



Graduate Student Handbook

**Department of
Communication Sciences and Disorders
Beaver College of Health Sciences**

The Appalachian State University *CSD Graduate Student Handbook* is intended for information purposes only and does not constitute a contract between the University and the student. While this handbook presents policies and programs as accurately as possible at the time of publication, the department reserves the right to revise any section or part without notice or obligation. Changes in degree requirements do not affect students already enrolled in a degree program, although adaptations may be needed. Degree requirements can be found in the Graduate Bulletin and Program of Study for the student's year of admission to the university. Changes in departmental and academic policies become effective for all students on the date approved for implementation; therefore all CSD students are subject to those policies as posted herein.

Welcome!

A warm welcome to the Graduate Program in Speech-Language Pathology at Appalachian State University. Our program is located in the Department of Communication Sciences and Disorders which is a part of the Beaver College of Health Sciences. In the Department of Communication Sciences and Disorders, we strive to prepare you to make critical decisions with insight and high ethical standards as you pursue a career in speech language pathology. Our selective admissions process means the student teacher ratio in our program is low, providing the opportunity to develop professional partnerships with the faculty during your time with us.

Our department has excellent academic and clinical offerings. The Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic serves a wide range of clients offering you the opportunity to serve individuals with a variety of communication impairments. Our program also has numerous affiliations with local schools, hospitals, and rehabilitation facilities. Many of our faculty conduct research related activities that may add to your educational experience. We hope that you will participate in these opportunities to achieve a well-rounded academic and clinical education that prepares you for your future career. The goal of the program is to prepare students to meet American Speech-Language Hearing Association (ASHA) certification standards and North Carolina state licensure requirements for entering clinical practice.

The CSD Graduate Student Program **Handbook** is intended to assist the student in their transition into the ASU Graduate program and to clearly delineate the requirements of the Master of Science Degree in Speech-Language Pathology. It includes essential information that you will need during your course of study, and it is important that you review these materials carefully. It is your responsibility to know the requirements and procedures for this program and university policies, and the faculty will make every effort to work with you to ensure your success.

This **handbook** is not intended to replace the Clinic Manual in Communication Sciences and Disorders. The Clinic Manual, detailing clinical policies and procedures, is required for students' use throughout his/her clinical practicum coursework. The manual is available online at: <http://cdclinic.appstate.edu/resources>. This **handbook** is not intended to replace the Appalachian State University Graduate Student Handbook available through the Graduate School, but to supplement the general guidelines with information relative to this specific department. The ASU Graduate bulletin details the official requirements of the Graduate School for completion of the Master's Degree. Information pertaining to the Graduate School is available online at: <http://graduate.appstate.edu/>

We are so pleased that you have chosen to study with us at Appalachian State University. Please know that we are interested in the success of each and every graduate student. Good luck to you as you begin the academic year!

Strategic Plan

Department of Communication Sciences and Disorders
Vision, Mission and Strategic Plan
2014-2019

CSD Vision

The Department of Communication Sciences and Disorders aspires to be a community of scholars and practitioners educating students in models of best practice through the integration of diverse academic and clinical learning experiences, research, and service.

CSD Mission

The mission of the Department Communication Sciences and Disorders is to prepare students for successful careers in speech-language pathology. Students attain knowledge and skills in basic human communication processes, and in the prevention, assessment, and treatment of communication and swallowing disorders through outcome-based educational practices.

The congruent philosophies among the Department, College, and University Strategic Themes can be identified as follows:

- ASU Transformational Educational Experience
-Advancing Knowledge through Creativity and Innovation
-Engaging the State, Region and World
-Embracing Diversity of Thought, Belief and Community
-Preserving Faculty and Staff Excellence

- BCHS Academic Excellence
-Developing public and private partnerships
-Creating a Cohesive and Collaborative Culture
-Enhancing Transcultural Opportunities

- CSD Foster a student-centered, outcome-based learning environment
- Integrate the academic and clinical aspects of the program by promoting co-inquiry among the faculty and students
-Offer comprehensive clinical services to the community and region
-Honor human diversity

ASU FACULTY

Faculty Member	Rank	Teaching/Research
Dawn Botts, Ph.D.	Associate Professor	Child Language, Literacy, Speech Sound Disorders
Donna Brown, M.S.	Clinical Educator	Preschool Articulation & Language, Feeding Disorders, AAC
Thalia Coleman, Ph.D.	Professor Emeritus	Cultural Diversity, Literacy, Rural Service Delivery
Karalee Cole, M.A.	Clinical Educator	Preschool Language, Autism
Jennifer Dalton, Ph.D.	Assistant Professor	Apraxia of Speech, Speech Sound Disorders, Motor Speech Development
Gail Donaldson, CCC-A	BCBS-NC Professor and Chair	Audiology
Jordan Hazelwood, Ph.D.	Assistant Professor	Dysphagia, Voice, Interprofessional Practice
Bliss Hemric, M.A.	Clinical Educator	Preschool Language Disorders, Early Literacy
Emily Hornback, M.A.	Clinical Educator	Neurogenic Communication Disorders
Joseph Klein, Ph.D.	Assistant Professor	Stuttering, Cluttering, Counselling in CSD
Emily Lakey, Ph.D.	Assistant Professor	Early Intervention, Service Delivery Models, Autism Spectrum Disorders, Literacy, Professional Development
Angela Losardo, Ph.D.	Professor	Child Language, Alternative Assessment, Literacy
Gary McCullough, Ph.D.	BCHS Associate Dean	Dysphagia, Voice
Kim McCullough, Ph.D.	Associate Professor	Adult Neurogenic Communication Disorders, Interprofessional Practice
Kristin Phillips, M.A.	Clinical Educator	SLP Services in the Prison Setting, Professional Development
Benjamin Russell, CCC-A	Clinical Associate Professor	Audiology
Sherry Street-Tobin, M.A.	Clinical Educator	Child Language, Instructional methods in Preschool Settings
Alicia Toomey, B.S.	Adjunct Instructor	American Sign Language
Jennifer Van Gilder, M.A.	Clinical Educator	School-age Language, Literacy, Phonologic Awareness
Paige Williams, M.A.	Clinical Educator	Neurogenic Communication Disorders

