



DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

COLLEGE OF EDUCATION AND HUMAN SERVICES

CSD

ACADEMIC YEAR 2015-16

**GRADUATE STUDENT HANDBOOK:
SPEECH-LANGUAGE PATHOLOGY**

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Welcome to the Master of Science Program in Speech-Language Pathology at WVU

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

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

Visit our website at http://csd.wvu.edu/home/sp_masters_program for more information.

Department of Communication Sciences and Disorders Mission and Vision

Department Mission

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

Department Vision

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

The WVU Speech-Language Pathology Graduate Program

Program Philosophy

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



Program Objectives

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

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

Transfer Credit

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

Time Limits

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

- A letter from the course instructor listing the criteria used to revalidate the course material.
- A copy of the student's performance on the revalidation examination.
- A letter from the graduate coordinator and/or dean supporting the revalidation.

Full-time Residency

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

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

Degree Completion

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

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

- a. 64 semester hours of course work (including clinical practicum);
- b. 14 required courses in the Speech-Language Pathology curriculum;
- c. an overall graduate grade point average of at least 3.00 (A=4.00) with a minimum competency level of B (or P) in all courses and clinical practicum;
- d. successful completion of a professional portfolio that serves as a formative and summative assessment;
- e. 400 clock hours of clinical observation and practicum with individual clients. Clock hours must be distributed as follows:

Clinical Observation (25 clock hours minimum) prior to beginning initial clinical practicum

Clinical Practicum (375 clock hours minimum); and
- f. At least 325 clock hours at the graduate level in the area in which certification is sought.

Graduate Student Expectations

Code of Ethics

All students are responsible for being familiar with the Code of Ethics of the American Speech-Language-Hearing Association (ASHA), which can be accessed at <http://www.asha.org/docs/html/ET2010-00309.html>, as well as the code of ethics of the West Virginia Board of Examiners for Speech-Language Pathology and Audiology, available through their website or see <http://spa.wvu.edu/r/download/79198>

Essential Functions

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

In addition, students must possess fundamental sensory/observational, communication, motor, intellectual/cognitive, and social/behavioral abilities that will allow them to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function effectively in a broad variety of clinical situations, and to render competent patient care. These abilities are described in more detail in the document *Essential Functions for Students in the M.S. Program in Speech-Language Pathology*, available at: <http://csd.wvu.edu/r/download/148819>.

When working in the WVU Speech and Hearing Centers, or in any off-campus clinical site, students are expected to perform all duties in a professional manner and to observe appropriate infection control procedures. Accordingly, students are expected to conform to *U.S. Centers for Disease Control and Prevention* guidelines (<http://csd.wvu.edu/r/download/154404>) regarding infection prevention and minimum expectations for safe care.

Student Conduct Code

Cheating, dishonesty, plagiarism, and other forms of academic dishonesty or unprofessional behavior are a violation of the West Virginia University Student Conduct Code; see <http://campuslife.wvu.edu/r/download/180235>.

Use of Personal Electronic Devices in the Classroom and Clinic

Unless otherwise directed by the course instructor or clinical supervisor, it is the policy of the West Virginia University Department of Communication Sciences and Disorders that:

1. Cell phones should be silenced and put away during all class periods, and that students are not to leave class with the purpose of checking them;
2. While laptops and tablet computers may be permitted for purposes of note-taking, activities including (but not limited to) web browsing, texting, messaging, and any form of social networking are prohibited during class periods;
3. In addition to cell phones and computers, no technology, including (but not limited to) electronic calculators, portable media (mp3) players, smartphones, personal data assistants, and e-book readers, should be at or near students' seats during any in-class test, quiz, or other form of learning assessment; and
4. Students who require assistive technology must present documentation from Disability Services to the course instructor at the beginning of the semester.

