesis will be required to pass an oral examination on the thesis in addition to constructing a comprehensive portfolio with a score of 80% and taking the Speech Language Pathology Praxis Exam.

The thesis is approved by the major professor and the thesis committee, as well as a final review by the Graduate Studies office or other designee. The thesis must be accepted by the Graduate Studies office or other designee by the published deadline. Please note that IRB approval is required for all theses.

Thesis Application:

Before you begin the application process, please take a minute to read through the information below. Your thesis packet will need to contain the following documents:

Document Title	Description
Thesis Application	The thesis application contains a to-do list, uploads, and signatures that must be completed before your thesis proposal comes to the faculty for consideration.
	Documents to attach to the Thesis Application
Personal Statement	The personal statement should discuss your reasons for pursuing a thesis as well as your perceptions of your roles and responsibilities and your expectations about the role your Thesis Committee Chair and other members will play.
Thesis Proposal	The thesis proposal should include information on the purpose and rationale for your research, the procedures to be performed, and potential risks and benefits.
Preliminary Literature Review	The preliminary literature review should be a working draft of the final literature review for your thesis.
Thesis Committee Signatures	The thesis committee signatures page is an electronic document you will send to committee members for signature.

Thesis Proposal

Please submit an abstract of the proposed work (3 pages maximum, double spaced, Times New Roman, font of 12) providing a complete description of the following:

The Purpose of the Research and the Scholarly Rationale:

This section should provide the following:

- Background on the area of research including a brief description of previous research on the topic.
- The rationale for why research is needed in the area
- How will it help the field of Communication Disorders?
- What knowledge gap should be filled?
- Why is the proposed work novel?
- The research question/s and all hypotheses

The Procedures to be Performed:

This section should include descriptions of the following:

- The participants and how they will be recruited. Make sure to include information on inclusion and exclusion criteria.

- How the data will be collected step-by-step
- How the data will be analyzed
- All materials that will be used for data collection and analysis

The Risks and Potential Benefits of the Research:

This section should outline whether there are any risks or benefits to the participants. It should also outline any benefits expected due to the expansion of knowledge in research.

ADVISING

POLICY

Student success is enhanced through regular contact with an advisor. To ensure that students are successful in the program, and to remain in good standing in the department, all students are required to meet with their advisor at least once each semester.

Advising sessions will serve as a mechanism to provide the student with a systemic evaluation of their performance and progress in the program. Sessions should be scheduled to ensure that both students and advisors have adequate time to review the students' program and make appropriate decisions.

PROCEDURE

Graduate students will be assigned an advisor following notification of admission to the Department of Communication Disorders and no later than the student orientation. If no advisor has been assigned, the student should contact the Department Chair so that an assignment can be made.

At the first advising session the advisor and student will complete a course audit to ensure previous coursework meets requirements for ASHA certification. A comprehensive plan is developed at the first meeting and a Plan of Study is completed for the Graduate College. In some cases, if no further information is needed, and at the discretion of the advisor, this planning meeting may also serve as the first advising conference.

Following the initial advising session, students will schedule a time to meet with the advisor at the beginning of each semester to discuss the previous semester. Faculty concerns noted on the student's formative assessment will be discussed and goals will be developed for the current semester. Students are encouraged to take this time to ask questions regarding the program. Graduate advisors are available to students outside the regular advising period and students are encouraged to schedule a meeting at any time if they have questions or concerns.

Students may not register for any CD course until they have been advised and have been given permission to register. It is the student's responsibility to refer to posted schedules and meet the posted deadlines.

Records Retention

Records regarding graduate advising are maintained on the CD SharePoint. By the end of the student's initial semester in graduate school, the following documents will be uploaded by the advisor:

- Final Transcripts from Graduate college and CSDCAS

- Plan of study document
- Graduate advising document
- Grievance Complaint Policy
- Any other relevant documents or emails

Each semester, advisors will complete the formative assessment on each student's academic, professional, and clinical performance from the previous semester based on faculty feedback summary during the final meeting for the semester.

Each semester, and as needed advisors will complete the [Graduate Advising Record](#) covering the following and any other relevant topics:

Fall I: Verify the following courses via transcript and include copy of the transcript/s in each student's folder:

- CD requirements: Aural rehabilitation, Audiology, Statistics, Physical science such as chemistry or physics, biological science
- WV Education Requirements: EDF 201 or EDF 619; CISP 421 or CISP/520
- NOTE: If students completed education courses elsewhere, advisors will need written verification from the MU education department that the courses taken can be substituted for one or more of the above courses. Students must send a copy of their undergraduate educational course syllabus to the chair of the department who will then contact COEPD for course verification/equivalency.
- Plan of Study – review the basic outline of courses.

If the student decides to complete a thesis, two of the courses can be audited to allow the student to enroll in thesis credit. Students will still be required to complete the coursework for these classes because they will still need to demonstrate mastery of the content.

- Graduation and ASHA certification requirements
 - As per the graduate college students need to complete all coursework with a 3.0 and no more than two C grades. Review GPA calculator in Degree Works.
 - Discuss the difference between meeting the course requirements for graduation and meeting ASHA's KASA requirements for certification.
 - Introduce essential functions and professionalism
 - Show the student the websites for the following resources. The formative assessment document also contains weblinks.
 1. Academic Affairs Website including the office of Disability Services
 2. ASHA Certification Standards
 3. Department grievance procedure
 4. University grievance procedure

5. CAA grievance procedure

Spring I

- Review the formative assessment form from Fall I
- Review essential functions, professionalism as needed
- Discuss e-portfolio, record retention
- Discuss mindfulness activities

Fall II

- Review the formative assessment from Spring I
 - Review essential functions, professionalism as needed.
- Provide an overview of the MU comprehensive exam and show the student the associated ASHA website. Discuss their plan for studying for the Praxis.
- Review the graduation requirements and remind students of the difference between meeting requirements for graduation and meeting ASHA KASA outcomes.
- Discuss e-portfolio, record retention
- Show the student where to find information on ASHA certification and state licensure; highlighting the ASHA [Interstate compact](#). Encourage students to review the requirements for relevant states.

Spring II

- Review the formative assessment from Fall II.
- Review essential functions, professionalism as needed.
- Discuss progress preparing for the Praxis exam. Remind students to wait to take the Praxis in the summer, after their academic coursework is complete.
- Show students the [Graduate Studies](#) website that has the graduation application and review deadlines for graduation.
- Remind students to review the state licensure and ASHA certification requirements online.
- Discuss personal responsibility for their license, even while in their CFY – Ethics and EBP.
- Discuss the requirements for pursuing clinical specialty certification.

Advisors will schedule additional graduate advising meetings with students, as needed. Topics could include academic and/or clinical conditional eligibility and letters of concern among others.

COURSE LOAD LIMITS

POLICY

A GPA of 3.0 in graduate work is required for graduate students to be considered students in good standing in the program and in the Graduate School, to be admitted to candidacy, and to graduate. To ensure that students have maximal opportunity to achieve and maintain a graduate 3.0 average, graduate course load limits may be placed on students who earn less than a 3.0 during any semester of graduate work. These course load limits may be lifted when the student earns a 3.0 for a semester of graduate work but may be reapplied if the student's work drops below a 3.0 for any subsequent semester. Performance in clinical courses and formative and summative assessments of clinical competencies which result in a student being placed on conditional eligibility may also have restrictions for graduate course limits. Additional course load restrictions may be applied to students who earn a GPA of less than 3.0 for two or more semesters of work.

ACCOMMODATIONS

Students with Disabilities

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. The purpose of the Office of Disability Services is to provide the educational and physical accessibility support and reasonable accommodations necessary for students to achieve their academic goals and to promote as much independence as possible on the part of the students with disabilities.