Diversity

The Department of Communication Sciences and Disorders honors Appalachian State University's statements on diversity, equal opportunity, and English proficiency.

ASU Diversity Statement

Appalachian State University is committed to developing and allocating resources to the fundamental task of creating a diverse campus culture. We value diversity as the expression of human similarities and differences, as well as the importance of a living and learning environment conducive to knowledge, respect, acceptance, understanding and global awareness.

<http://diversity.appstate.edu/>

Equal Opportunity

The Department of Communication Sciences and Disorders at Appalachian State University is committed to providing equal opportunity in education and employment to all applicants, students, and employees. The university does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, 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. The university actively promotes diversity among students and employees.

http://policy.appstate.edu/Equal_Oppportunity

Disability

If you are a person with a disability and you need accommodations to perform successfully in the program, you are required to contact the Office of Disability Services (ODS).

<http://ods.appstate.edu/> ODS works diligently to ensure that individuals with disabilities are provided equal access at Appalachian State University. ODS assists eligible students, faculty, staff and visitors with disabilities by determining and coordinating reasonable academic or workplace accommodations. Under Section 504 and the ADA, reasonable accommodations are determined individually and are intended to minimize the effects of the impact of specific limitations caused by a disability in order for a qualified individual to have equal access to programs, services and activities.

Proof of English Proficiency required by the ASU Graduate School

If you speak English as a second language you must provide evidence of your ability to use English at an appropriate level of competency for graduate study *and* for navigating a rural community in the United States. This can be done either through submitting a test score or through completing an intensive English language program.

Tests of English Proficiency: Submit scores from either TOEFL or IELTS. The test date must be within two years of the date of application. An application will not be reviewed until we receive satisfactory scores.

- The TOEFL minimum score is 79 with no subsection under 11.
- The IELTS minimum score is 6.5.

Intensive English language programs: Appalachian does not currently have its own intensive English language program. However, the University has established conditional acceptance partnerships with the [American Language Academy](#), [INTERLINK](#), [ELS](#), and [New Mind](#). If you would like to attend Appalachian but do not have sufficient English skills, we encourage you to first study English at one of these English language programs that have a relationship with Appalachian.

Exceptions to the this Proof of English Language requirement may be granted to the following: applicants who have recently completed at least one year of full-time study with acceptable grades in a degree program at an accredited U.S. four-year college or university; or applicants who have earned baccalaureate degrees from locations where English is the primary language of education *and* the culture: Australia, Canada (but not Quebec), Ireland, New Zealand, and the United Kingdom.

Attending a school where the instruction is in English, but the language of the region is not English is not sufficient to waive the test requirement.

CSD Scholarship Opportunities

Through the establishment of scholarships and endowments, donors support the efforts of students in the Beaver College of Health Sciences. Scholarship applications are typically accepted between the dates of January 12th - March 1st. **Scholarship awards are contingent on adequate funding.** See the following link:

<http://scholarships.healthsciences.appstate.edu/scholarships/comdis>

Charles E. and Geneva S. Scott Scottish Rite Scholarships

Approximate Amount: 2 scholarships of \$500 each

Eligibility

- Need-based scholarship
- Available to graduate students

Delia and Marshall Courtney Scholarship

Approximate Amount: 2 scholarships of \$1500 each

Eligibility

- Major in Communication Sciences and Disorders
- Good academic standing with a minimum 3.0 GPA
- Financial need
- Resident of North Carolina

Graduate Student Speech Therapy Scholarship

Approximate Amount: \$500

Eligibility

- Graduate student in the Speech-Language Pathology program

The Logos Scholarship

Approximate Amount: \$520

Eligibility

- Available to a second year graduate student in Communication Sciences and Disorders who maintains a minimum GPA of 3.25

The Millard Meador Endowed Scholarship

Approximate Amount: \$560

Eligibility

- Available to a Communication Sciences and Disorders Majors who maintains a minimum GPA of 3.0
- Renewable upon reapplication and selection
- Available to graduate students

Vernon Endowed Scholarship for CSD

Approximate Amount: \$450

Eligibility

- Full-time graduate student in the Speech-Language Pathology program with a minimum GPA of 3.25
- Resident of NC
- Preference is given to students with financial need and who demonstrate community service and campus volunteerism

Graduate Student Advising

The Department of Communication Sciences and Disorders recognizes that the transition to graduate school can be a challenging experience. Once a student is accepted to our graduate program, the Graduate Program Director will initially serve as the academic advisor. The Graduate Program Director will review the student's undergraduate transcript to ensure that he/she will meet the requirements for ASHA Certification when the graduate program is completed.