Full-Time Faculty and Staff, Department of Communication Sciences and Disorders

[M.S. in SLP faculty in bold]

Carolyn P. Atkins, Ed.D. (West Virginia University), Professor and Director of Undergraduate Study in Speech Pathology and Audiology, Carolyn.Atkins@mail.wvu.edu

Ashleigh J. Callahan, Ph.D. (James Madison University), Teaching Assistant Professor, Ashleigh.Callahan@mail.wvu.edu

Jeremy J. Donai, Ph.D. (Texas Tech University), Assistant Professor, Jeremy.Donai@mail.wvu.edu

Leslie Graebe, M.S. (West Virginia University), Externship Program Coordinator, Leslie.Graebe@mail.wvu.edu

Karen B. Haines, M.S. (West Virginia University), Clinical Assistant Professor and Coordinator of the WVU Speech Center, Karen.Haines@mail.wvu.edu

Norman J. Lass, Ph.D. (Purdue University), Professor, Norman.Lass@mail.wvu.edu

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Michelle W. Moore, Ph.D. (University of Pittsburgh), Assistant Professor, mimoore@mail.wvu.edu

Gayle B. Neldon, Ed.D. (West Virginia University), Teaching Assistant Professor and Coordinator of the WVU Hearing Center, Gayle.Neldon@mail.wvu.edu

Robert F. Orlikoff, Ph.D. (Columbia University), Professor, Department Chair, Associate Dean for Academic Affairs, Robert.Orlikoff@mail.wvu.edu

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Kenneth O. St. Louis, Ph.D. (University of Minnesota), Professor and Director of Post-Professional Graduate Study in Communication Sciences and Disorders, Kstlouis@mail.wvu.edu

Mary Ellen Tekieli Koay, Ph.D. (University of Oklahoma), Professor and Director of Graduate Study in Speech-Language Pathology, MaryEllen.Koay@mail.wvu.edu

Advisors

All graduate students are assigned an academic advisor. In addition, a graduate advisory committee will be selected for you no later than the end of your first semester in graduate school. This committee, usually composed of three faculty members, will be responsible for evaluation of your clinical and academic performance as a graduate student in our program.

Initially, your permanent advisor and two other members of the CSD faculty will serve as your advisory committee. Subsequently, students may request a change in the composition of their advisory committee. Such changes require the consent of all faculty to be removed and added to the advisory committee. Requests to change the composition of the graduate advisory committee must be submitted in writing to Dr. Tekieli Koay, who serves as the Director of Graduate Study in Speech-Language Pathology.

Student Records

Student progress toward acquiring competencies required for graduation and certification will be tracked via CALIPSO (Clinical Assessment of Learning, Inventory of Performance, and Streamlined Office-Operations <https://www.calipsoclient.com/>), a data management program customized for our graduate program. During the 2013-14 academic year, the Program began transitioning from SAMS (the previously used tracking instrument) to CALIPSO, so please bear with us as we make this change. In the meantime, if you wish to access your academic or clinical files, please make an appointment with your permanent advisor to review the folder's contents.

Program Duration

Students with a background in speech-language pathology and audiology are required to spend a ***minimum of five (5) semesters*** to complete the requirements for the M.S. degree. For students without a background in communication sciences and disorders, a ***minimum of seven (7) semesters*** is usually required for completion of the M.S. degree. Any of the following is likely to require extension of the minimum duration for completion of the program of study and delay graduation:

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

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

Continuous Enrollment

Students who fail to complete all academic or clinical requirements in the minimum time periods described above must maintain continuous enrollment as a condition of their continued candidacy for the graduate degree. At least 1 hour of academic credit (*CSAD 799, Colloquium*) must be recorded each semester (Fall, Spring, and Summer semesters) to satisfy the conditions of continuous enrollment.

Effects of "C," "D," "F" or "U" Grades

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

1. Students who receive a grade other than "A," "B," "P," or "S" in a course taken for credit toward the graduate degree must comply with a ***competency-based remediation plan*** agreed to by the student and the student's graduate advisory committee. If after one remediation the student has still not met all competencies addressed in the course, the student's committee may opt to deny the student clinical practicum until competency is met.
2. If a student's overall (cumulative) GPA falls to 2.99 or lower, he/she will not receive any clinical assignments (practicum or externship) until the GPA meets or exceeds 3.00.

Clinical Practicum

Requirements for graduation include 400 ASHA-approved clinical practicum hours during undergraduate and graduate studies. Prior to obtaining the clinical hours, a student must have at least 25 hours of observation of clients who exhibit various speech and/or language disorders. Students with a clinical background in speech pathology and

audiology must complete at least 325 hours at the graduate level. Students without a background in speech pathology and audiology must complete at least 400 hours at the graduate level.