Services are available for all students with disabilities at the University, whether they are full or part time students. Students are required to provide documentation of the disability. The program staff will work with students to individualize the type and level of services provided.

Marshall University requires that you request any academic accommodations you may want in the classroom and/or for course assignments, etc. The purpose of this page is to tell you how to make your requests. The following policies and procedures are intended as a guide for your convenience.

Getting Registered for Services

To receive any academic accommodations, you must meet with the coordinator of the Office of Disability Services and provide documentation of your disability. You will meet with the coordinator and together will determine the services needed and the coordinator will explain how they will be provided. You should call and make an appointment so that the coordinator will have time to meet with you and get your information and requests processed in a timely manner.

Requesting Services & Notifying Instructors

Once you have finalized your schedule for the semester and determined you will need academic accommodations (e.g., need to sit near the front of the class, need a notetaker in class, need an interpreter, need extended test time) you should make an appointment to see the ODS Coordinator. At your request, for each course you designate, the ODS Coordinator will notify the instructor(s), by letter or e-mail of the specific accommodation(s) you are requesting for his/her class.

It is strongly recommended that you have the ODS Office send a letter to your instructor listing the accommodation(s) you are requesting rather than you telling the instructor you have a disability. A letter from the ODS Office verifies that you have a disability and are eligible for accommodations. This ensures that your right to confidentiality is maintained, and you will receive the appropriate reasonable accommodation(s).

Getting Testing Accommodations

The Office of Disability Services will:

- At your request, send a letter or e-mail to your instructors to request test accommodations. This notice should be sent during the first or second week of classes. You should meet with your instructor to determine how the accommodations will be provided and by whom, the instructor or the ODS Office.
- Provide a space for testing: We have several offices in Prichard Hall that can be used to proctor your exam; or the exam can be proctored in the instructor's office or an empty classroom.
- Provide a test proctor: We hire and schedule students to proctor exams. We ask that you not ask other students or your tutor to proctor your exam. The test proctor will pick up the exam, if needed, provide any services, such as reading, writing your responses, and return the exam to the instructor.

Many instructors prefer to handle the entire testing procedure themselves, without assistance from our office. In that case, the instructor will work with you to determine a time and place for you to take the test. If the instructor prefers that ODS proctor your test you need to:

- Come to the ODS Office to fill out a Test Reservation Form or call the ODS Office at 304-696-2271 as soon as you know the date and time of the test so that we can assign a test proctor. This should be done at least three days in advance.
- Inform ODS where and when the test can be picked up by the test proctor. We prefer that you take the test at the same time as the rest of the class so that we can pick up the exam at the classroom. However, if you need to take the test at a later time, the instructor and the ODS Coordinator will work out a time to pick up and schedule a test.
- The test proctor will administer the test in Prichard Hall, or a space designated by the instructor and deliver the test back to the instructor or a designated location.

The security of the examination and the trust which instructors place in our service must be maintained!

Getting a Handicap Parking Permit

All parking on the Marshall University campus is handled by the Parking Office located on 18th Street and 5th Avenue. Please contact the Parking Office if you have specific questions or concerns about parking spaces and permits. They can be reached at 304-696-6406.

Getting Financial Assistance

The Financial Aid Office (Old Main 120) assists all Marshall University Students with their financial needs. The Disabled Student Services Offices cannot offer other financial assistance to students with disabilities. Funds in this office are used to provide academic assistance for students in the classroom.

Finding your Tutor

The Academic Support Center located in room 211 of the Communications building offers FREE tutoring to all Marshall University students two hours per week. You will need to fill out an application to request a tutor and someone will be assigned to you, if available. Your request should be made as soon as you realize you are experiencing some difficulty. If you need more tutoring time to master a particularly difficult subject, please do not hesitate to see the ODS Coordinator for assistance. We recommend that all students communicate with their professor who can provide additional support.

ACADEMIC PROBATION

POLICY

All students must maintain a 3.00 GPA to remain in good standing in the CD Program and in the Graduate College. Any student who fails to maintain a 3.00 GPA will be placed on Academic Probation by the Office of Graduate Studies.

Students who have been placed on Academic Probation must meet with their academic advisor during the first three weeks of their next semester of enrollment. During this meeting, the advisor will explain the requirements for removal of deficiencies and assist the student in developing a plan of remediation. Students who fail to be removed from Academic Probation **during their next 12 hours of enrollment** will be dismissed from the program. If there are deficiencies related to the student's clinical performance, the student must all meet with the Director of Clinical Education. See Clinic Handbook for specifics.

DISMISSAL FOR ACADEMIC DEFICIENCY

All students must maintain a 3.00 GPA to remain in good standing in the CD Program and in the Graduate College. Any student who fails to maintain a 3.00 CD GPA will be placed on Academic Probation by the Office of Graduate Studies. Students who have been placed on Academic Probation must meet with their academic advisor during the first three weeks of their next semester of enrollment. During this meeting, the advisor will explain the requirements for removal of deficiencies and assist the student in developing a plan of remediation. Students who fail to be removed from Academic Probation during their next 12 hours of enrollment will be dismissed from the program.

Students who receive a D in any graduate course are automatically dismissed from the program.

Students who have been dismissed from the program may appeal the dismissal decision in writing within 30 days of the date of the dismissal. The written appeal should be addressed to the CD faculty and presented or mailed to the Departmental Chair. The appeal should state reasons why the student

believes that she or he should be reinstated in the program, a plan for remediating all deficiencies, and a timeframe for completion of the program, if reinstatement is granted. The Department Chair will notify the student of the faculty's action on the appeal within 15 days of receipt of the appeal.

ACADEMIC DISHONESTY

As described in the Marshall University Creed, Marshall University is an "Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities."

Academic Dishonesty is something that will not be tolerated as these actions are fundamentally opposed to "assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance" as described in Marshall University's Statement of Philosophy.

A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions, and the appeal process.

For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to exams, quizzes, papers, oral presentations, data gathering and analysis, practica and creative work of any kind.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The emergence of generative artificial intelligence (AI) presents several opportunities and challenges to higher education, but its immediate impact on classroom pedagogy cannot be ignored. AI presents an analogy for how to think about its use in student work, and Marshall University lays out three possible syllabus policy templates that Marshall University professors can use as a starting point (and modify as needed) in their courses. <https://www.marshall.edu/academic-affairs/ai/>

What is artificial intelligence and what is generative artificial intelligence?

- Artificial Intelligence (or AI) is an algorithm that makes probabilistic predictions based on existing data sets.
- Generative Artificial Intelligence (or "Generative AI") refers to machine learning that analyzes patterns and structures in existing data to produce new content such as text, computer code, images, videos, and more.

How should students think about Generative AI as it relates to academic work?

Most citation styles, including APA and Chicago, suggest we think about and cite generative AI as personal communication. It is like talking to a friend (note: who may or may not be accurate). In the absence of a clear policy on the use of generative AI, a student should treat it like receiving assistance from another person. It is always best to consult with the professor if there is ambiguity, but the question is this: is the student allowed to consult with another person for this type of help?

- If yes, then using generative AI is also permitted.
- If not, then using generative AI is a form of academic dishonesty in violation of Marshall's Academic Dishonesty Policy (URL: <https://www.marshall.edu/academic-affairs/policies/#academicdishonesty>)

Because generative AI can be used in so many ways in academic work, instructors are encouraged to be explicit about how and when it may be used on assignments in their courses. For information on citing AI, please see MU Library's citation website (URL: <https://libguides.marshall.edu/plagiarism-AI/cite>).

Students must adhere to the generative AI policies stated in a professor's syllabus.

