COMMUNICATION SCIENCES AND DISORDERS
UNDERGRADUATE STUDENT HANDBOOK

This handbook contains reference materials relevant for your entire academic program.

PLEASE BOOKMARK IT FOR EASE OF FUTURE REFERENCE

Department of Communication Sciences and Disorders

2015/2016
Welcome to undergraduate study in Communication Sciences and Disorders.

Appalachian State’s undergraduate degree program in Communication Sciences and Disorders is located in the Department of Communication Sciences and Disorders in the Beaver College of Health Sciences and is devoted to the study of human communication and associated disorders. The program is pre-professional in nature, providing students with the academic and clinical preparation necessary for graduate study. Licensure and certification as a speech language pathologist or audiologist by the State of North Carolina and the American Speech-Language-Hearing Association (ASHA) require successful completion of the appropriate graduate degree. The program is a limited enrollment program that requires applicants to meet a specific core of admission requirements.

At Appalachian, undergraduate students pursue a 52-53 hour major that emphasizes the study of normal and disordered communication processes. In addition, students must select either a minor area of study or an area of academic interest that students negotiate in consultation with an academic advisor. It allows a student to pursue in-depth study in an area that complements their academic experience in Communication Sciences and Disorders. Throughout the program, students complete 25 hours of observation of a variety of communication disorders.

This Handbook contains information pertinent to the Bachelor of Science degree in Communication Sciences and Disorders, and to the professions of Speech-Language Pathology and Audiology. See the following Table of Contents for information categories and specific items of information, and where they may be found in the Handbook. Some items of information are in full written form, and some are URL links to the information itself (where possible), or to the site(s) where the information may be found.

If, after reading the information in this Handbook, you have questions about Appalachian’s undergraduate degree program in Communication Sciences and Disorders, or specific parts of the Handbook, please contact your assigned advisor. For additional information, including our department vision and mission, please visit the CSD web site www.comdis.appstate.edu.

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Section 1: ASU and CSD Procedures

Brief Summary of ASU and CSD Graduation Requirements
a) 122 (minimum) undergraduate credit hours
b) 44 hours General Education courses
c) 52-53 hours Required Major courses
d) 15 hours (minimum) Academic Interest Area (may be a Minor if one exists in an appropriate area; must be approved by assigned academic advisor)
e) 10 hours (minimum) Elective courses (selection at student’s discretion with advisor suggestions)

CSD Undergraduate Admissions Committee
The CSD Undergraduate Admissions Committee members include: Louise Keegan, Undergraduate Program Director, Jennifer Dalton; Jennifer Van Gilder; Robin Morehouse; Sherry Street-Tobin and a rotating student representative from the program. The committee meets as needed to discuss the curriculum and admissions process.

CSD Undergraduate Degree Program Admission Process
Minimum requirements to apply for admission (declare and submit application):
1. Have completed 30 semester hours prior to the term of application
2. Have a cumulative grade point average of at least 2.0 at the time of declaration
3. It is recommended that students declare the major before applying for admission

Minimum requirements for admission:
1. Have earned at least 45 semester hours and have a cumulative grade point average of at least 3.0 at time admission is offered
2. Have completed the following courses by the close of the semester of application:
   1. RC 1000 or university-approved equivalent (3.0 or higher)
   2. RC 2001 (3.0 or higher)
   3. CD 2259 (3.0 or higher)
   4. CD 2260 (3.0 or higher)
3. Have completed at least four (4) semester hours of the General Education Science Inquiry requirement (3.0 or higher)
4. Have submitted your application online by February 1st or October 1st in the semester preceding your anticipated admission.
5. Have signed the Professional Dispositions, Behaviors and Essential Functions document provided in section 6 of this handbook.

Probationary Admission: Students may receive probationary admission during the semester they apply, before they have met all minimum requirements. If a student fails to meet requirements by the close of the semester, probationary admission status will be withdrawn.
Notes:

1. CSD courses numbered above CD 2260 may not be taken until a student is admitted to the undergraduate program in communication disorders, although listed electives are an exception to this rule.
2. Formal application for admission is required. Applications for admission are reviewed twice yearly (after October 1 for spring entry; after February 1 for summer or fall entry).
3. Transfer students may be accepted in the summer if there is space for entry into the program.
4. Admission is competitive. A total of 60 persons will be admitted per year (30 per semester). Thus, meeting the minimum requirements for admission does not mean that a student will be offered admission. For students who are not currently enrolled at ASU, admission to the Department of CSD is contingent on admission to the university.
5. Applicants will be ranked on the basis of university grade point average.
6. Admission decisions will be made as soon as possible after final grades are posted each semester. Students will be notified by e-mail of their admission status (admitted/not admitted/probationarily admitted) as soon as the decisions are made.
7. If a student does not enroll by the next full semester (fall or spring) following admission to the undergraduate program, the admission expires.
8. A student may apply for admission twice. After two unsuccessful tries, the student is to talk with her/his advisor about selecting another major.

Please Note: If an applicant is not currently enrolled at Appalachian State University, the CSD Undergraduate Admissions Committee does not have access to records needed for the application review. It is the applicant’s responsibility to provide the necessary records. The following must be provided:

1. Transcripts from all institutions of higher education (beyond high school) must be sent to the committee within 30 days after the application deadline so that it can be determined whether the student is eligible to apply.
2. Grades for the semester of application must be provided by the decision date at the end of the semester.