The West Virginia University Speech and Hearing Centers are the clinical services component of the Department of Communication Sciences and Disorders. The WVU Speech Center is located on the eighth floor of Allen Hall. Therapy is conducted Monday through Thursday, from 9 a.m. to 6 p.m. and four new patient diagnostic evaluations are offered each week with the services of a fully certified supervisory staff. During a typical semester, the caseload includes the following disorders: articulation, adult and child language, fluency, voice, augmentative/alternative communication and aural rehabilitation. Individual as well as group therapy sessions are offered each semester to meet the needs of the clients. Therapy sessions are conducted in one of nine treatment rooms. A private observation room overlooks each treatment room and is equipped with a two-way mirror observation system. The clinic also conducts augmentative alternative communication and auditory processing evaluations as part of its services. There is a video monitoring system and fully equipped laboratory for acoustic and physiologic study of speech disorders.

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

Transfer of Clinical Practicum Hours

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

Registration Requirements for Clinical Practicum

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

	1st year			2nd year		<i>Credits</i>
	Fall	Spring	Summer	Fall	Spring	
SLP Clinic (Credits)	CSAD 610 (2)	CSAD 612 (2)	CSAD 614 (2)	CSAD 616 (3)	CSAD 718 (9)	18
AUD Clinic (Credits)				CSAD 611 (1)		1
Seminar (Credits)	CSAD 604 (1)	CSAD 606 (1)	CSAD 605 (1)	CSAD 607 (1)		4

TOTAL CLINICAL PRACTICUM CREDIT HOURS

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Clinic Assignment Procedures

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

Limiting Availability for Clinic Practicum Assignments May Delay Graduation

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

Travel Policy

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

Grading

Clinical practica will be graded on a pass-fail (P-F) basis and performance will be assessed according to the student clinician’s level of experience and need for supervision. The *SLP Skill Competency* form is completed by each clinical supervisor at the end of each semester. This form uses a 5-point scale that is based on the student clinician’s ability to perform each skill competency with a specified amount of supervisor input. During the first and second semesters, it is anticipated that the student clinician will receive mostly 2s and 3s, indicating a significant amount of supervisor input. However, as the student obtains clinical experience, it is anticipated that he or she will begin to receive more 3s, 4s, and 5s, reflecting a decrease in the need for supervisor input and an increased ability to perform clinical tasks with greater independence. Student clinicians are required to obtain a 4 or 5 in all clinical competencies prior to graduation.

Clinical practicum hours will be counted only for each practicum experience for which the supervisor submits a grade of *pass*. Students receiving a *fail* from a supervisor must forfeit the clinical hours. If a student receives a “Fail” for 50% or more of the total practicum hours for a semester, he/she will forfeit those hours and receive a grade of *fail* for clinical practicum. The grade appeal policy appears on page 16 of this *Handbook*.

Clinical Experience Records

It is the responsibility of the student to have clinical experience records signed by the appropriate clinical supervisor and submitted to the appropriate Department staff member in a timely fashion for recording. It is recommended that students retain a copy of their clinical experience records, at least until they have obtained their CCC and any other relevant licenses and/or certifications.

Clinical Externship

Graduate students in speech-language pathology are required to complete an externship. Many externship sites are available, but must be approved by a vote of the Graduate Affairs Committee (GAC) upon written request from the student. Students may not seek placement sites of their own, but may only select from sites previously approved by the GAC. Externship placements are generally outside of the Morgantown area. Students should consult Mrs. Leslie Graebe, the Coordinator of Off-Campus Clinical Practica, for a list of current externship sites. Students who are awarded an externship placement must register for *CSAD 718, Externship in SLP* for 9 credit hours.

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

M.S. Thesis Option

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

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

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

1. Contacting his/her academic advisor regarding the selection of an appropriate thesis advisor. Once a thesis advisor agrees to work with the student, this advisor will help the student select an appropriate thesis committee.
2. Completing the CSD MS Thesis Approval form including signatures from the thesis advisor, thesis committee members, and department chair. This signed document will serve as a contract for pursuing the thesis option, in which successful completion of the thesis is required for graduation.