Definitions of Academic Dishonesty

Below are definitions of some common types of academic dishonesty. Each instructor may modify the general definition of academic dishonesty to fit the immediate academic needs within that particular course of study, provided the instructor defines, in writing and preferably in the course syllabus, the details of any departure from the general definition.

- *Cheating*: Any action which if known to the instructor in the course of study would be prohibited. This includes:
 - The unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise
 - The unauthorized assistance of a person other than the course instructor during an academic exercise.
 - The unauthorized viewing of another person's work during an academic exercise.
 - The unauthorized securing of all or any part of assignments or examinations, in advance of submission by the instructor.
- *Fabrication/Falsification*: The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence, or a university record.
- *Plagiarism*: Submitting as one's own work or creation any material or an idea wholly or in part created by another. This includes:
 - Oral, written, and graphical material.
 - Both published and unpublished work.
 - It is the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrasing and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism.
- *Bribes/Favors/Threats*: Attempting to unfairly influence a course grade or the satisfaction of degree requirements through any of these actions is prohibited.

- *Complicity*: Helping or attempting to help someone commit an act of academic dishonesty.

Sanctions

Sanctions for academic dishonesty may be imposed by the instructor of the course, the department chairperson, or the Academic Dean.

Students may not withdraw from the course until all appeals are complete.

The appropriate sanction(s) for an act of misconduct must be decided on a case-by-case basis as appropriate by academic discipline, teaching method, course level, and degree of misconduct. When possible, the sanction should be selected with the aim of aiding the student in understanding the seriousness of their behavior and the consequences of ethical misconduct. The faculty member may issue any of the sanctions listed below. The instructor may impose at their discretion the following should the student choose not to appeal or loses an appeal of an academic dishonesty charge:

- *Warning letter*
- *Retake/Replace Assignment*: An appropriate sanction for minor violations in which the student admits culpability for a minor violation, generally poor citations, or other plagiarism without intent to defraud, is allowing a student to retake an assignment or to make-up an assignment with different work. These assignments should have a maximum score less than that of the initial assignment.
- *No Credit ("0") for the Assignment*: This is the recommended sanction for most minor academic dishonesty. This sanction is appropriate for collaborating on homework and/or minor plagiarism in a writing assignment. If this action affects the student's final grade, a grade of "Incomplete" should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade change can be made.
- *Exclusion from class activities*: When an individual student's conduct may negatively impact another student's academic performance, such as in labs or group work, the instructor may assign the identified student to work independently on any required assignments/labs. This action may be taken immediately, prior to the conclusion of the appeal.
- *Reduction of Final Course Grade/Failure of the Course*: These sanctions are recommended for most major violations of academic integrity. Such violations include cheating on a midterm or final exam, plagiarizing a term paper, or other misconduct on a major cumulative experience. A grade of "Incomplete" should be given at the end of a semester pending the completion of the appeal process. Upon completion, the appropriate grade can be made.
- *Temporary Prohibition from Retaking the Class*: A student who is appealing a charge of academic dishonesty may not retake the same course in which the charge was made, with the instructor who made the charge, until the appeal is complete, unless such a prohibition would necessarily delay the student's graduation.

In those cases, in which the offense is particularly flagrant or where there are other aggravating circumstances, additional, non-academic, sanctions may be pursued through the Office of Student Conduct.

The instructor or responsible office must notify any student accused of an offense within five (5) instructional days of the discovery of the incident, in writing, and outline any charges and subsequent sanctions imposed for academic dishonesty. Written notification of academic dishonesty charges (and inclusion of confirmed charges/sanctions in the student's records) is designed to inform a student of the potential repercussions of repeat offenses and their rights of appeal.

Any time an accusation of academic dishonesty is made, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) instructional days of the accusation.

In addition, the Office of Academic Affairs will inform the student and the student's dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and their right of appeal. A copy of the report will be maintained in the students' academic file within the department of communication disorders SharePoint and go into the student's college file. Any subsequent action taken (additional sanctions imposed, the lessening of sanctions, the withdrawal of accusations, the result of appeals, etc.) must be reported to the Office of Academic Affairs within ten (10) instructional days of the action.

The Office of Academic Affairs will maintain a file of academic dishonesty incidents. These will be reported in summary form (no student or faculty names will be included) to the Academic Deans and the Faculty Senate at the end of each academic year.

Repeat Offenses

The Office of Academic Affairs will impose sanctions for repeated academic dishonesty charges after consultation with the appropriate department chairs and deans.

A student's record of academic dishonesty charges will be maintained throughout their enrollment at Marshall University. As a result of the first offense, a student can choose to be enrolled in an Academic Integrity Seminar within thirty (30) instructional days of the sanction. The first offense will be expunged from the student's record upon successful completion of the Academic integrity seminar, but a record of this offense will remain with Academic Affairs. Students who appeal the academic dishonesty charge can enroll in the seminar if the appeal is unsuccessful. Again, the student must enroll within thirty (30) instructional days of the end of the appeal. Specific information regarding the Academic Integrity Seminar can be obtained in the Office of Student Advocacy, Memorial Student Center, Room 2W40.

A student who has successfully completed the Academic Integrity Seminar, and is charged with a second offense, may not retake the seminar. This student will be placed on academic probation for a period of one calendar year. If this student is charged with a third offense, they will be suspended for a period of one academic year. If this student is charged with a fourth offense, they will be expelled from the university.

If a student elects not to complete the Academic Integrity Seminar, they will be suspended after their second offense and expelled after their third offense.

A suspension issued due to academic dishonesty must be served prior to any degree being awarded to the student.

Reporting

Any time an accusation of academic dishonesty is reported to the Office of Academic Affairs, and a sanction imposed (or a sanction will be imposed with the submission of final grades), a notice should be sent to the Office of Academic Affairs within five (5) days of the accusation.

Notice of an act of academic dishonesty will be reported to the Office of Academic Affairs through the completion of an “Academic Dishonesty Report Form.” The “Academic Dishonesty Report Form” will include:

- Instructor’s Name
- Course Information (Term, Number, Section)
- Student’s Name
- Student’s University Identification Number
- Brief Description of the Charge
- Date of Accusation
- Brief Description of the Sanction

Instructors are encouraged to give a copy of the “Academic Dishonesty Report Form” to a student accused of an offense. However, within ten (10) days of receipt of the “Academic Dishonesty Report Form” the Office of Academic Affairs will inform the student and the student’s dean of the accusations made, the sanctions prescribed, the repercussions of repeat offenses, and his/her rights of appeal. A copy of the report will go into the student’s college file.

Graduate Student Appeal Process

Sanctions resulting from an Academic Disciplinary Action shall take effect immediately, regardless of whether the student appeals the sanction. Provided that; in exceptional circumstances, the graduate dean or the CAO may suspend the imposition of sanctions pending the resolution of an appeal.

The burden of proof will be with the appealing graduate student.

The Graduate College has adopted Administrative Procedure, PERFORMANCE APPEAL that outlines the appeal process. Additional information regarding the process is located on the Graduate Studies website. [Academic Integrity and Appeals](#)

The director/coordinator of the graduate program, department/unit head, or graduate dean will notify a graduate student in writing of the academic action.

- The academic action may be prescribed by those departments that publish a student handbook that includes sanctions its faculty may impose for academic dishonesty or other actions in violation of the ethical guidelines of the discipline.

Before initiating a formal appeal, the graduate student **must first seek informal resolution from the person who imposed the sanction.**

If there is no informal resolution, the graduate student must submit an appeal to the Dean of the Graduate College within ten (10) days of attempting the informal resolution.

Within ten (10) days of receiving the appeal, the Dean of the Graduate College will issue a written decision and provide copies of the decision to the student and person who imposed the sanction.

If the graduate student is not satisfied with the decision of the graduate dean, within ten (10) days of receiving the decision, the graduate student may request a hearing of an ad hoc committee of the Graduate Council by contacting the Chair of the Graduate Council.