Professional Dispositions, Behaviors and Essential Functions

In section 6 of this handbook you will find the Appalachian State University Department of Communication Sciences and Disorders (CSD) “Professional Dispositions, Behaviors and Essential Functions” form, which is designed to validate your ability to meet the cognitive, affective and psychomotor requirements of the curriculum. Your acceptance into the program is based, in part, upon receipt of this signed form.

ASHA Science Requirements as relevant to undergraduate students:
For ASHA (American Speech-Language-Hearing Association) Certification (CCC), which is awarded following the completion of a graduate degree and clinical fellowship year, students must have coursework in the following areas:

1. Physical Science (PHY or CHE prefix)
2. Biological Science (BIO prefix)
3. Social/Behavioral Science (PSY 2210)
4. Statistics (STT 1810; or STT 2810; or STT 2820)

Because the standard in science for the ASHA CCC requires transcript credit in both biological and physical science, completing Appalachian’s general education Science Inquiry requirement in one specific science area (Biology, Chemistry, or Physics) will not meet this requirement. Students will need to obtain additional science credit in the missing area (biological or physical science, as is applicable).

To fulfill the ASHA requirements, the Department suggests that undergraduate students use elective hours to enroll in relevant science classes not met by the general education curriculum.

1. Suggested BIO classes - BIO 1101 or BIO 1102
2. Suggested PHY classes - PHY 1812 or PHY 1814
3. Suggested CHE class – CHE 1101

ASHA Standard III: IV-A
The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.

Implementation: Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. A course in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.

Note: ASHA does not require any specific number of credit hours. Students should select the least restrictive (credit hours, cost, etc.) course of action for their own personal situations. One semester hour of credit in both biological and physical science is sufficient. Independent study is acceptable. Auditing a course is not.
Section 2: ASU and CSD Curriculum Information

Recommended Four-Year Plan

http://fouryearguides.appstate.edu/guides/colleges/college-of-health-sciences

Remember your calendar year is the year of your admission.

Major Program of Study/Check sheet

http://programsofstudy.appstate.edu/programs/departments/Department-of-Communication-Sciences-and-Disorders

Remember your calendar year is the year of your admission.

Minor in Communication Sciences and Disorders

Program of Study:
http://programsofstudy.appstate.edu/programs/departments/Department-of-Communication-Sciences-and-Disorders

Approval and Records Maintenance Process
The Communication Sciences and Disorders (CSD) Department, in consultation with the Undergraduate Program approves in writing (typically by email) all requests for a minor. A copy of each written approval is forwarded by email to the CSD Administrative Assistant. These copies will be printed and maintained in a Minors folder in the Undergraduate files drawer in the CSD office.

Remember your calendar year is the year of your admission.
Minor or Academic Interest Area for Communication Sciences & Disorders Undergraduates

A student majoring in Communication Sciences and Disorders must choose to complete a ‘minor’ or an ‘academic interest area’.

A minor is designated by the department in which it falls, for example the ‘Healthcare Management’ minor is set by the ‘Healthcare Management’ department. A student must declare the minor in order to obtain access to the required classes, and must take the classes designated by the department in question. A minor is usually somewhere between 15 and 21 semester hours, depending on the department.

An academic interest area is 15 semester hours of classes that complement your academic experience in Communication Sciences and Disorders. You may negotiate these classes with your advisor and come to a joint decision regarding which classes work best to fulfill this academic interest area.

Sample minors/academic interest areas

Psychology

Childhood Development

Reading/Language Arts

Special Education

Gerontology

Spanish/French/German/other languages

Healthcare Management

Nutrition

Social Work

Health Promotion

Etc.
Examples of Complementary Courses
(these are merely suggestions – there are many more possible courses available)