Graduate students are required to attend orientation at the beginning of their first semester to obtain initial information and orientation to the ASU CSD program.

Early in the first semester students are assigned a permanent academic advisor. The academic advisor works one-on-one with students to plan a course of study, answer questions, provide academic and career advice, interpret university and departmental policies and procedures, and successfully navigate other common stumbling blocks. The academic advisor works collaboratively with other campus offices and resources to help ensure students' academic success and graduation in a timely manner.

Graduate Advisors

Dawn C. Botts	(828) 262-4981	bottdc@appstate.edu
Joseph F. Klein	(828) 262-2620	kleinjf@appstate.edu
Emily Lakey	(828) 262-7044	lakeyer@appstate.edu
Angela Losardo	(828) 262-2223	losardoas@appstate.edu
Kim McCullough	(828) 262-6063	mcculloughkc@appstate.edu

Degree Requirements

Completion of the Master's degree requires five consecutive semesters of full time enrollment. Students must complete a minimum of 60 semester credit hours of academic and clinical courses including 36 hours of academic study and 24 hours of practicum.

Required Coursework (51 credit hours)

COURSE*	HOURS
CSD 5661 Assessment and Evaluation	3
CSD 5669 Speech Sound Disorders	3
CSD 5675 Preschool Language Disorders	3
CSD 5676 School-Aged Language Disorders	3
CSD 5561 Introduction to Clinical Procedures I	3
CSD 5660 Evidence Based Practice in CSD	3
CSD 5851 Motor Speech Disorders	3
CSD 5852 Dysphagia	3
CSD 5663 Disorders of Fluency	3
CSD 5666 Voice and Resonance Disorders	3
CSD 5565 Clinical Practicum II	3
CSD 5566 Clinical Practicum III	3
CSD 5569 Clinical Practicum IV	3
CSD 5900 Internship	12

*Course descriptions are listed in the current Graduate Bulletin.

Examples of Elective Coursework (9 credit hours)

COURSE	HOURS
CSD 5530 Selected Topics - Alternative Assessment	3
CSD 5531 Selected Topics - Professional Ethics	3
CSD 5532 Selected Topics - Autism	3
CSD 5533 Selected Topics - Cultural Implications in Assessment	3
CSD 5672 Severe Communication Disorders	3
CSD 5678 Written Language Disorders	3
CSD 5682 Communication Disorders in Diverse Populations	3
CSD 5850 Adult Neurogenic Communication Disorders	3

Students who choose to complete a thesis also enroll in CSD 5999 Thesis for 3 semester hours. Thesis hours can be taken in place of electives.

Upon admission to the program, the graduate advisor will review the student's undergraduate transcript to ensure that s/he will meet the requirements for ASHA Certification when the graduate program is completed. In addition to the required graduate courses listed above, students must complete at least one course in each of the following areas with a grade of C or better:

Required ASHA Courses (Standard IV-A) Completed Prior to Entry into Graduate School

- Biological Science (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- Physical Science (should include physics or chemistry)
- Social/Behavioral Sciences (should include psychology, sociology, anthropology, or public health)
- Statistics (stand-alone course in statistics is required, research methodology courses in CSD may not be used)

Additionally, students must complete courses in basic human communication processes and the nature of speech, language, and hearing disorders including courses in the following areas: phonetics, normal language development, anatomy and physiology of the speech mechanism, speech and hearing science, clinical methods, audiology, language disorders, and articulation

disorders. Undergraduate deficiencies are identified and a program of study is developed for each student. Students who want to substitute a course completed at the UG level which is similar in content to one of the required graduate courses, meet with the instructor of the graduate course to review to course content. If approved, the student must enroll in an additional graduate course to bring the total number of graduate hours to 60.

In-Field Students and Leveling Prerequisite Courses

An in-field student is defined as a student who has completed a Bachelor's Degree in communication sciences and disorders and/or has completed all of the pre-requisite course requirements.

Out-of-Field Students and Required Coursework

An out-of-field student is defined as a student who has completed a Bachelor's Degree in a field other than communication sciences and disorders but has not completed all of the required pre-requisite course requirements. For out-of-field students, the Master's Degree program is typically requires 2-3 semesters beyond the required 5 semesters. The additional two-three semesters is needed in order to fulfill the required leveling coursework in speech-language pathology. Out-of-field students must enroll in fall, spring, and summer semesters before beginning the standard graduate coursework sequence.

Required ASHA Courses (Standard IV-A) Completed Prior to Entry

- Biological Science (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science)
- Physical Science (should include physics or chemistry)
- Social/Behavioral Sciences (should include psychology, sociology, anthropology, or public health)
- Statistics (stand-alone course in statistics is required, research methodology courses in CSD may not be used)

Required Leveling CSD Prerequisite Courses

- CSD 2260 Anatomy & Physiology of Speech & Hearing Mechanism
- CSD 2361 Phonetics
- CSD 2464 Basic Speech Hearing Science
- CSD 3366 Communication Development (or language development)
- CSD 4162 Structural Analysis of Language (or a linguistics course)

- CSD 4766 Neuroanatomy
- CSD 5364 Audiology
- CSD 5662 Management of Hearing Disorders

Program of Study

Upon admissions, the graduate program director will review your transcripts to (1) ensure that you will meet all requirements for certification by the American Speech-Language-Hearing Association, (2) ensure that you are eligible for licensure in North Carolina, and (3) determine whether you lack any prerequisite course work. You will follow this program of study throughout your program. Any changes to your program must be approved by your Advisor. This is a sample course of study for In-Field students. Out of Field students should anticipate taking 2-3 semesters of “leveling” courses before beginning the course of study required for the graduate degree.