Upon receipt of the request for a hearing, the graduate dean will forward the decision and all attachments to the Chair of the Graduate Council.

The Chair of the Graduate Council will convene an ad hoc committee and will schedule a hearing and give all parties ten (10) days written notice of the hearing.

The ad hoc committee will review the appeal with all attachments and provide the graduate student and the individual who imposed the sanction the opportunity to review and respond to all evidence. The participants may bring an advisor or legal counsel to the hearing who may not participate in the proceedings but may advise the student.

The ad hoc committee will operate with due respect to the rights of graduate students, faculty, and administrators including the conduct of interviews, the right of all parties to review and address allegations, and the right to a fair hearing.

Within ten (10) days of the hearing, the ad hoc committee will render a written decision and forward it to the graduate student, individual imposing the sanction, the Dean of the Graduate College, and the Chief Academic Officer.

The CAO's review shall be limited to substantive or procedural issues regarding the hearing. The decision of the CAO is final.

If the graduate student is not satisfied with the ad hoc committee's decision, within ten (10) days of receipt of the decision the graduate student may submit an appeal to the CAO.

RE-ENROLLMENT IN GRADUATE COURSES

POLICY

Graduate students are expected to complete their program of study in a timely fashion, the timeliest being full-time enrollment during which they enroll once for each course in their program of study. In most cases, they successfully complete those courses; however, in the event a student needs to repeat a course, students may be given permission to enroll in a course a second time if the following conditions apply:

- The enrollment is only the second time the student has enrolled in that course.
- The student has not enrolled in more than two classes more than one time.

To enroll in any course a third time, the student should apply in writing to the department, through their graduate advisor, for an exception to the standard practice.

** Part time enrollment in the graduate program may be granted under special circumstances.

LEAVE OF ABSENCE

Due to restricted enrollment in the Department of Communication Disorders, students unable to maintain continuous progression must formally apply for a leave of absence. The student must request permission in writing for a leave of absence from the Graduate program in Communication Disorders. Student requests for Leave of Absence must be submitted to the Chair/Graduate Program Director in writing via email as soon as a leave of absence is necessary.

If a Leave of Absence is approved, the student must consult with their advisor to revise their Plan of Study. Students who have not demonstrated responsibility or show potential for successfully completing the program will not be granted a Leave of Absence. Permission for a leave of absence may be granted for up to one year. After one year of not taking classes, students will be considered inactive and must reapply to Marshall University Graduate College.

COMPREHENSIVE ASSESSMENT

The Comprehensive Assessment (“comps”) is a requirement of the Department and the Graduate College. According to the Graduate College, its purpose is to “afford the student the opportunity to demonstrate broad comprehension and synthesis of the major subject.” Since CD students take the PRAXIS Speech-Language Pathology Examination as a requirement for the Certificate of Clinical Competence (“CCCs”), the Department requires students to complete this examination prior to graduation. Students will be required to take the praxis prior to graduation. Consistent with ASHA requirements, a score of 162 is required prior to applying for certification. Per the Graduate Catalog:

- “Comps” must be taken during the last semester of graduate work.
- “Comps” may be taken only one time per semester.

Additional Information

Reporting of “Comp” scores must be received **directly** from **ETS**. Students should have their scores sent to ASHA, Marshall University Department of Communication Disorders, and to any state in which the student plans to work. **On the application, students must indicate the Marshall University Speech-Language Pathology reporting code (R0328) and NOT the general MU code. If you use the general MU code, scores will not be reported to the department, and your graduation will likely be delayed.**

Students who wish to take the test earlier than during their final semester of graduate school, for practice may do so, but should not have the score reported to the Department and may not use the score as their “Comps” score.

COMPETENCY (KNOWLEDGE AND SKILLS)

POLICY

The Department of Communication Disorders at Marshall University recognizes the ever-increasing scope of practice and recent technological advances in the field of speech-language pathology. Students in the Department of Communication Disorders at Marshall University, as future SLPs, must have the educational experiences to develop and refine those processes and strategies that characterize effective clinical practice. Specifically, students must develop and refine their abilities to ask substantial and relevant questions; access, evaluate and analyze information; develop and implement unique solutions to problems; and evaluate the effects of those solutions, choosing different solutions if warranted.

Not only should a graduate program of study teach the knowledge bases and clinical skills required of speech-language pathologists, but we must also provide students with sufficient opportunities to practice their newly learned skills in the context of the courses in which they pursue the content of the discipline. To that end, the curriculum reflects our belief that neither knowledge nor practice can exist without the other. Students should be confident that these outcomes are reinforced in courses throughout the curriculum not only where outcomes are being assessed and measured.

PROCEDURE

The curriculum committee reviews the specific courses where the achievement of knowledge and skills outcomes are met. If changes are recommended, final decisions will be made by the faculty. Students can access the standards here: <https://www.asha.org/certification/2020-slp-certification-standards/>

Student outcomes, in addition to clinical clock hours, are tracked on CALIPSO. Faculty are responsible for tracking and entering student outcome achievement for the courses they have been assigned. Faculty are also responsible for tracking students in need of remediation and will document this accordingly when those students have met the specific course outcomes.

All course syllabi indicate the KASA standards to be practiced and achieved in each class. Faculty will discuss this at the beginning of each class but ultimately it is the students' responsibility to track their achievement of outcomes. In the event a student does meet the standard as determined by the faculty/supervisor, a remediation plan will be discussed. For academic courses, this will be determined by the instructor of the course and may include resubmission of an assignment, taking additional quizzes, reflections, Completing additional experiences, or activities. SEE CLINIC HANDBOOK FOR REMEDIATION FOR CLINICAL STANDARDS.

Prior to the student's graduation, standards for certification and program outcomes will be verified by the Director of Clinic (clinical outcomes) and the Graduate Program Director (academic outcomes).

GRADUATION REQUIREMENTS

Graduate students must meet the following requirements to be eligible for graduation.

- Successful completion of the academic requirements outlined in the plan of study and verified through the Graduate College
- Successful completion and faculty verification of ASHA Knowledge and Skills (KASA)
- Successful completion of 400 clinical clock hours (refer to clinic handbook)
- Successful oral defense of graduate portfolio
- Completion of Comprehensive Exam – ASHA required a score of 162 for certification.
- Successful completion of the Application for Graduation to the Graduate College

APPLYING FOR GRADUATION

The online application for graduation must be completed and submitted BEFORE or at the beginning of the final semester/term, but NOT LATER than the date printed in the University Calendar. <https://www.marshall.edu/academic-calendar/>. Please note that the application includes a diploma fee. For diploma fee information, see “Special Student Fees” at: <https://www.marshall.edu/bursar/tuition-payment/tuitionhousing-rates/special-tudent-fees/>

Commencement: For information on graduation dates (the official date noted on your diploma) and commencement dates (the date of the Commencement ceremony), please see: www.marshall.edu/graduate/graduation-and-commencement-timetable/

Information about Marshall University’s Commencement location, time, academic regalia, etc. is always available at the Registrar’s site: <https://www.marshall.edu/registrar/>

The Department of Communication Disorders holds a hooding ceremony in addition to the university-wide commencement. Please consult your Department Chair for this information.

CERTIFICATION AND LICENSURE

Students who successfully complete the graduate program are eligible for WV State licensure and ASHA certification, (following the completion of their clinical fellowship experience). An applicant for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) applies under the standards that are in effect at the time their application is received by ASHA, not the standards in effect at the time of their graduation. Applications must be submitted using ASHA's online application system. [Speech-Language Pathology and Audiology Certification \(asha.org\)](http://www.asha.org/certification)

Applying for the CCC-SLP

If you have graduated from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) or from a program with CAA-candidacy status, you may submit your online application any time after completing the necessary coursework and graduate clinical practicum, and after receiving confirmation from your program director that the requirements in Standards I–V have been met.