<table>
<thead>
<tr>
<th>Department</th>
<th>Course</th>
<th>Course Name</th>
<th>Prerequisites</th>
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<td>1415</td>
<td>Understanding Culture</td>
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<td>Native America Through Ethnography</td>
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<td>ANT</td>
<td>2420</td>
<td>Gender, Race &amp; Class</td>
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<td>Qualitative Methods in Anthropology</td>
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<td>Biology of Aging</td>
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<td>Families in the Educational Process for Children: Birth-K</td>
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<td>Infants/Toddler Curriculum</td>
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<td>Preschool Curriculum and Instruction</td>
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<td>COM</td>
<td>2110</td>
<td>Intro to Nonverbal Communication</td>
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<td>Health Communication</td>
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<td>Small Group Communication</td>
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<td>Health Communication in Interpersonal Settings</td>
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<td>Health and Mass Media</td>
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<td>ECO</td>
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<td>Economics of Health Care</td>
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<td>ENG</td>
<td>3300</td>
<td>Applied Grammar</td>
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<td>Studies in the Principles of Language</td>
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<td>History of the English Language</td>
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<td>Legal Environment of Business</td>
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<td>LLC</td>
<td>2050</td>
<td>Say What? Language in Mind and Society</td>
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<td>2110</td>
<td>Introduction to Health System Organization</td>
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<td>HCM</td>
<td>3130</td>
<td>Managing Health Care Organizations</td>
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<td>Health Care Politics &amp; Policy</td>
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<td>Managed Care</td>
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<td>ACC 2100, ACC 2110 &amp; HCM 3570 or FIN 3680 or permission from instructor</td>
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<td>Child Development: Birth-2 years</td>
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<td>Child Study &amp; Guidance</td>
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<td>Child Development: 3- K</td>
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<td>Enriching Experiences for Young Children</td>
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<td>FCS</td>
<td>3102</td>
<td>Family, Child &amp; Professional Interactions: A Focus on Young Children</td>
<td>FCS 2103, FCS 2104 &amp; RC2001 or its equivalent</td>
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<td>Critical Issues: Stressors in Child &amp; Family Development</td>
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<td>Families in Later Life</td>
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<td>The Hospitalized Child</td>
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<td>HPC 4840</td>
<td>Human Relations &amp; Interactions</td>
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<td>Principles of Marketing</td>
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<td>NUT 2201</td>
<td>Foods &amp; Nutrition for Children</td>
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<td>PHY 1812</td>
<td>Acoustics &amp; Harmonics</td>
<td>MAT 1010 or permission from instructor</td>
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<td>PHY 1814</td>
<td>Sound &amp; Recording</td>
<td>PY 1812, PY 1103 or PHY 1150; MAT 0010 or pass math placement test</td>
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<td>PSY 1100</td>
<td>Psychology of Parenting</td>
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<td>PSY 2210</td>
<td>Psychology of Human Growth &amp; Development</td>
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<td>PSY 2211</td>
<td>Psychology of Personality</td>
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<td>PSY 2212</td>
<td>Abnormal Psychology</td>
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<td>PSY 2305</td>
<td>Psychology of Gender</td>
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<td>PSY 2700</td>
<td>Behavior Change</td>
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<td>PSY 3205</td>
<td>Biological Psychology</td>
<td>PSY 3100 or permission of instructor</td>
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<td>PSY 3210</td>
<td>Child &amp; Adolescent Psychology</td>
<td>PSY 3100 or permission of instructor</td>
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<td>PSY 3213</td>
<td>Social Psychology</td>
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<td>PSY 3214</td>
<td>Principles of Learning</td>
<td>PSY 3100 or permission of instructor</td>
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<td>PSY 3653</td>
<td>Health Psychology</td>
<td>PSY 1200</td>
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<td>PSY 4562</td>
<td>Psychology of Adulthood &amp; Aging</td>
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<td>Psychological Tests &amp; Measurements</td>
<td>PSY 3100 or permission of instructor</td>
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<td>PSY 4700</td>
<td>Applied Behavior Management</td>
<td>PSY 1200 &amp; PSY 3100 or permission of instructor</td>
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<td>RE 3142</td>
<td>Language &amp; Literature in the Elementary School</td>
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<td>Emergent Literacy</td>
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<td>Reading Instruction in the Middle/Junior &amp; Senior High School</td>
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<td>Reading in Content Areas</td>
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<td>RE 4710</td>
<td>Diagnosis &amp; Remediation of Reading Problems</td>
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<td>RES 4600</td>
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<td>The Sociological Perspective</td>
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<td>SOC 1100</td>
<td>Social Problems in American Society</td>
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<td>SOC 3100</td>
<td>Gerontology</td>
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<td>Medical Sociology</td>
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<td>Programs &amp; Services for Older Adults</td>
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<td>Developmental/Educational Assessment: Birth-5</td>
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<td>Characteristics, Theories &amp; DX of Students with Learning Differences: General &amp; Adapted Curriculum</td>
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<td>Psychoeducational Strategies with Special Needs Learners: General &amp; Adapted Curriculum</td>
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<td>Introduction to Developmental Disabilities: General and Adapted Curriculum</td>
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<td>SPE 3374</td>
<td>Assessment in Special Education</td>
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<td>SPE 3380</td>
<td>Assistive Technology</td>
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<td>SPE 4205</td>
<td>Inclusion</td>
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<td>SPE 4570</td>
<td>Advocacy &amp; Legislation in Special Education</td>
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<td>SPE 4601</td>
<td>Classroom Management and Positive Behavior Supports</td>
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<td>THR 2625</td>
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</table>
Section 3: ASU and CSD Advising Information

Undergraduate Advisors
The designated CSD undergraduate advisor is Daniel Byrd: byrddc@appstate.edu

If you have specific questions about the profession, outside your course schedule please do not hesitate to contact a member of faculty as a mentor. Later in this handout you will find a link to the faculty members’ specific areas of interest.

Orientation
Orientation sessions for CSD occur as part of the University Undergraduate Orientation meetings, as per the university schedule.

Advising Sessions
Undergraduate advisors will schedule advising appointments prior to the beginning of the Early Registration period during Fall and Spring semesters. Appointments may be scheduled by the student or the advisor at other times during the academic year and summer sessions, as needed. During these appointments your advisor will:

1) Review with each declared or admitted advisee her/his –
   a) Appalachian Transcript (including transfer credit),
   b) Degree Works to examine CSD Undergraduate Check Sheet, General Education Check Sheet & Minor/Academic Interest Area Check Sheet
2) Review each advisee’s plan (time frame, sequence of courses, etc.) for completion of the degree, and record the plan/revision in the advisee’s CSD file and ensure that the advisee has a copy of it.
3) Review with each advisee her/his needs regarding relevant University forms, and assist as needed in completing and submitting these.
4) For advisees in their second post-admission semester and forward, discuss each advisee’s potential competitiveness for admission to CSD’s Graduate Degree Program in Speech-Language Pathology and assist advisees, as needed, in obtaining necessary support for improving that status.