Sample Sequence
Semester 1 (Fall)
CSD 5675 Preschool Language Disorders (3sh) CSD 5676 School-Aged Language Disorders (3sh) CSD 5851 Motor Speech Disorders (3sh) CSD 5561 Introduction to Clinical Procedures I (3sh)
Semester 2 (Spring)
CSD 5669 Speech Sound Disorders (3sh) CSD 5852 Dysphagia (3sh) CSD 5565 Clinical Practicum II (3sh) CSD 5850 Adult Language Disorders
Semester 3 (Summer)
CSD 5566 Clinical Practicum III (3sh) Elective (3sh) CSD 5560 Evidence Based Practice in CSD (3sh)
Semester 4 (Fall)
CSD 5661 Assessment and Evaluation (3sh) CSD 5663 Disorders of Fluency (3sh) CSD 5666 Voice and Resonance Disorders (3sh) CSD 5569 Clinical Practicum IV (3sh) Elective
Semester 5 (Spring)
CD 5900 Internship (12sh)

Formative and Summative Assessment

Admission to Candidacy Process

<http://www.graduate.appstate.edu/gradstudies/bulletin14/policies/candidacy.html>

The Department of Communication Sciences and Disorders requires graduate students to participate in the admission to candidacy process during the second semester of graduate coursework. The purpose of the Admission to Candidacy review process is to provide an opportunity early in a student's graduate program to assess initial progress toward completion of the Master's degree. This process is a formative assessment component of our program. The Graduate School requires that the student have a minimum grade point average of 3.0. Graduate advisors and faculty will meet to discuss student progress. If the student has met adequate progress they will be recommended for candidacy. The CSD department will submit these forms on behalf of the student.

Comprehensive Exam

The *Praxis Series* examination in Speech-Language Pathology assesses beginning practitioners' understanding of essential content and current practices and is used as a summative assessment requirement for the ASHA Certificate of Clinical Competence. To prepare for this exam, students should 1) become familiar with the format and content of the exam; 2) prepare for the exam by becoming familiar with the exam content and your knowledge in each topic area; 3) take advantage of test preparation materials and practice questions; 4) study for the exam.

The following website provides helpful information pertaining to the Praxis examination in speech-language pathology: <http://www.asha.org/certification/praxis/>

Make plans to take the [Praxis II Exam](https://www.ets.org/praxis/asha). <https://www.ets.org/praxis/asha> When registering for the exam, have scores sent to ASU (code 0215) and the NC Board of Examiners (code 7757) as well as [other agencies](#) you wish to receive scores. In order for score to be reported to the Department of CSD, you must enter the code **0215** for **both** score recipient and attending institution. Do not leave either of these blank.

A **candidate ID** will be automatically assigned to you; it is not the same as your social security number.

If you need to retake the praxis, you must re-register using the same name to get the same candidate ID, i.e., if you use the name Jane C. Doe the first time, then you must use Jane C. Doe the second time.

At the beginning of your final semester the department will submit on your behalf a graduation application by designated due dates. After the form is submitted, a final audit of your program of study will be completed by the Graduate School.

Retention Policy

Once admitted, a student's progress in the program is reviewed each semester. To remain in good standing, the student must:

Maintain a minimum overall grade point average of 3.0. A student whose cumulative GPA is less than 3.0 is on academic probation. Students with a GPA under 3.0 or with too many grades at the C level can petition to return for one semester on academic probation. This petition should be made to the program director or department chair; if they support the request, they will in turn seek Graduate School approval.

If the department or the Graduate School denies the request for a term on probation, the student can formally appeal to the Graduate Council. That appeal must be in writing; the Associate Dean of the Graduate School coordinates the appeals process.

Additionally the student must in the context of the departmental Essential Functions Policy:

- A. Observe the fundamental rules of ethical conduct as described in the Code of Ethics of the American Speech-Language and Hearing Association.
<http://www.asha.org/Code-of-Ethics/>
- B. Maintain satisfactory non-academic criteria that are important to function as a Speech-Language Pathologist. Students are required to meet the following criteria:
 1. Oral communication abilities adequate to function as a Speech-Language Pathologist. The program adheres to ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects."
<http://www.asha.org/policy/TR1998-00154.htm>
 2. Observation abilities adequate for assessing speech-language problems and providing treatment
 3. Interpersonal behaviors that reflect professional standards

Assessment of non-academic requirements involves the professional judgments of faculty and administrators. It is crucial that clients and patients' rights to appropriate speech and language services be protected. It is the University's responsibility to protect both students and the clients they serve. The ASU CSD faculty deals with these issues through regular reviews of student

progress during faculty meetings. Potential problems are raised as soon as possible with the student, remediation procedures are suggested, and the student is given time to respond. On rare occasions, it is necessary to counsel students out of the program for non-academic reasons. Before arriving at such a decision, there is extensive discussion, clear feedback to the student regarding the problems, and agreement among faculty as to the course of action. The intention of this policy is to give students a fair opportunity to succeed.