Thesis Committee

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

Thesis Project

A thesis student will complete a research project under the direction of the faculty of the university on some topic in the field of the major subject. The thesis must present the results of the Master's degree candidate's investigation. Thesis students must go through the IRB (Institutional Review Board) process (using human subjects, etc.). The link for their website is: <http://oric.research.wvu.edu/services/human-subjects>

Thesis Proposal

The thesis proposal is a written document that provides the blueprint for the thesis. The proposal will consist of an introduction, including background and context of the topic; a scholarly literature review, critically discussing relevant research, concluding with a rationale for the study; and a method section, fully describing the details of the research plan, including participants, procedures, and materials. The proposal is reviewed by the student's thesis committee. The student also will prepare a brief oral presentation of the proposal and present it to his/her committee. Committee approval of the proposal is required before carrying out the research project.

Thesis Defense

After the thesis committee has tentatively approved the student's written thesis, the final defense can be scheduled. This defense is usually held in the term in which all other requirements for the degree are to be met. The student's committee chairperson must obtain approval of the time, place, and committee members for the defense at least three weeks before the defense date. All thesis defenses are open to the public and the university community. The student cannot be considered as having satisfactorily passed their defense if there is more than one unfavorable vote among members of the committee. Results of each defense must be reported to the college dean or designee within twenty-four hours.

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

In extraordinary circumstances, another person may be substituted for one of the committee members during the defense, provided that the original committee member was not the chair. There can be no substitute for the chair. Only one substitute is allowed, and the request for a substitute must be made prior to the defense. The request for a substitute should be signed by the committee chair, the student, and both the original member (if available) and the

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

A *minimum* of 64 credit hours of post-baccalaureate study is required for the M.S. degree. The *typical* program and sequence of courses for M.S. in Speech-Language Pathology students are outlined below:

Program total: 64 credits

M.S. Students *without* an Undergraduate Background

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

Academic/Practica Review

Each student is required to meet with his/her advisor to review progress in acquiring the knowledge and skills required for graduation. The accuracy of information recorded in CALIPSO will be verified at that time. Students must meet with their advisor one month prior to graduate for a review of his/her status in acquiring the knowledge and skills required for graduation.

Professional Portfolio

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

The portfolio must be in hardcopy form and is to include the following components:

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



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

6. Summary of Practica and Externship Experiences
7. Research Participation, if done as a student
8. Awards and Honors
9. Volunteer Work and/or Related Experiences (WVU, CEHS, CSD, and/or community)
10. Professional Participation (Conferences, presentations, professional organizations, etc.)
11. Certifications (CPR, First Aid, Child abuse, Violence prevention, HIPAA, etc.)
12. Letters of Professional Recommendation (Including any letters from clients, caregivers, or colleagues that attest to your clinical skills and professional growth)

Portfolio Grading Rubric

Grading Scale	0 Missing Components	1 Poor	2 Fair	3 Good	4 Excellent
Content of Portfolio	There is an absence of content in three or more of the required areas of the portfolio.	The content of the portfolio is deficient in two of more of the required areas. For example, there may be deficiencies in the bio-sketch, resume, or academic/clinical record.	The content of the portfolio is deficient in one of the required areas. For example, there may be deficiencies in the bio-sketch, resume, or academic/clinical record.	The content of the portfolio is complete across the content areas. There is adequate information across the required areas for a reader to follow.	The content of the portfolio is complete, clear and accurate across the content areas. There is in-depth and appropriate information across the required areas for a reader to follow.
Organization of Material	The portfolio has no discernible organizational structure.	The portfolio is not well organized, which makes it difficult for the reader to follow.	The majority of the portfolio is adequately organized but there are sections of the document that are not organized appropriately.	The portfolio is organized in a clear and logical way. The reader is able to understand the material that is presented and follow the student's professional development.	The portfolio is organized in a clear and logical way, which enables the reader to identify key components of the document. The reader is able to follow the material and identify key features of the student's professional development.

Rubric continued, next page

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

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

Praxis Examination in Speech-Language Pathology

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

It is suggested that students schedule the examination the **next-to-the-final semester of graduate studies** upon completion of all required courses. That is the fourth semester for a student with an undergraduate pre-professional background or the sixth semester for a student without an undergraduate background.

Registration information and additional helpful information may be obtained online at: <http://www.ets.org>. There are also several specific study guides for the examinations that are available. Several students have reported the following sources to be helpful:

- Lass, N. J. (2013). *Review of Speech and Hearing Sciences*. St. Louis: Mosby-Elsevier.
- Payne, K. T. (2000). *How to Prepare for the Praxis Examination in Speech-Language Pathology*. San Diego: Singular.
- Roseberry-McKibbin, C., & Hegde, M. N. (2006). *An Advanced Review of Speech-Language Pathology*, 2nd ed. Austin, TX: ProEd. .
- Ruscello, D. M. (2010). *Mosby's Review Questions for the Speech-Language Pathology Praxis Examination*. St. Louis: Mosby.