Advisor Assignment System
CSD encourages students to declare at their earliest opportunity in order to begin working with an academic advisor who is familiar with the major. This is because the Advising Center advisors, who do an excellent job of advising new undergraduate students, cannot be as thoroughly informed about CSD as our designated advisors.

Advising Tips
1. Your advisor will assist you with the selection of an academic interest area. Some minor programs require formal signed approval from an advisor. The CSD advisor will note your choice of academic interest area in your file, and notify the Beaver College of Health Sciences Student Services office by email regarding the choice. If your choice is a minor, this does not apply. This choice must be updated if/when changes are made.

2. General Education or other required classes (i.e., courses other than CSD in the CSD major) may also count toward academic interest areas (e.g., PSY 1200 may count as both
a Gen Ed and an academic interest area course, and PSY 2210 may count as both a CSD major course and an academic interest area course). Doing this will reduce the course hours taken solely for the academic interest area and increase the hours in electives. Although a course may satisfy two requirements, the hours only count once.

3. Refer to the most recent Bulletin for CSD course prerequisites/co-requisites. Some prerequisites may be waived for a given student if there is good reason. In these cases, permission must first be obtained from the Program Director, and receipt of permission is to be noted in the student’s permanent file. Administrative staff will also need to be informed in order to create a permit that allows the student to register for a course. Laboratories that are concurrent with courses (e.g., CD 2465 with CD 2464) may not be waived or delayed for any reason.

4. **Prerequisites/co-requisites include:**
Those in italics are recommended program policy (not stated in the undergraduate bulletin) and are monitored by advisors and managed by the CSD Undergraduate Program Director with the assistance of the CSD Administrative Assistant.
- CSD 2259 and 2260 are pre-requisite courses for all other major classes (with the exception of within major electives).
- CSD 2464 and CSD 2465 must be taken concurrently. Students registering for them must submit them simultaneously or they will receive an error message at registration and will be unable to register for either.
- **CSD 2361 must be completed prior to CSD 3201**
- **CSD 3366 must be completed prior to CSD 3202**
- A statistics course must be completed prior to CSD 3350
- CSD 2464/5 must be completed prior to CSD 4364
- 4000 level classes require senior level status
- CSD 4364 must be completed prior to CSD 4662
- CSD 4766 must be completed prior to CSD 4850

5. In order to graduate, students must complete a minimum of 122 semester hours. **All courses accepted as credit toward the major and the academic interest area must be completed with grades of “C” or better.** When a grade of “C-“ or lower is recorded for a course in the major or academic interest area, the course must be repeated. **If it is a course in the CSD major,** and is prerequisite for one or more subsequent courses, it must be repeated prior to enrolling in the course(s) for which it is prerequisite. When the course is in the academic interest area, currently applicable policies for the department/program involved must be followed regarding taking a course while repeating a prerequisite.

6. Students should apply/file for graduation during the semester prior to graduation.

7. Your progress towards graduation may be monitored on Degree Works: dw.appstate.edu
**Relevant Forms**
Consult with your advisor, as needed, regarding completion of any of these forms. Because these forms may be updated regularly, it is recommended that you download the forms from the appropriate website at the time you intend to submit them.

<table>
<thead>
<tr>
<th>Form</th>
<th>When to Submit</th>
<th>Submit To</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD Undergraduate Degree Program Check Sheet  <a href="http://programsofstudy.appstate.edu/sites/programsofstudy.appstate.edu/files/CHS-CSD%202015-2016%20REVISED.pdf">http://programsofstudy.appstate.edu/sites/programsofstudy.appstate.edu/files/CHS-CSD%202015-2016%20REVISED.pdf</a></td>
<td>During initial Early Registration advising appointment</td>
<td>CSD advisor post form in each advisee’s CSD file (if not already in file)</td>
</tr>
<tr>
<td>General Education Check Sheet  <a href="http://checksheets.appstate.edu/general-education-current">http://checksheets.appstate.edu/general-education-current</a></td>
<td>During initial Early Registration advising appointment</td>
<td>CSD advisor post form in each advisee’s CSD file (if not already in file)</td>
</tr>
<tr>
<td>College of Health Sciences forms:</td>
<td>As need arises, see website</td>
<td>Original - Health Sciences Student Services office; Copy – Student’s CSD file</td>
</tr>
</tbody>
</table>
| - Add/Drop Form - **USE AFTER DROP/ADD PERIOD ENDS AND BEFORE THE 9TH WEEK OF CLASS**  
- Change of Major Request  
- Grade Appeal  
- Independent Study  
- Instructional Assistantship  
- Petition for Transfer Credit  
- Visiting Course Request Form  
- Withdrawal Checklist  
- Credit by Examination  [http://www.healthcollege.appstate.edu/students/student-services-center/student-forms](http://www.healthcollege.appstate.edu/students/student-services-center/student-forms) | | |
| Special Education Approval of Minor (obtain from Advisor) | As soon as student selects this Minor is selected for the Academic Interest Area | Advisor |
| Application for CSD Undergraduate Degree Program Admission  [http://comdis.appstate.edu/undergraduate-admissions](http://comdis.appstate.edu/undergraduate-admissions) | Oct. 1 – Fall term of application for Spring admission; Feb. 1 – Spring term of application for Summer/Fall admission | CSD Office – Edwin Duncan Hall, Room 124 |
| Graduation Application  [http://www.graduate.appstate.edu/admissions/applying/index.html](http://www.graduate.appstate.edu/admissions/applying/index.html) | By deadline specified on Registrar’s Website (Senior year) | Registrar’s Office |
**Problem solving**
Your advisor can help you resolve issues of concern as they arise. Ways in which your advisor may assist you include, but are not limited to:

1. referrals to campus resources appropriate to your needs
2. referral to the CSD concern resolution process (Section 5)
3. discussion of modifications to your sequence of study to meet unique challenges
4. exploration of advanced educational opportunities

**Undergraduate Files**
These are kept in CSD office updated and managed as needed by the student’s advisor and/or CSD office staff. There will be a second file on each student in the CHS student services office and the student’s advisor may contribute to this.

**Application for Graduate Study**
Cratis D. Williams Graduate School Information

http://www.graduate.appstate.edu/admissions/applying/index.html

Department of Communication Sciences and Disorders Information

http://comdis.appstate.edu/graduate-admissions
Section 4: Opportunities to Enhance your Undergraduate Experience

CSD Faculty Research Mentor Expertise Information
http://comdis.appstate.edu/research

Student Responsibility
University-wide student responsibilities are available at the links below. Pursuant to these policies, the Department of Communication Sciences and Disorders has determined that any student whose conduct is unsatisfactory as defined in the Student Code of Conduct will be subject to appropriate disciplinary action. In the absence of exceptional circumstances, a student found guilty and who has exhausted all appeals may be asked to leave the program.
http://studentconduct.appstate.edu/
http://policy.appstate.edu/Harassment_and_Discrimination
http://policy.appstate.edu/Equal_Employment_Opportunity
http://policy.appstate.edu/Drugs_and_Alcohol

Professional Associations
Local: ASU Chapter of the National Student Speech-Language-Hearing Association (NSSLHA)
The ASU NSSLHA chapter seeks to promote local participation in professional associations and to facilitate networking by inviting regional guest speakers to meetings. Election of officers is held in the fall. NSSLHA engages in fundraising to support regional and national initiatives supporting communication disorders.

State: North Carolina Speech, Hearing, and Language Association (NCSHLA)
NCSHLA is a professional association chartered in 1954 that promotes the professional practice of the speech, language and hearing sciences, advocates and serves as the voice of the profession, and works to enhance the lives of communicatively impaired citizens statewide.

Student members have all NCSHLA privileges except voting and holding office. Student membership is open to graduates or undergraduates majoring in speech/language/hearing or related areas in accredited North Carolina college, or university programs, but who are not eligible for Active membership. https://www.ncshla.org/membership/

National: National Student Speech-Language-Hearing Association (NSSLHA)
NSSLHA is a pre-professional membership association for students interested in the study of communication sciences and disorders. National membership is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major. Benefits include access to the member sections of the ASHA website, including full-text journals, reduced registration fees, and reduced fees for the first year of ASHA membership.

Other Associated Student Organizations/Clubs:
Autism Speaks
Operation Smile
Sign Language Club
Ask your advisor regarding contact information for these clubs and organizations.
Section 5: Complaint Procedure Documents

Department of CSD Student Concern Resolution Process

This process will help you resolve concerns that may arise. The underlying principle of this process is that you need to communicate your concerns directly to those who can assist you. It requires you to take responsibility for resolving issues and concerns with appropriate assistance. The process spares uninvolved faculty, staff, and students becoming involved in issues not of their concern and provides you with a set system to follow for resolution. If you have any questions or concerns about the process outlined below, please do not hesitate to discuss them with the Interim Department Chairperson, Dr. Lauren Renkert.

**Concerns specific to a particular class/professor**
1) Contact the professor and try to resolve your issue(s).
2) If you still do not feel that your issue(s) have been addressed, you may address your concerns with the Department Chairperson. When you meet with her, please provide her with a written statement of your issue(s) and what you have done to try to resolve them.

**Concerns specific to your individual course of study**
1) Contact your CHS advisor, first.
2) If you still do not feel that your issue(s) have been addressed, contact the Department Chairperson and proceed as directed re: concerns specific to a particular class/professor.

**Concerns of more general academic nature**
1) Contact the Undergraduate Program Director first.
2) If you still do not feel that your issue(s) have been addressed, contact the Department Chairperson and proceed as directed re: concerns specific to a particular class/professor.

**Concerns specific to your CHS advisor**
1) Contact your advisor and try to resolve your issue(s).
2) If you still do not feel that your issue(s) have been addressed, contact the Department Chairperson and proceed as directed re: concerns specific to a particular class/professor.

**Concerns specific to your participant observation hours assignment (days and/or times, on campus or off)**
1) Contact the Undergraduate Program Director and attempt to resolve your issue(s).
2) If you still do not feel that your issue(s) have been addressed, contact the Department Chairperson and proceed as directed re: a particular class/professor.