A completed application includes your [dues and fees payment](#).

Important! All academic coursework and clinical practicum must be completed before beginning the Clinical Fellowship (CF) experience. If any coursework or practicum is incomplete, which includes all prerequisites (i.e., basic biology, chemistry, or physics, etc.) and core coursework, the hours completed toward your CF experience will not count toward your minimum 1,260 hours.

Additional Required Documents

To complete your online application for certification, you must also submit the following documents.

- Passing [Praxis exam scores](#) (sent directly to ASHA from ETS).
- Official graduate transcript* which verifies the date and degree awarded (may arrive directly from institution).
- Speech-Language Pathology Clinical Fellowship (SLPCF) Report and Rating Form report through your online application portal.

Disclosure documents: If you checked yes to a disclosure question on the application, please review the [requirements for certified copies of court or other legal documents](#).

NSSLHA Conversion: \$286

For members of NSSLHA who have held National NSSLHA membership for two consecutive years at the time of graduation, and who are applying for ASHA membership and certification by August 31 of the year following graduation receive a significant discount towards their application.

Students are strongly encouraged to become a National NSSLHA Member upon starting graduate school. The cost of this is only \$60 per year- [NSSLHA Membership](#).

Recent Graduate: \$461

For individuals applying for membership and certification within 12 months of their graduation date who are not eligible for the NSSLHA Conversion rate.

Certification and ASHA Membership: \$511

For individuals who are not eligible for the NSSLHA Conversion or Recent Graduate categories.

Certification Timeline

Please allow approximately 6 weeks for the review of your completed online application and all additional required documentation. Certification cannot be awarded until we have verified that all requirements of the standards have been met.

Contact the Action Center at 800-498-2071 with any questions about applying for ASHA certification. When completing your application, please consult the [list of institution codes](#) [PDF] to determine the code for your college or university.

*Applicants applying more than three years after graduation from a CAA-accredited graduate program must submit official undergraduate transcripts reflecting all coursework completed for certification. Internationally educated applicants must submit an original [evaluated transcript](#).

STATE LICENSURE

Marshall University makes every effort to ensure state licensure and certification information is current; however, stated requirements may change. For the exact licensure, certification, or registration requirements in your jurisdiction, please contact the licensure board or regulatory agency. More information can be found here [STATE LICENSURE](#) and on ASHA's website:

<http://www.asha.org/advocacy/state/>.

PRAXIS

The Praxis Examination in Speech-Language Pathology is a required component of the ASHA certification standards. In addition to ASHA certification the Praxis exam is also used as a requirement for many state professional licenses. The examination is facilitated by the Educational Testing service (ETS).

The current passing score for ASHA certification is 162. (*See Graduation Requirements for Praxis score)

The Department of Communication Disorders is committed to development of professionalism in conjunction with academic and clinical education. Students in the Department of Communication Disorders are expected to abide by ASHA Code of Ethics and exhibit professional behavior in all aspects of their educational experience.

The ASHA code of ethics is introduced in the first CD course and is reinforced in all subsequent courses. Integration of the Code of Ethics into the individual courses is at the discretion of the course instructor. Violations of the Code of Ethics may result in expulsion from the program.

CODE OF ETHICS

ASHA CODE OF ETHICS

PREAMBLE

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as “the Association”) has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This code has been modified and adapted to reflect the current state of practice and to address evolving issues within the professions.

The ASHA Code of Ethics reflects professional values and expectations for scientific and clinical practice. It is based on principles of duty, accountability, fairness, and responsibility and is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions. The Code of Ethics is a framework and a guide for professionals in support of day-to-day decision making related to professional conduct.

The Code of Ethics is obligatory and disciplinary as well as aspirational and descriptive in that it defines the professional's role. It is an integral educational resource regarding ethical principles and standards

that are expected of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of ASHA holding the Certificate of Clinical Competence
- a member of ASHA not holding the Certificate of Clinical Competence
- a nonmember of ASHA holding the Certificate of Clinical Competence
- an applicant for ASHA certification or for ASHA membership and certification

ASHA members who provide clinical services must hold the Certificate of Clinical Competence and must abide by the Code of Ethics. By holding ASHA certification and/or membership, or through application for such, all individuals are subject to the jurisdiction of the ASHA Board of Ethics for ethics complaint adjudication.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code of Ethics is designed to provide guidance to members, certified individuals, and applicants as they make professional decisions. Because the Code of Ethics is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow its written provisions and to uphold its spirit and purpose. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for those who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

PRINCIPLE OF ETHICS I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities.

RULES OF ETHICS

1. Individuals shall provide all clinical services and scientific activities competently.

2. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
3. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; or veteran status.
4. Individuals shall not misrepresent the credentials of aides, assistants, technicians, students, research assistants, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
5. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified audiologist or speech-language pathologist.
6. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, or any nonprofessionals over whom they have supervisory responsibility.
7. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified audiologist or speech- language pathologist.
8. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about possible effects of not engaging in treatment or not following clinical recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a legally authorized/appointed representative.
9. Individuals shall enroll and include persons as participants in research or teaching demonstrations/simulations only if participation is voluntary, without coercion, and with informed consent.

10. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research, including humane treatment of animals involved in research.
11. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
12. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
13. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
14. Individuals who hold the Certificate of Clinical Competence may provide services via telepractice consistent with professional standards and state and federal regulations, but they shall not provide clinical services solely by written communication.
15. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is legally authorized or required by law.
16. Individuals shall protect the confidentiality of information about persons served professionally or participants involved in research and scholarly activities. Disclosure of confidential information shall be allowed only when doing so is legally authorized or required by law.
17. Individuals shall maintain timely records; shall accurately record and bill for services provided and products dispensed; and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
18. Individuals shall not allow personal hardships, psychosocial distress, substance use/misuse, or physical or mental health conditions to interfere with their duty to provide professional services with reasonable skill and safety. Individuals whose professional practice is adversely affected by any of the above-listed factors should seek professional assistance regarding whether their professional responsibilities should be limited or suspended.
19. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if such a mechanism exists and, when appropriate, externally to the applicable professional licensing authority or board, other professional regulatory body, or professional association.
20. Individuals shall give reasonable notice to ensure continuity of care and shall provide information about alternatives for care in the event that they can no longer provide professional services.

PRINCIPLE OF ETHICS II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

RULES OF ETHICS

1. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
2. ASHA members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may provide clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
3. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
4. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research.
5. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
6. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
7. Individuals shall use technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is warranted but not available, an appropriate referral should be made.
8. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

PRINCIPLE OF ETHICS III

In their professional role, individuals shall act with honesty and integrity when engaging with the public and shall provide accurate information involving any aspect of the professions.

RULES OF ETHICS

1. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly contributions.
2. Individuals shall avoid engaging in conflicts of interest whereby a personal, professional, financial, or other interest or relationship could influence their objectivity, competence, or effectiveness in performing professional responsibilities. If such conflicts of interest cannot be avoided, proper disclosure and management is required.
3. Individuals shall not misrepresent diagnostic information, services provided, results of services provided, products dispensed, effects of products dispensed, or research and scholarly activities.
4. Individuals shall not defraud, scheme to defraud, or engage in any illegal or negligent conduct related to obtaining payment or reimbursement for services, products, research, or grants.
5. Individuals' statements to the public shall provide accurate information regarding the professions, professional services and products, and research and scholarly activities.
6. Individuals' statements to the public shall adhere to prevailing professional standards and shall not contain misrepresentations when advertising, announcing, or promoting their professional services, products, or research.
7. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

PRINCIPLE OF ETHICS IV

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

RULES OF ETHICS

A. Individuals shall work collaboratively with members of their own profession and/or members of other professions, when appropriate, to deliver the highest quality of care.

1. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative directive, referral source, or prescription prevents them from keeping the welfare of persons served paramount.
2. Individuals' statements to colleagues about professional services, products, or research results shall adhere to prevailing professional standards and shall contain no misrepresentations.
3. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.

4. Individuals shall not engage in dishonesty, negligence, deceit, or misrepresentation.
5. Individuals who mentor Clinical Fellows, act as a preceptor to audiology externs, or supervise undergraduate or graduate students, assistants, or other staff shall provide appropriate supervision and shall comply—fully and in a timely manner—with all ASHA certification and supervisory requirements.
6. Applicants for certification or membership, and individuals making disclosures, shall not make false statements and shall complete all application and disclosure materials honestly and without omission.
7. Individuals shall not engage in any form of harassment or power abuse.
8. Individuals shall not engage in sexual activities with persons over whom they exercise professional authority or power, including persons receiving services, other than those with whom an ongoing consensual relationship existed prior to the date on which the professional relationship began.
9. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
10. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
11. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.
12. Individuals shall not discriminate in their relationships with colleagues, members of other professions, or individuals under their supervision on the basis of age; citizenship; disability; ethnicity; gender; gender expression; gender identity; genetic information; national origin, including culture, language, dialect, and accent; race; religion; sex; sexual orientation; socioeconomic status; or veteran status.
13. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to either work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
14. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, other professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.

15. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
16. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
17. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
18. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice and to the responsible conduct of research.
19. Individuals who have been convicted of, been found guilty of, or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another or (2) any felony shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the conviction, plea, or finding of guilt. Individuals shall also provide a copy of the conviction, plea, or nolo contendere record with their self-report notification, and any other court documents as reasonably requested by the ASHA Ethics Office.
20. Individuals who have (1) been publicly disciplined or denied a license or a professional credential by any professional association, professional licensing authority or board, or other professional regulatory body; or (2) voluntarily relinquished or surrendered their license, certification, or registration with any such body while under investigation for alleged unprofessional or improper conduct shall self-report by notifying the ASHA Ethics Office in writing within 60 days of the final action or disposition. Individuals shall also provide a copy of the final action, sanction, or disposition—with their self-report notification—to the ASHA Ethics Office.

TERMINOLOGY

The purpose of the following Terminology section is to provide additional clarification for terms not defined within the Principles of Ethics and Rules of Ethics sections.

ASHA Ethics Office

The ASHA Ethics Office assists the Board of Ethics with the confidential administration and processing of self-reports from and ethics complaints against individuals (as defined below). All complaints and self-reports should be sent to this office. The mailing address for the ASHA Ethics Office is American Speech-Language-Hearing Association, Attn: Ethics Office, 2200 Research Blvd., #309, Rockville, MD 20850. The email address is ethics@asha.org.

advertising

Any form of communication with the public regarding services, therapies, research, products, or publications.

diminished decision-making ability

The inability to comprehend, retain, or apply information necessary to determine a reasonable course of action.

individuals

Within the Code of Ethics, this term refers to ASHA members and/or certificate holders and applicants for ASHA certification.

informed consent

An agreement by persons served, those with legal authority for persons served, or research participants that constitutes authorization of a proposed course of action after the communication of adequate information regarding expected outcomes and potential risks. Such an agreement may be verbal or written, as required by applicable law or policy.

may vs. shall

May denotes an allowance for discretion; *shall* denotes something that is required.

misrepresentation

Any statement by words or other conduct that, under the circumstances, amounts to an assertion that is false, erroneous, or misleading (i.e., not in accordance with the facts).

negligence

Failing to exercise a standard of care toward others that a reasonable or prudent person would use in the circumstances, or taking actions that a reasonable person would not.

nolo contendere

A plea made by a defendant stating that they will not contest a criminal charge.

plagiarism

Representation of another person's idea, research, presentation, result, or product as one's own through irresponsible citation, attribution, or paraphrasing.

publicly disciplined

A formal disciplinary action of public record.

reasonable or reasonably

Being supported or justified by fact or circumstance and being in accordance with reason, fairness, duty, or prudence.

self-report

A professional obligation of self-disclosure that requires (a) notifying the ASHA Ethics Office in writing and (b) sending a copy of the required documentation to the ASHA Ethics Office (see definition of “written” below).

shall vs. may

Shall denotes something that is required; *may* denotes an allowance for discretion.

telepractice

Application of telecommunications technology to the delivery of audiology and speech- language pathology professional services at a distance by linking clinician to client/patient/student or by linking clinician to clinician for assessment, intervention, consultation, or supervision. The quality of the service should be equivalent to that of in-person service. For more information, see Telepractice on the ASHA Practice Portal.

written

Encompasses both electronic and hard-copy writings or communications.

CORE FUNCTIONS AND ESSENTIAL EXPECTATIONS FOR STUDENT SUCCESS

Purpose Statement:

In keeping with the College of Health Professions (COHP), the Department of Communication Disorders recognizes our role in student success. Furthermore, the COHP and the CD Department strive to be transparent in outlining expectations and responsibilities of students accepted to its programs. Therefore, it is necessary to identify *essential expectations/core functions* for students pursuing any health profession degree path. Essential expectations are defined as the fundamental expectations for success in a field of study that all students must meet for degree completion. The list is not comprehensive or restrictive, but rather should be used to guide students as they decide if studying in a health profession field is the right choice for them. Please consult with your advisor, program director, the university director of disability services, or the admissions office if you would like to discuss what these essential expectations mean for you.

If you believe you can maintain these essential expectations, but may need some form of accommodation, please contact the Office of Disability Services.

The core functions that students are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice are provided below. It was adapted from “A Guide for Future Practitioners in Audiology and Speech-Language Pathology: Core Functions” updated by the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD) in 2023. The Core Functions below aim to be inclusive and are designed to facilitate discussions between students and faculty regarding any strategies, resources, and accommodations that may be necessary to achieve student success. The Core Functions below set the context for student knowledge and skill acquisition necessary to take personal responsibility for the individual care of clients and patients. To initiate a discussion regarding the Core Functions below, students are encouraged to contact their academic advisor or the program director.

Communication

Statements in this section acknowledge that audiologists and speech-language pathologists must communicate in a way that is understood by their clients/patients and others. Communication may occur in different modalities depending on the joint needs of involved parties and may be supported through various accommodations as deemed reasonable and appropriate to client/patient needs.

- Employ oral, written, auditory, and non-verbal communication at a level sufficient to meet academic and clinical competencies. This includes ability to write discipline-specific papers and clinical reports in Standard American English.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.
- Provide appropriate models of target behaviors according to the needs of individual clients.

Motor/Physical

Statements in this section acknowledge that clinical practice by audiologists and speech-language pathologists involves a variety of tasks that require manipulation of items and environments. It is recognized that this may be accomplished through a variety of means as deemed reasonable to offer and appropriate to client/patient needs.

- Engage in physical activities at a level required to accurately implement classroom and clinical responsibilities (e.g., manipulating testing and therapeutic equipment and technology, client/patient equipment, and practice management technology) while retaining the integrity of the process
- Respond in a manner that ensures the safety of clients and others
- Provide or independently secure transportation to/from clinical sites
- Participate in professional responsibilities/activities for up to 8-10 hour shifts

Sensory

Statements in this section acknowledge that audiologists and speech-language pathologists use auditory, visual, tactile, and olfactory information to guide clinical practice. It is recognized that such information may be accessed through a variety of means, including direct sensory perception and /or adaptive strategies.