Score Reporting

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

If you wish to receive your scores at an earlier date, you may call ETS and they will provide a verbal report for a fee of \$20.00. The dates and phone number for calling are listed in the test booklet.

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

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

Graduation

Students who have completed all academic and clinical requirements and who qualify for graduation must complete an application for graduation and diploma. In addition to the application for graduation and diploma, students must



also complete the Department's *Graduation Information Form*. Students who do not wish to attend Commencement will also need to complete an address form, so that their diplomas can be mailed to them. These forms may be obtained online (see information available at http://csd.wvu.edu/home/sp_masters_program).

Please be aware that failure to comply with these procedures *may* delay graduation.

State Licensure

Graduates who take positions in settings other than school systems are generally required to obtain a state license. Most states require a license to practice either of the professions of speech-language pathology or audiology. The requirements are modeled after those developed by ASHA. However, there are differences. Students need to contact their respective licensing boards for information and application.

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

Many states have reciprocity agreements, whereby practitioners licensed in one state are automatically eligible for licensure in other states. For this reason, students are encouraged to pursue licensure in West Virginia. Even if you do not intend to practice here, a West Virginia license will make it easier for you to obtain a license in other states with reciprocity agreements. In West Virginia, information on licensure may be obtained by contacting:

West Virginia Board of Examiners for Speech-Language Pathology and Audiology
99 Edmiston Way
Box 11, Suite 214
Buckhannon, WV 26201

Phone: (304) 473-4289 (Toll free: 877-462-5460)
Fax: (304) 473-4291 (e-mail: wvbeslpa@wv.gov)

West Virginia State Teacher Certification Requirements

In order to qualify for a Pre-K–Adult Speech-Language Pathologist license from the West Virginia State Department of Education, graduates must have completed all courses (or their equivalents) required for completion of the M.S. in Speech-Language Pathology program. The clinical practicum requirements for the Pre-K–Adult Speech-Language Pathologist license are the same as those for ASHA's Certificates of Clinical Competence in Speech-Language Pathology. In addition, applicants for certification in Speech-Language Pathology are required to take the appropriate specialty area examination administered by the Educational Testing Service, and receive the minimum established passing score or higher.

The CEHS Office of Student Advising and Records provides and processes applications for teacher certification. For information and assistance concerning reciprocity certification agreements between West Virginia and other states, as well as other matters pertaining to teacher certification, visit the Center for Student Advising and Records in 710 Allen Hall (phone: 304-293-3637). Michael Sekula, the Certification Officer in the CEHS Center for Student Advising and Records, can assist you with the latest application procedure for obtaining a provisional professional or temporary teaching certificate. He can be reached at 304-293-3983, or by email at mike.sekula@mail.wvu.edu.



University, Department, and Program Policies

Grievance Procedures

Grade Appeal Policy

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

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

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

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

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

See also: http://catalog.wvu.edu/graduate/enrollmentandregistration/#Final_Grade_Ap_Procedures

Accreditation Issues

Students may register complaints regarding CAA accreditation standards as met by the M.S. program at West Virginia University by following procedures outlined at:

http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs. This site describes the specific procedures for filing complaints, outlines the criteria for submitting complaints, discusses the determination of jurisdiction, explains how complaints are evaluated, and outlines a summary of time lines. All complaints must be submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850.

Sexual Harassment Policy

What is Sexual Harassment?

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

Two general types of sexual harassment may be encountered:

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

Behavior That May Constitute Sexual Harassment

Sexual Comments	<ul style="list-style-type: none">• Jokes or remarks that are stereotypical or derogatory to members of the opposite sex; repeated comments about a person's anatomy; sexual innuendoes.
Undue Attention	<ul style="list-style-type: none">• Flirtation; being overly helpful, too friendly, or too personal -- but short of sexual innuendoes.
Obscene Language	<ul style="list-style-type: none">• Excessive "dirty swearing."
Visual Sexual Displays	<ul style="list-style-type: none">• Unwanted display of pornographic pictures, posters, cartoons or other material.
Body Language	<ul style="list-style-type: none">• Leering at one's body; standing too close.
Invitations	<ul style="list-style-type: none">• Personal invitation to dates or to one's house or apartment -- but where sexual expectations are not stated.
Telephone Calls	<ul style="list-style-type: none">• Unwanted and unsolicited telephone calls at home or in the workplace.
Social Touching	<ul style="list-style-type: none">• Unwanted physical contact.
Physical Advances	<ul style="list-style-type: none">• Kissing; hugging; patting; pinching; fondling; provocative touching; suggestive body movements.