Remediation Policy

The graduate degree program in Communication Sciences and Disorders is a competency-based program. Students are not required to re-take an academic course if they earn a “C” but are expected to achieve a minimum competency level of B or better for the required knowledge and skills addressed in each course.

There are multiple opportunities for students to achieve all of the needed knowledge and skills for entry-level clinical practice. However, should a student require extra help, there is a system in place to identify weak areas and create objective remediation plans to address those weaknesses. Each student will meet with the graduate advisor to discuss progress in the program.

Remediation plans are designed to improve a student’s knowledge and skills in a specific area of weakness.

If a remediation plan is necessary, the following steps will take place:

1. The Graduate Advisor will meet with the instructor(s) involved. If clinic is involved, the Clinic Director will meet with supervisors and the graduate program director.
2. A plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, specification of persons who will be responsible for monitoring and implementing plans to achieve each goal, and specific consequences of failure to meet the plan.
3. In the case of academic needs, the instructor(s) involved in identifying need areas will typically serve as mentors towards the completion of the plan, unless stated otherwise by the graduate program director.
4. The Process of Appeal: Following notification of unsatisfactory academic progress, the student may submit an appeal in writing to the Chair of the Department. Students who fail to meet the deadlines and requirements of their remediation plan may be dismissed from the Program.

Sample remediation/enhancement activities:

Remediation activities are created based on the needs of the student and the area(s) in which they had difficulty. It is possible to have one remediation plan for multiple areas, if those areas are related. Below is a list of sample remediation activities.

- Write a paper on a topic
- Independent study of a topic
- Complete a literature review of a topic
- Receive added individual instruction on a topic
- Complete an additional class or supervised experience
- Complete supervised clinical observations.
- Participate in a professional development experience (e.g., conference or seminar)
- Retention in on-campus clinic for further clinical training prior to going off-site
- Successful completion of specific clinical activities, such as diagnostic report writing
- Extra oversight and documentation of appropriate professionalism, such as verifying that paperwork is timely

GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS

There are several policies and procedures pertaining to graduate student grievances depending upon the nature of the concern. These include policies for academic complaints, sexual harassment, and standards of student conduct. Students may pursue all concerns with their advisor or the Department Chair regarding appropriate procedures as outlined in the ASU Student Handbook.

Clinical education concerns may be directed to the Clinic Director. Every effort will be made at the department level to resolve the complaint or concern.

Grievance Procedure

I. Purpose: The purpose of this procedure is to provide the students in the Department of Communication Sciences and Disorders a mechanism for resolving written complaints against the aforementioned program and/or personnel.

II. Rationale: It is expected that students in the Department of Communication Sciences and Disorders will support the program's procedures and policies. However, when a student's grievance about a policy, program, or practice is not resolved with informal discussion, a more formal complaint procedure is to be followed.

III. Procedure: All formal complaints against the personnel, policies, and/or procedures of the Department of Communication Sciences and Disorders must be submitted in writing within a

one year period of time following the incident or initial concern. Written complaints lodged against the Department of Communication Sciences and Disorders will be resolved through process:

a. Student complaints lodged against the program regarding grading, disciplinary action, probation, or continuation in the program shall follow the student grievance procedure found in the *Appalachian State University Student Handbook*.

b. Written complaints about CSD personnel including faculty, on site supervisors, off site supervisors, part time instructors, and staff shall be submitted to the department chairperson. If the grievance directly concerns actions or policies of the department chairperson, written complaints are to be submitted to the program's clinic director. The recipient of the written grievance will then investigate the complaint, propose solutions, and notify those involved of the findings.

c. Written complaints regarding curriculum and instructional design shall be submitted to the appropriate program curriculum committee chairperson. The committee will investigate the concern, propose solutions, and notify those involved of the findings.

IV. Record: All written grievances and the actions taken to resolve the complaint will be collected and kept in a confidential file in the Department of Communication Sciences and Disorders chair's office.

V. Unresolved grievances regarding the procedures, policies, and practices of the Department of Communication Sciences and Disorders may be directed to the ASHA Council on Academic Accreditation in Audiology and Speech-Language Pathology. A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Council on Academic Accreditation (CAA) CONTACT INFORMATION

The Master of Science degree program in the Communication Sciences and Disorders at Appalachian State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Complaints against graduate education programs should be submitted to the chair of the Council on Academic Accreditation.

The complaint procedure is detailed in the *CAA Accreditation Manual* (Section VIII) which is available online at the following address:

Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310,
Rockville, Maryland 20850, Phone: 800-498-2071 or 301-296-5700

Web address: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

Criteria for Complaints against Graduate Education Programs

For a complaint to be considered by the CAA, it must:

- a. relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards,
- b. include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The burden of proof rests with the complainant. All written testimony must include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify and communicate with the source of the complaint.