*When departmental resources have been appropriately used without resolution of your issue(s), you may address them with the Dean, College of Health Sciences – then follow the grievance procedure outlined in the ASU Student Handbook.*

Final Grade Appeals Procedures
http://dllc.appstate.edu/sites/dllc.appstate.edu/files/Grade-Appeal-Form.pdf

Council of Academic Accreditation (CAA) Complaint Procedures
Section 6: Professional Dispositions, Behaviors and Essential Functions

SPECIAL MESSAGE TO CSD STUDENTS

Congratulations! You have met the preliminary eligibility requirements for acceptance into the Communication Sciences and Disorders or Speech-Language Pathology program. Enclosed is the Appalachian State University Department of Communication Sciences and Disorders (CSD) “Professional Dispositions, Behaviors and Essential Functions” form, which is designed to validate your ability to meet the cognitive, affective and psychomotor requirements of the curriculum. Your acceptance into the program is based, in part, upon receipt of this signed form.

The Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the Certificate of Clinical Competence and possess the professional dispositions, behaviors and essential functions for clinical practice. The competencies outlined in this document are those recommended by the Council of Academic Programs in Communication Sciences and Disorders. Essential competencies include the ability to meet the cognitive, affective and psychomotor requirements of the curriculum. Examples of tasks related to these essential competencies include the following:

• Comprehend, retain, integrate, synthesize, and apply information to meet curricular and clinical demands.
• Manipulate equipment for the purpose of assessment and treatment (e.g. medical equipment, Alternative Augmentative Communication devices, hearing aids) in a safe manner.
• Display mature, empathic, and effective relationships with clients and faculty/staff while maintaining professional boundaries.
• Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
• Participate in classroom and clinical activities for the defined workday.
• Recognize disorders of speech, language, voice, swallowing, pragmatics and cognition.
• Communicate professionally, intelligibly, and appropriately.
• Possess reading and writing skills sufficient to meet curricular and clinical demands.

These are mandatory for admission to, retention in, and completion of the undergraduate and master’s training program. The CSD Department is committed to providing access to its programs to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the Department is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

These Professional Dispositions, Behaviors and Essential Functions are developmental, meaning you are not necessarily expected to demonstrate these immediately. However, as you move through the program and receive instruction and education on these skills, you are expected to gradually become proficient in these professional competencies. For graduate students, the starred professional dispositions and behaviors (*) are particularly relevant and should be present from admission through completion of the program.

Please review the required Professional Dispositions, Behaviors and Essential Functions very carefully. Then complete the form and return it within the next fourteen (14) days. You must return the completed form before a final determination can be made regarding your admission to the program.

If the Department has any concerns or questions about information included on your form, you will receive a follow-up communication addressing the issues raised and indicating the status of your tentative admission.
Appalachian State University
Department of Communication Sciences and Disorders

You are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following Professional Dispositions, Behaviors and Essential Functions. These are required for successful progression through the undergraduate and graduate programs in Communication Sciences and Disorders and Speech Language Pathology.

1. *Professionalism:* The ability to maintain appropriate hygiene, dress, and demeanor and to follow departmental policies and procedures.
2. *Collaboration:* The willingness and ability to work together with students, faculty and clients.
3. *Honesty/Integrity:* The ability to demonstrate moral excellence and trustworthiness. Also see University Policy 401.1 at http://policy.appstate.edu/Code_of_Student_Conduct
4. *Respect:* The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University’s EEO statement specifies non-discrimination on the basis of “race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation.” Also see University Policy 602.1 at http://policy.appstate.edu/Equal_Opportunity
5. *Reverence for Learning:* Be able to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
6. *Emotional Maturity:* The ability to control emotions by exhibiting appropriate social behavior in the classroom and clinic and during other departmental activities and interactions.
7. *Flexibility:* The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
8. *Sensory/observational/modeling skills:* The ability to recognize typical and disordered fluency, articulation, voice, resonance, respiration, oral and written language, hearing and balance, swallowing, cognition and social interactions related to communication. Also, the ability to model target behaviors related to voice, articulation, fluency, and resonance.
9. *Communication skills:* The ability to demonstrate social awareness and the communication skills (including written, verbal and nonverbal) necessary for establishing rapport with clients, conducting clinical sessions, counseling clients and interacting with colleagues, faculty, and other professionals.
10. *Motor-coordination skills:* The ability to perform the physical activities and examinations necessary to making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical activities. Be responsible for transportation to clinical and academic placements.

My signature indicates that I have read and understand the Professional Dispositions, Behaviors and Essential Functions necessary for the profession. If I feel I need reasonable accommodations in order to demonstrate these dispositions, behaviors and functions, I am aware that I can contact the Office of Disability Services to discuss this by phone, 828-262-3056 or email, ods@appstate.edu.

Sign __________________________________________ Date ________________

Print Name __________________________________________
A. Statement of Policy

The Department of Communications Sciences and Disorders (CSD) offers undergraduate and graduate programs to prepare individuals for clinical practice as speech-language pathologists. Speech-language pathologists provide diagnostic and therapy services to infants, children, and adults with speech, language, hearing, swallowing and cognitive communication disorders. Undergraduate and graduate students in CSD must have the intellectual and academic capabilities sufficient to meet the curricular demands of the programs, be proficient in oral and written English, and possess certain dispositions, behaviors and essential functions that are expected of professionals engaged in clinical practice.

B. Required Professional Dispositions, Behaviors, and Essential Functions

The Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for the Certificate of Clinical Competence and possess the professional dispositions, behaviors and essential functions for clinical practice.

CSD students are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following Professional Dispositions, Behaviors and Essential Functions. These are required for successful progression through the undergraduate and graduate programs in Communication Sciences and Disorders and Speech Language Pathology.