- Use sensory information to differentiate functional and disordered auditory, oral, written, and visual communication; to correctly differentiate anatomical structures and diagnostic imaging findings; to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests

Intellectual/Cognitive

Statements in this section acknowledge that audiologists and speech-language pathologists must engage in critical thinking, reasoning, and comprehension and retention of information required in clinical practice. It is recognized that such skills may be fostered through a variety of means as deemed reasonable and appropriate to client/patient needs.

- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care
- Maintain attention and concentration for sufficient time to complete clinical activities

Interpersonal

Statements in this section acknowledge that audiologists and speech-language pathologists must interact with a diverse community of individuals in a manner that is safe, ethical, and supportive. It is

recognized that personal interaction styles may vary by individuals and cultures and that good clinical practice honors such diversity while meeting this obligation.

- Display compassion, respect, and concern for others during all academic and clinical interactions
- Adhere to all aspects of relevant professional codes of ethics, privacy, information management policies, and program policies
- Take personal responsibility for maintaining physical and mental health at a level that ensures safe, respectful, and successful participation in didactic and clinical activities
- Understand and respect supervisory authority
- Collaborate with peers and other professionals

Cultural Responsiveness

Statements in this section acknowledge that audiologists and speech-language pathologists have an obligation to practice in a manner responsive to individuals from different cultures, linguistic communities, social identities, beliefs, values, and worldviews. This includes people representing a variety of abilities, ages, cultures, dialects, disabilities, ethnicities, genders, gender identities or expressions, languages, national/regional origins, races, religions, sexes, sexual orientations, socioeconomic statuses, and lived experiences.

- Engage in ongoing learning about cultures and belief systems different from one's own and the impacts of these on healthcare and educational disparities to foster effective provision of services.
- Demonstrate the application of culturally responsive evidence-based decisions to guide clinical practice

*Students should be aware that external clinical placements are part of the plan of study. External sites may have different expectations related to essential/core functions.

Adapted from: Council of Academic Programs in Communication Sciences and Disorders (2023). A guide for future practitioners in audiology and speech-language pathology: Core functions.

<https://www.capcsd.org/academic-and-clinical-resources/>

USE OF SOCIAL MEDIA

Social media can be a positive, powerful tool. Utilize it to your advantage to network with other students, professionals, and colleagues in a respectful manner. Talking about treatments, conditions, and research (without referring to clients/patients) can help raise awareness of issues impacting the professions and bring public attention to issues related to communication disorders. This social media guide is available to assist students with decisions regarding acceptable professional conduct.

MUCD SOCIAL MEDIA GUIDE

Respect University resources as you are reading and/or providing content.

Be respectful in your communication with others. Avoid posting things that you would not otherwise say or write publicly.

Always be aware of your audience. Remember that future employers may be able to see your posts. Students must not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments.

THINK BEFORE YOU POST

Always respect the confidentiality of others. No information on patients, clinical sites, or other students should be posted at any time. This can be a HIPAA and/or FERPA violation. Avoid talking about specific people/clinical sites even in general terms.

Students must recognize they have an ethical and legal obligation to always maintain patient privacy and confidentiality.

Students are strictly forbidden from transmitting any patient-related image via electronic media.

It is not acceptable to post any information about a patient, even if they are not identified (e.g., "Today I worked with a 65-year-old male who recently had a stroke...").

The speed with which communication travels makes it almost impossible to completely delete a post. Something you've written can be archived, copied, re-tweeted, or forwarded almost instantly. Consider the permanence of what you're posting.

Take special care if what you are posting could in any way be considered sensitive.

Protect yourself by being careful not to reveal any information that puts you at risk for identity theft.

Take responsibility for the content that you are posting whether it's on your own site, or a site managed/run by others. When in doubt, don't post.

CELL PHONES

- All cell phones should be turned off or silenced while in class and clinic.
- No photos or videos of patients may be taken on a personal device, including cell phones.
- Cell phone conversations are not permitted in classrooms or clinic areas. If you know you will be receiving a call, go outside of the classroom or clinic areas to answer the call.
- Texting and other use of cellphones in class (such as internet browsing) in class are only permitted with the approval of the instructor.

RECORDING POLICY

- Recording lectures by any means is subject to prior approval from the instructor.
- Recordings of patients in the clinic will be limited to CVI and/or a department i-Pad. If the department i-Pad is used, the video must be transferred immediately to the computer of the supervising faculty member. Recordings of patients are not permitted on any personal devices. Any patient information must remain in the clinic. Students are not permitted to take recordings, charts, or other sources of patient information outside the clinic.

Failure to adhere to any of this policy can lead to disciplinary action including, but not limited to formal reprimand, suspension, or dismissal from the program.

DEPARTMENTAL SPACE

The Department of Communication Disorders is housed on the first and third floors of Smith Hall. Students have access to all areas within the department and the Speech and Hearing Center. In keeping with the theme of professionalism, it is the responsibility of all students to leave each area in a clean and tidy condition. This pertains not only to the clinic areas but also the student library.

STUDENT ATTIRE/ DRESS CODE

Students must adhere to the dress code located in the Clinic Handbook when participating in the clinic. However, students should be aware that they always represent the department when they are working and studying within the areas designated as the Department of Communication Disorders. A general rule to guide students: Dress for the job you want, not the one you have.

DISCRIMINATION

The Marshall University Department of Communication Disorders and the Speech and Hearing Center do not discriminate based on any category prohibited by law including, but not limited to age, citizenship, disability, ethnicity, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, and veteran status.

SEXUAL HARASSMENT

It is the policy of Marshall University and therefore, the Department of Communication Disorders to maintain a work and educational environment free from all forms of sexual harassment of any employee, applicant for employment, or student. Sexual harassment in any manner or form is expressly prohibited. Any complaint regarding discrimination or sexual harassment should be made to your immediate supervisor, your department manager, or the Director of Equity Programs. All allegations will be investigated by the Director of Equity Programs.

A complete copy of the Sexual Harassment Policy can be obtained from the Equity Programs office, 206 Old Main.

Harassment, a form of sex discrimination, is illegal and against the policies of the university. Sexual Harassment involves:

- making unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of employment or education, or
- making submission to or rejection of such conduct the basis for employment or educational decisions, or
- creating an intimidating, offensive or hostile environment by such conduct.

Anyone who believes he or she has been the subject of Sexual Harassment should report the alleged conduct immediately to an appropriate university representative or directly to the Office of Equity Programs, located in Old Main.

RESOURCES

Student Support <https://www.marshall.edu/student-support-services/>

Faculty in the Department of Communication Disorders attempt to ensure that all students are treated fairly and equitably within all areas of the University. To do this, we assist students in understanding the various policies and procedures within the University such as academic appeals (grade appeals, dismissals, etc.), judicial board appeals, grievances, mediation, and other areas. We will also help by referring matters to the proper person or office, and when appropriate, assist in negotiations, or other aspects of problem solving. We will listen, advise, suggest options, and make recommendations with the goal being conflict resolution.