CAA Complaint Procedure

<http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

Department of Communication Sciences and Disorders Complaint Procedure

<http://comdis.appstate.edu/procedure-addressing-concerns>

<http://cdclinic.appstate.edu/sites/cdclinic.appstate.edu/files/ConcernsProcedure%20CSD.pdf>

This document outlines the steps of the procedure used for addressing concerns in the Department of Communication Sciences and Disorders. This procedure is designed to provide students with a mechanism for communicating directly with those who can assist them. Students are encouraged to take responsibility for resolving their concerns without additional faculty, staff, and peers becoming involved. If you have any questions about the procedure outlined below, please don't hesitate to discuss them with the Department Chair.

Concerns Specific to a Particular Course or Professor:

1. First, contact your professor and try to resolve the concern(s).
2. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Department Chair.

Concerns Specific to the Program of Study or Other Academic Areas:

1. First, contact your advisor and try to resolve the concern(s).
2. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Undergraduate Program Director or Graduate Program Director.
3. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Department Chair.

Concerns Specific to a Clinic Placement, Clinical Educator/Supervisor or Other Clinical Areas:

1. First, contact your clinical educator/supervisor and try to resolve the concern(s).
2. If a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Clinic Director.
3. After seeking advice from the Clinic Director, if a student believes that the concern(s) have not been adequately addressed, make an appointment to seek advice from the Department Chair.

If students have followed the procedure outlined above without resolution of their concerns, they may make an appointment with the [Dean of the Beaver College of Health Sciences](#).

If students have exhausted the steps outlined above without resolution of their concerns, they may utilize the student grievance and appeal policies and procedures at Appalachian:

<http://academicaffairs.appstate.edu/student-grievance-and-appeal-policies-and-procedures>

Procedures for submitting complaints against the accredited graduate education program in Speech-Language Pathology at Appalachian are available online:

http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs

Procedures for submitting complaints about the Council on Academic Accreditation are available online:

<http://www.asha.org/academic/accreditation/accredmanual/section8.htm#CAA>

CALIPSO

In addition to meeting the academic requirements for the Master's Degree, all students must use CALIPSO, a computerized tracking system, to document the acquisition of the knowledge and skills required for ASHA certification. **Use of this system requires a one-time fee of \$85.00.**

The complete list of standards for the Certification of Clinical Competence-Speech-Language Pathology may be found in at the following link: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>. These standards have been established by the Council for Clinical Certification. The achievement of these standards may be summarized as follows:

Your knowledge of the field is not assumed based on acquiring a specified number of courses or credits in specific areas. Rather, you need to obtain knowledge that has been reflected in specific learning markers (student learning outcomes) for each of the standards. Every required course that you take will specify the standards and learning markers that will be addressed. You will be assessed by your ability to meet these goals through a variety of assessment tools (e.g., exams, quizzes, papers, presentations). If you do not demonstrate knowledge of a learning marker, a remediation plan will be developed for you so that you can demonstrate successful acquisition of the learning marker. Each remediation plan is developed on an individual basis. Please see the Remediation Policy.

Answers to Questions about acquiring knowledge and skills.

How do I know which activities address which outcomes?

Your course syllabus for both classroom and clinical course work should identify knowledge and skills outcomes that are addressed in the course. Academic instructors and advisors can assist in verifying which outcomes are addressed by specific courses and course activities and clinical educators can assist students in identifying which outcomes are addressed by specific clinical experiences. It is important to please note that simply *participating* in activities addressing an outcome does not constitute *achievement* of the outcome. Students should have evidence that they successfully achieved outcomes (e.g., passing exam scores, documented proficiency in a specific clinical area).

Will all knowledge and skills outcomes be addressed during my graduate program?

Some of the knowledge outcomes are typically addressed in the undergraduate curriculum. Other outcomes will not be addressed by either undergraduate or graduate classes or even practicum experiences, but instead will be achieved during internship and/or CFY experiences, professional workshops, self-study, or other means. It is important to note that it is the responsibility of each student to monitor his/her progress in achieving outcomes and identifying outcome areas that still need to be met.

It is your responsibility to achieve competence in the knowledge areas not addressed by your sequence of study and to provide documentation of your achievement to your advisor.

Requirements in the basic sciences (ASHA IV-A) may be met only by college transcript credit

- courses may be any number of credit hours
- courses may be taken at ASU or any other institute of higher education (other universities, community colleges, distance education)

Requirements in the professional areas (ASHA IV-B through IV-H; V-A – V-F) may be met through a variety of learning experiences, including (but not limited to)

- academic courses
- practicum seminars
- professional development events (e.g., convention sessions, workshops, in-services)
- self-study

North Carolina State Licensure, Department of Public Instruction Advanced Licensure

Individuals intending to practice in the state of North Carolina must obtain North Carolina Licensure. The standards for state licensure are slightly different from ASHA certification; however, successful graduates will be eligible for NC Licensure. Clinical Fellows are issued a temporary license until completion of the certification experience.

If you are planning to practice in a state other than North Carolina, you must contact that state's licensure board. Bring the paperwork to the final clinic checkout. To find your state, go to <http://www.asha.org/advocacy/state/>

Application forms for North Carolina licensure may be obtained from www.ncboeslpa.org and must be completed in its entirety prior to the final clinic checkout.

NC Board of Examiners for Speech-Language Pathology and Audiology
PO Box 16885

Greensboro, NC 27416-0885
Telephone: (336) 272-1828
Fax: (336) 272-4353
Email: ncboe@bellsouth.net

Qualifications of applicants for permanent licensure.