1. **Professionalism:** The ability to maintain appropriate hygiene, dress, and demeanor and to follow departmental policies and procedures.
2. **Collaboration:** The willingness and ability to work together with students, faculty and clients.
3. **Honesty/Integrity:** The ability to demonstrate moral excellence and trustworthiness. Also see University Policy 401.1 at http://policy.appstate.edu/Code_of_Student_Conduct
4. **Respect:** The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University’s EEO statement specifies non-discrimination on the basis of “race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation.” Also see University Policy 602.1 at http://policy.appstate.edu/Equal_Opportunity
5. **Reverence for Learning:** Be able to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
6. **Emotional Maturity:** The ability to control emotions by exhibiting appropriate social behavior in the classroom and clinic and during other departmental activities and interactions.
7. **Flexibility:** The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many clients.
8. **Sensory/observational/modeling skills:** The ability to recognize typical and disordered fluency, articulation, voice, resonance, respiration, oral and written language, hearing and balance, swallowing,
cognition and social interactions related to communication. Also, the ability to model target behaviors related to voice, articulation, fluency, and resonance.

9. **Communication skills:** The ability to demonstrate social awareness and the communication skills (including written, verbal and nonverbal) necessary for establishing rapport with clients, conducting clinical sessions, counseling clients and interacting with colleagues, faculty, and other professionals.

10. **Motor-coordination skills:** The ability to perform the physical activities and examinations necessary to making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical activities. Be responsible for transportation to clinical and academic placements.

C. **Accessibility of Programs to Qualified Individuals with Disabilities**

Consistent with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Appalachian State University that no qualified individual with a disability shall be excluded from, denied the benefits of, or be subjected to discrimination in any university program, service or activity. In accordance with Section 504 and the ADA, all applicants for the CSD program must be qualified individuals who are able to meet the essential competency requirements of the program, with or without reasonable accommodations.

The CSD Department is committed to providing access to its programs to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the Department is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

D. **Distribution of Policy**

1. The Professional Dispositions, Behaviors and Essential Functions Policy (“the Policy”) will be posted on the CSD website.

2. The Policy will be distributed to all applicants seeking admission to the undergraduate and Master’s level CSD program. Applicants must complete a form attesting to information required by the CSD Department before a final decision regarding admission can be made. In the event of unusual circumstances that prevent a candidate for admission from signing the form prior to arriving on campus, the form must be signed before classes begin. Signed copies will be maintained in each student’s advising file.

3. The Policy will be provided to all undergraduate and Master’s CSD students on admission to the major/program and again if concerns arise. All students will be required to complete a form attesting to information required by the CSD Department in order to be retained in the program. Signed copies will be maintained in each student’s advising file.

4. The Policy will be provided to students, faculty members, or others as necessary if concerns arise regarding a student’s compliance with the dispositions, behaviors, and essential functions set forth in the Policy.

E. **Professional Dispositions, Behaviors and Essential Functions Reports/Reviews**

1. Any faculty member or any other person supervising or evaluating any aspect of a student’s CSD program who has concerns about a student’s compliance with this Policy will address the concern(s) with the student and complete a Professional Dispositions, Behaviors and Essential Functions Report (“PDBEF Report” or “Report”). The PDBEF Report shall be provided to the student and to the Chair of the CSD Department.
a. “Faculty member” as used in this Policy means all individuals defined as Faculty in the Appalachian State University Faculty Handbook. For purposes of this Policy, the term “Faculty members” includes clinical educators who hold appointments in the CSD Department.

b. “Departmental Faculty member” as used in this Policy means any Faculty member with teaching responsibilities in the CSD Department.

c. Individuals supervising or evaluating an aspect of a student’s CSD program may include, but are not limited to, external supervisors of internships, practicum experiences, or any similar activity for which CSD credit is given.

2. In the case of minor concerns, the Faculty member or other person supervising or evaluating the student may attempt to resolve the concerns informally.
   a. At a minimum, the Faculty member or other supervisor/evaluator will meet with the student in person to discuss the concern.
   b. An informal resolution will include written documentation of the concern and resolution, and may include the student’s voluntary, signed agreement to take certain steps to address the concern.
   c. If a student requests a reasonable accommodation in order to satisfy the required Professional Disposition, Behaviors, and Essential Functions, the student will be referred to the Office of Disability Services (ODS). If ODS determines that reasonable accommodations should be approved, University and student records will be updated as appropriate to reflect that determination.
   d. A copy of the informal resolution documentation will be provided to the Department Chair.
   e. If the Faculty member or other supervisor/evaluator and the student are not able to resolve the concerns informally, or if the Department Chair, upon receipt of the PDBEF Report, determines that consideration by the Departmental Faculty is appropriate, the CSD Chair will convene a meeting of the CSD Departmental Faculty as outlined below.