- | | |
|--------------------------|--|
| Explicit Sexual Advances | • Clear invitation for sexual encounter -- but propositions containing no threats or promises. |
| Sexual Bribery | • Explicit sexual propositions which include or strongly imply promises or rewards for complying (e.g., higher grades, better recommendations) and/or threats of punishment for refusing (e.g., lower grades, poor recommendations). |

What Should You Do When Subjected to Sexual Harassment?

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

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

WVU faculty, administrators, and supervisors who receive reports of sexual harassment have a responsibility to notify the AA/EO - Social Justice Office within twenty-four hours of the incident.

Every individual has the right to file a formal grievance alleging sexual harassment internally through the AA/EO - Social Justice Office, or externally through a Federal compliance agency.

Contact information:

Division of Diversity, Equity and Inclusion
B1 & B11 Stewart Hall
P.O. Box 6202
293-5496

<http://diversity.wvu.edu>

Nondiscrimination Policy

West Virginia University is an Equal Opportunity/Affirmative Action Institution and is committed to social justice. The Department of Communication Sciences and Disorders fully supports that commitment and expects to maintain a positive clinical and learning environment based upon open communication, mutual respect, and nondiscrimination. Our facility does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin.

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise [the course instructor] and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>. [Faculty Senate, adopted 2-11-2013]

Guidelines for Absences Due to Military Service Requirement

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

Proposed Class Absence Due to Military Service

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

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

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

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

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

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

Students are responsible for:

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

Instructors are responsible for:

- a. Providing reasonable accommodations or opportunities to make up examinations or other course assignments that can impact the course grade;
- b. Grading the student with an Incomplete for the course if, in the opinion of the instructor, the volume of the course work cannot be completed by the student in the time left in the semester.
- c. Developing a plan with the student to complete the required course work for a letter grade.

Family Educational Rights and Privacy Act (FERPA)

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

Designation of Directory Information

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

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

Designation of Limited Use Directory Information

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

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

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

Withholding Directory Information

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

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

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

Master's Thesis Approval Form

MASTER'S THESIS COMMITTEE APPROVAL

*West Virginia University
College of Education and Human Services
Department of Communication Sciences and Disorders*

Date: _____

Student's Name

Student ID Number _____

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

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

Typed Name	Signature	Date
_____ (Member)	_____	_____
_____ (Member)	_____	_____
_____ (Member)	_____	_____
_____ (Member)	_____	_____
_____ (Outside Member)	_____	_____
_____ (Committee Chairperson)	_____	_____

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

(Master's Student)

APPROVED:

(Department Chairperson)

Memorandum of Understanding for
WVU Speech-Language Pathology Graduate Students
RE: Graduate Assistantship and Other Employment Positions

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

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

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

I have read and understand the memorandum above.

Signature of SLP Graduate Student

Date

Signature of WVU Speech Center Coordinator

Date

Signature of Graduate Advisor

Date

Deadlines For Externship Placement

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

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

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

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

CSD GRADUATION INFORMATION FORM:
SPEECH-LANGUAGE PATHOLOGY

Full Name (including maiden name): _____

Forwarding (permanent) address: _____

Telephone: _____ Email: _____

Month and Year of Graduation: _____

Degree: _____ Major: _____

Please indicate your current SLP work setting:

- _____ Public school
- _____ Hospital
- _____ Clinic/Rehabilitation Center
- _____ Other
- _____ Currently unemployed

Full Name and Address of Employing Agency: _____

Graduate Committee Members:

Chair _____ Advisor: _____

Member _____

Member _____

Member _____



**Department of Communication
Sciences and Disorders**

West Virginia University

P.O. Box 6122

Morgantown, WV 26506-6122

Phone: (304) 293-4241

FAX: (304) 293-2905

Clinics: (304) 293-6817