(a) To be eligible for permanent licensure by the Board as a speech and language pathologist, the applicant must:

(1) Possess at least a master's degree in speech and language pathology or qualifications deemed equivalent by the Board under rules duly adopted by the Board under this Article. The degree or equivalent qualifications shall be from an accredited institution.

(2) Submit transcripts from one or more accredited colleges or universities presenting evidence of the completion of 75 semester hours constituting a well-integrated program of course study dealing with the normal aspects of human communication, development thereof, disorders thereof, and clinical techniques for evaluation and management of such disorders.

a. Fifteen of these 75 semester hours must be obtained in courses that provide information that pertains to normal development and use of speech, language and hearing.

b. Thirty-six of these 75 semester hours must be in courses that provide information relative to communication disorders and information about and training in evaluation and management of speech, language, and hearing disorders. At least 24 of these 30 semester hours must be in courses in speech and language pathology.

c. Credit for study of information pertaining to related fields that augment the work of the clinical practitioner of speech and language pathology or audiology may also apply toward the total 75 semester hours.

d. Thirty-six of the total 75 semester hours that are required for a license must be in courses that are acceptable toward a graduate degree by the college or university at which they are taken. Moreover, 21 of those semester hours must be in graduate level courses in speech and language pathology.

(3) Submit evidence of the completion of a minimum of 400 clock hours of supervised, direct clinical experience with individuals who present a variety of communication disorders. This experience must have been obtained within the training institution or in one of its cooperating programs in the following areas:

- (i) Speech – Adult (20 diagnostic and 20 therapeutic);
Children (20 diagnostic and 20 therapeutic); and
- (ii) Language – Adult (20 diagnostic and 20 therapeutic);
Children (20 diagnostic and 20 therapeutic).

Each new applicant must submit a verified clinical clock hour summary sheet signed by the clinic or program director, in addition to completion of the license application.

(4) Present written evidence of nine months of full-time professional experience in which bona fide clinical work has been accomplished in speech and language pathology. The professional work must have been supervised by a speech and language pathologist who is State-licensed or certified by The American Speech-Language-Hearing Association. This experience must follow the completion of the requirements listed in subdivisions (1), (2) and (3). Full time is defined as at least nine months in a calendar year and a minimum of 30 hours per week. Half time is defined as at least 18 months in two calendar years and a minimum of 20 hours per week. The supervision must be performed by a person who holds a valid license under this Article, or certificate of clinical competence from the American Speech-Language-Hearing Association, in speech and language pathology.

(5) Pass an examination established or approved by the Board. (1975, c. 773, s. 1; 1987, c. 665, s. 3.)

(6) Exercise good moral conduct as defined in rules adopted by the Board or in a code of moral conduct adopted by the Board.

NC Department of Public Instruction (Advanced Licensure)

Checklist for Advanced Licensure

- Processing Fee of \$55
- Form V (licensure form) that is completed by the recommending institution and indicates what level the license should be awarded.
- Form A (licensure form) that is completed by the applicant and requires the criminal statement and signature from the individual.
- A final transcript that indicates the degree awarded and the graduation date.
- Form N (licensure form) that is to be completed by the employing school system if the individual is a first time employee so DPI will know where to send the license
- Praxis Scores
- Documentation that the individual has obtained the temporary ASHA certification and that they will be participating in their CFY experience (Letter from CFY supervisor).
- <http://www.ncpublicschools.org/licensure/forms/> to download and fill out the appropriate forms

If this is your first license and you did your undergraduate work at another university, other than ASU, you will also have to submit an official copy of your transcripts.

It takes approximately six to eight weeks to process the license. Please keep in mind that your paperwork cannot be submitted until your degree has been confirmed

Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic

The Department is home to the Charles E. and Geneva S. Scott Scottish Rite Communication Disorders Clinic which serves as a community-based training facility for graduate students pursuing their Master's degree in Speech-Language Pathology. The Clinic has provided quality services to children, adolescents and adults with communication disorders since 1968.

Requirements for Entering Clinic

To begin clinical practicum students must have completed 25 observation hours, received a name badge, and completed additional requirements as outlined in the clinic manual. Students will receive information about how to prepare for clinic during the summer before they begin their first semester (fall) of study.

25 Hours of Clinical Observation

- Clinical observation hours should be completed before entering the graduate program; however, if they are not, they can be arranged.
- Clinical observation hours must be supervised and documented by an ASHA certified speech-language pathologist.
- Documentation of clinical observation hours must be placed in your clinic file.

Name Badge

- The date and location for a photography session will be announced. These photos are typically taken at the initial orientation session.

Contact Information

- Current contact information should be provided to the clinic office staff.

Clinic Manual

<http://www.cdclinic.appstate.edu/clinicmanual.aspx>

The clinic manual contains links to information related to:

- client care policies
- personnel policies
- clinic policies
- other important resources

Internship

- General information on internship
 - <http://cdclinic.appstate.edu/clinician-resources>

Review possible internship placement sites:

<http://www.cdclinic.appstate.edu/sites/default/files/Facilities.xlsx>

- Not all sites listed in the internship database are available every term. Conversely, sites that are not listed in the database may be available for placement
- Internship application form:
 - <http://cdclinic.appstate.edu/clinician-resources>
- When you decide where you would like to complete your internship, turn in your application form to the Internship Coordinator. The application is due at the beginning of the semester before your internship. If you are going on internship during summer semester, the Internship Coordinator needs the application at the beginning of the spring semester. Out-of-state internship site contracts take considerably more time to process. The Internship Coordinator will contact potential internship sites. Students are asked not to make those contacts.