3. If the CSD Chair convenes a meeting of the CSD Departmental Faculty to consider a PDBEF Report (see Section E.2.e above), the following procedures will govern.
   a. The Chair will convene the meeting as promptly as is reasonably possible.
      i. If the Chair initiates a review by preparing a PDBEF Report or if there is another conflict of interest, another Departmental Faculty member will be designated to chair the review meeting. The term “Chair” as used in these procedures shall refer to the CSD Chair or another Departmental Faculty member designated to chair the review meeting.
      ii. The Chair will notify the student of the meeting via email. Unless unusual circumstances require otherwise, the student will be provided notice at least 48 hours in advance of the meeting. The notice to the student will include the following:
         1. Date, time, and location of the meeting.
         3. A copy of this Policy.
         4. A statement that the student’s rights include, among other things, the student’s right to speak on his or her own behalf, the right to be accompanied by a non-attorney support person, the right to present information, and the right to ask others (but not an attorney) to speak on the student’s behalf.
   b. The Chair will preside over the meeting and is responsible for ensuring an orderly, fair, and efficient process to consider the Report. The formal rules of evidence do not apply and the Chair may decide whether testimony and/or documents would help the departmental faculty and the Chair to reach a considered, informed resolution.
c. The student may be accompanied by a support person. The support person may not be an attorney or be called upon to provide factual information at the hearing. The support person shall not be permitted to speak or to take any active role in the meeting. The student must provide the name of the support person to the Chair at least 24 hours in advance of the meeting.

d. The faculty member who prepared the Report will present the concerns and the student will have an opportunity to speak on his or her behalf. Faculty members (including the Chair) may ask questions of the Report author and the student.

e. If the Chair believes it would be helpful to a fair consideration of the concerns, the Chair may request or permit other individuals to speak and/or present information at this meeting. The Report author and the student also will have an opportunity to ask questions of such individuals. An individual who presents information pursuant to this section may not also serve as a support person.

f. After the presentation of testimony and documents is complete, the student (and, if applicable, the student’s support person) will be excused.

g. If the student has been notified of the meeting but refuses to or does not attend, the meeting will be conducted in the student’s absence.

4. The Departmental Faculty will consider the report and all information presented at the meeting to determine whether the concerns raised in the PDBEF Report have merit.

   a. The Chair may be present for deliberations to observe and hear first-hand the impressions and thinking of faculty members.

   b. The Chair shall not be present when the Departmental Faculty prepares its recommendations.

   c. The Departmental Faculty will submit its recommendation(s) in writing to the Chair indicating the faculty’s assessment and any recommended consequences.

   d. The Departmental Faculty ordinarily will provide its written recommendation to the Chair within three business days following the meeting, although that time may be extended if required by unusual circumstances.

5. Consequences for violations of the required Professional Dispositions, Behaviors and Essential Functions include, but are not limited to, one or more of the following:

   a. A lower course and/or clinic grade.

   b. Delayed admission into required courses and clinical experiences.

   c. Repetition of a course activity or clinical activity.

   d. Delayed placement in external practicum sites.

   e. Removal from an external practicum site.

   f. Referral for counseling.

   g. Speech, language, voice, resonance, articulation and pragmatics therapy.

   h. Other skill-building activities.

   i. Other actions deemed appropriate by the departmental faculty.

   j. Dismissal from the program.

6. Upon receipt of the Departmental Faculty’s written recommendation, the Chair will consider all relevant information, determine whether the student has violated the Professional Dispositions, Behaviors and Essential Functions and, if so, decide what consequences are appropriate. The Chair will communicate this decision to the student via email, ordinarily within 10 business days following receipt of the departmental faculty’s recommendation. That time period may be extended based on extenuating circumstances.
F. Appeal of Chair’s Decision of Professional Dispositions, Behaviors and Essential Functions Report

A student who is dissatisfied with the Chair’s decision following a Professional Dispositions and Essential Functions Report may appeal as outlined below.

1. The student must submit any appeal by email to the Dean of the College of Health Sciences, with a copy to the Chair, within 10 business days of the date on which the Chair’s decision was emailed to the student.

2. The appeal should state the basis for the appeal (e.g., procedures required by this policy were not followed, fundamental unfairness of the decision).

3. The Dean may consider any information deemed appropriate to reaching a considered and fair decision on the appeal. In so doing, the Dean shall bear in mind the Council of Academic Accreditation (CAA) standards for the CSD program, including but not limited to CAA standard 1.4:

   CAA Standard 1.4: The program’s faculty has authority and responsibility for the program. The institution must indicate by its administrative structure that the program’s faculty is recognized as a body that can initiate, implement and evaluate decisions affecting all aspects of the professional education program, including curriculum.

   Accordingly, in considering the student’s appeal, the Dean shall give deference to the Chair’s decision consistent with CAA Standard 1.4.

4. The Dean shall communicate his or her decision via email to the student, with a copy to the Department Chair.

5. A student who is dissatisfied with the Dean’s decision has the right to appeal the decision to the Provost or the Provost’s designee in writing by email within 10 business days following the date of the Dean’s decision. The Provost’s decision is final.

G. Recordkeeping and Access to Records

   a. The Department Chair will maintain records of concerns, PDBEF Reports, Report review meetings, and appeals in each student’s records.
   
   b. Copies of Professional Dispositions and Essential Functions Reports and any related decisions or documentation (including appeals) will be available for review by supervisors working for or on behalf of CSD and other professional personnel as needed.

H. CSD Students Remain Subject to Other Policies, Regulations, and Laws

In addition to satisfying the Professional Dispositions, Behaviors, and Essential Functions set forth in this policy, all CSD students remain subject to all other academic standards established by the CSD Department; as well as to all policies, regulations, and laws applicable to all Appalachian State University students, including but not limited to the University’s Code of Student Conduct and Code of Academic Integrity.