The Office of Student Affairs at Marshall University strives to create the complete college student experience by offering support services outside of the classroom. Some of the support and resources we offer to all students include:

- Office of Career Education
With a goal of assisting students to achieve success, Marshall's Office of Career Education provides students with support as they begin their college careers and throughout the time they are at Marshall. It's the first place to ask many questions students may have.
- Tutoring Services
Marshall University students may seek assistance from peer tutors who have demonstrated expertise in the subject area(s) they tutor and have obtained recommendations from appropriate faculty members. Tutors are available for single or recurring appointments.
- Writing Center
Staff at the Writing Center are available to help students at all stages of their writing projects in any discipline. Appointments are available for either a face-to-face session or an online session.
- Student Health Services
Health services for Marshall University students are available at facilities located at Cabell Huntington Hospital, weekdays while classes are in session. Transportation from the Huntington campus is provided free of charge.
- Counseling Center
Marshall's Counseling Center offers both walk-in sessions and full counseling sessions for students that need assistance during any difficult times they experience while at Marshall.
- Higher Education for Learning Problems (HELP) Program
Students who have been diagnosed with Specific Learning Disorder (S.L.D.) and/or Attention-Deficit/Hyperactivity Disorder (A.D.H.D.) can receive assistance from the H.E.L.P. program. A special program for medical students is also offered, as well as one for local students between the ages of 6 and 18.
- Program for Students with Autism Spectrum Disorder
Participating students receive assistance with social, communication, academic, leisure and personal living skills. Personal goals are identified, and strategies are developed, based on the individual needs of each student.
- Military and Veterans Affairs
A number of specific services are offered for students who are now serving in the military or who are veterans. These include assistance in applying for benefits, referrals to academic

support services when needed, a veterans lounge and services through the Marshall Counseling Center.

- Intercultural Affairs

The Office of Intercultural Affairs is dedicated to helping Marshall students to become “citizens of the world” and to establish relationships with peers of various nationalities, ethnicities, races, religions and orientations. Programs include the Center for African American students and the LGBT office.

GRIEVANCE POLICY & PROCEDURE

Grievance: A formal statement from a student expressing a circumstance which he/she feels resulted in unjust or injurious treatment from a functioning unit and/or staff/faculty employed within said unit of Marshall University. Such circumstances may include, but are not limited to, a misapplication, or a misinterpretation of the statutes, policies, rules, regulations, or written agreements that are part of the functioning procedure of the University and/or behavior or actions of staff/faculty employed within a functioning unit of Marshall University.

POLICY

Every attempt is made to resolve student complaints within the Department of Communication Disorders at the lowest possible administrative level. However, when a student’s grievance about a policy, program, or practice cannot be resolved with informal discussion, a more formal complaint procedure is to be followed.

GENERAL PROCEDURES

According to the Graduate Studies office, [Principles-and-Best-Practices-For-Appeals-of-Academic-Dishonesty](#) provides students with a systematic policy for the resolution of grievances which may arise within a functioning unit and/or policy of the University.

Grade Appeals

Grade appeals follow the standard university appeal process which can be found in the Student Handbook.

Grievances Within the Department

All concerns regarding, but not limited to, the following shall be directed to the department chair:

- CD personnel including faculty, on-site and off –site clinical supervisors, adjunct faculty, and staff
- Curriculum Program
- Policies and/or Procedure

If the grievance directly concerns actions or policies of the department chair, a written complaint is to be submitted to their academic advisor or the director of clinical education

When complaints are directed to the department chair, the chair will meet separately with each of the parties involved and attempt to resolve the situation through mediation. The complainant will provide written documentation of concerns either prior to or during the initial meeting. The chair will investigate the complaint, propose solutions, and notify those involved of the findings.

If concerns regarding grading, disciplinary action, probation, or continuation in the program cannot be resolved within the department, the student is advised to pursue the Marshall University's Grievance Procedure for Students as outlined in the Marshall University Student Handbook. Formal grievances are initiated with the Student Legal Aid Program Advisor.

Records

Students will receive a copy of the Department of Communication Disorders grievance policy prior to or during their initial advising session.

All written grievances and the actions taken to resolve the complaint will be retained in the Department of Communication Disorders administrative offices.

When complaints are directed to the CE administrator, the administrator will meet separately with each of the parties involved and attempt to resolve the situation through mediation. The complainant will provide written documentation of concerns either prior to or during the initial meeting. The CE administrator will investigate the complaint, propose solutions to the Chair of the Department, and notify those involved of the findings.

Marshall University's Grievance Procedure indicates that individuals filing a complaint have the right to file with the ASHA CEB Continuing Education Board (CEB) (asha.org) should a resolution not be met within the department of Communication Disorders.

Complaints Against the Program in relation to compliance with the standards for accreditation

The Master of Science education program in speech-language pathology at Marshall University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The purpose of this policy is to establish procedures to address questions and/or complaints against the program in relation to compliance with the standards of accreditation, including the procedures for contacting the Council of Accreditation.

Student Complaint Procedures:

The student writes a letter detailing the complaint to the Dean of College of Health Professions. The Dean can be reached at 304-696-2616 or by email. The Dean will acknowledge receipt of the student complaint via email.

1. Complaints must be submitted in writing

2. The student must specify which CAA standard, policy or procedure that is in question and provide a summary of the claim with supporting evidence.
3. The Office of Student Affairs and the College of Health Professions will work to resolve the complaint.
4. The Office of Student Affairs, the College of Health Professions and the department will maintain a complete file of all complaints along with their status and resolution. The CAA will have access to this information during the regular accreditation review process.
5. Any student who wishes to file a complaint with the CAA for unresolved issues related to the CAA Standards may send a letter to Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language Hearing Association 2200 Research Boulevard, #310 Rockville, MD. 20850 800-498-2071 or may email the CAA at accreditation@asha.org

Communication Disorders majors, faculty members, other speech-language pathologists, and Audiologists, and/or the public can contact the CAA regarding program standards and regulations.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes is inaccurate.

Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

NOTE: FERPA requires an institution to make a reasonable attempt to notify the student of the records request unless the institution states in its annual notification that it intends to forward records on request.

The right to file a complaint with the US Department of Education concerning alleged failures by Marshall University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office US Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5901

Additional information on directory information can be found in the Marshall University Student Handbook.

Record Retention

POLICY

The Department of Communication Disorders maintains the following records in accordance with, or in some instances exceeding, Marshall University standards.

STUDENT RECORDS:

RECORD TITLE	DESCRIPTION	RETENTION PERIOD	REMARKS	DISPOSITION
Graduate Student Tuition Remission Records	The remission of tuition for courses taken by eligible graduate students.	3 years	Retained by Communication Disorders for 3 years	Confidential destruction

Graduate Assistantship Application Records	Records include applications developed by individual units, resumes and vitae, and related documentation and correspondence	a) 5 years after application or termination of employment b) 3 years for denied applicants	Maintained by the University via People Admin	Confidential destruction
Work Study Program Administrative Records	Records document the administration of the Federal Work Study program at the institution.	3 years	Retained by Communication Disorders for 3 years	Confidential destruction
Admission Documents	Notices of admission, denial, waitlist notification	5 years per university Indefinitely Per CSDCAS	Retained by the department via CSDCAS	Per CSDCAS
Admission Letters for students who enroll	Notices of admission, denial, waitlist notification	5 years per university Per CSCAS	Retained by the department via CSDCAS	Confidential destruction
Applications for admission	Admission applications such as undergraduate, graduate, international, non-degree/special admittance	UG 5 years after graduation or nonattendance G admission: 5 years per university Indefinitely per CSCAS	Retained by the department via CSDCAS	Confidential destruction
Advising records	Academic advisement records/clinic records	3 years after graduation or nonattendance	Retained by the department 3 years after graduation or non-attendance via CD SharePoint	Confidential destruction
Academic warning and/or suspension	Notice of academic action related to academic non-performance/deficiency	5 years after graduation or non-attendance	Retained by the department for 5 years	Confidential destruction
Academic dismissal	Notice of academic action related to	Permanent	Retained by the Registrar and the department	Confidential destruction

	academic non-performance/deficiency			
Student Correspondence	Related to academic records, inquiries	1 year		Confidential destruction
Disciplinary action record	Grade or program actions, notice of sanctions related to personal conduct	5 years after graduation or nonattendance	Retained by the department via CD Sharepoint	Confidential destruction
Grievance/complaint (by student)	Various course/exam related issues (not grade or FERPA disputes)	3 years after closure	Retained by the department via CD Sharepoint	Confidential destruction