Factors to Consider When Choosing an Internship Placement

- special interests/populations
- desired location/travel
- location to family, friends, etc.
- cost of living
- availability/cost of housing
- availability/cost of transportation
- available hours vs. hours required

Exit Interview

The exit interview is an opportunity for you to meet individually with the Department Chairperson or Graduate Program director to review your experience in the graduate program. During this meeting you will make sure you have all requirements and paperwork necessary for graduation and ASHA certification.

- Before coming to your exit interview, it is your responsibility to be sure all the necessary paper work has been completed and that you have filed for graduation.
- When you file for graduation, an audit will take place and follow-up letters will be sent to you from the Graduate School notifying you of missing graduation requirements.
- Complete ASHA forms for Certification

Preparing for Final Clinic Checkout

You will meet with the clinic director. During this meeting you will make sure you have all requirements and paperwork necessary for for ASHA certification, NC licensure, and (if applicable) NC DPI Advanced Licensure.

It is your responsibility to make sure that you come to the final checkout meeting with your paperwork complete and accurate.

- Complete NC licensure forms
- Complete V-Form for advanced licensure paperwork for public school employment
- Review CALIPSO to make sure you have all your clinic hours

Opportunities to Enhance your Graduate Experience

Thesis Information

A master's thesis is a research project that is completed by graduate students under the guidance of a thesis mentor and a thesis committee.

What are the benefits of writing a thesis?

- ASHA has reported current and continuing shortages of Ph.D. level faculty in speech-language pathology. Completing a thesis is one way to explore whether you would like to pursue an advanced degree.
- If you plan to pursue an advanced degree, the research you conduct for your thesis will help to prepare you for your dissertation research (e.g., beginning literature review, pilot data, etc.).
- A thesis will allow you to explore in depth a topic that interests you. If you choose a thesis topic that you are passionate about, your research will contribute to the literature base in that area and bring you a personal sense of accomplishment.
- A thesis will require you to choose a faculty mentor with expertise in your interest area who will work closely with you and help guide you through the thesis process.
- A thesis may result in you taking fewer classes. If you choose to write a thesis, you may need only 3 hours of electives to graduate (talk to your academic advisor for more information). Students who do not complete a thesis generally take 9 hours of electives in addition to their required course work.
- A thesis may result in a published article or a presentation at a professional conference, such as the North Carolina Speech-Hearing-Language Association Convention, the American Speech-Language-Hearing Association Convention, or research conferences.
- The Office of Student Research (OSR) has funds to support your thesis research or your travel to professional conferences. OSR Travel and Research Grants are open to currently enrolled Appalachian students (graduate and undergraduate) in good academic standing. Students must be accepted presenters at the meeting or conference for which they are requesting support. Each Research Grant applicant is eligible to apply for up to \$500 and each Travel Grant applicant is eligible to apply for up to \$300. To access application forms, please click here: <http://osr.appstate.edu/apply/osr-research-grants>
- The Graduate Student Association Senate (GSAS) has funds to support your thesis research or your travel to professional conferences. GSAS Travel and Research Grants are open to currently enrolled Appalachian students (graduate only) in good academic standing. Students must be accepted presenters at the meeting or conference for which they are requesting support. Each Research Grant applicant is eligible to apply for up to \$500 and each Travel Grant applicant is eligible to apply for up to

\$500. To access application forms, please click here:

<http://osr.appstate.edu/apply/gsas-travel-grants>

How can I know if I would enjoy doing a thesis?

- If you have a natural curiosity, and are excited about the idea of being the first one to learn something, or understanding something in a new way, a thesis is a great opportunity for discovery.
- A thesis is a great project for individuals who are motivated to explore topics independently and with the help of a mentor and thesis committee members.
- The thesis project culminates in a substantial research paper. Students who enjoy writing will do well.

Do I get academic credit for completing a thesis?

- Yes, you will register for CD 5999 Thesis for 3 semester hours.
- You should talk with your academic advisor to determine the semester that you will register for thesis credit hours. This may not always be the semester that you will complete the thesis.

What types of research are appropriate for a thesis?

- Clinical (including treatment case studies)
- Ethnographic and other qualitative research strategies
- Experimental
- Survey

What topics are appropriate for a thesis?

- The nature of normal speech, language, hearing, and swallowing
- Speech, language, hearing, and swallowing development, including changes associated with normal aging
- Effects of various disorders on speech, language, hearing, and swallowing
- Methods of assessing speech, language, hearing, and swallowing
- Methods of treating speech, language, hearing, and swallowing
- Issues related to clinical training of professionals in the area of communication disorders
- Issues related to the settings in which communication disorders professionals work
- Others?

How do I select a thesis topic?

- What are you interested in? Consider course work, observations, or other experiences you have had that you found intriguing or raised some questions for you.
- Browse through journals in communication disorders and see what topics are of interest to you.
- Consult a faculty member who is interested or has expertise in your topic of interest.

How do I select a thesis mentor?

- Most students select a thesis mentor who has expertise in their topic of interest, or in the research methodology they will be using.
- You might also select a chair with whom you have established a good rapport.
- Your thesis chair must hold full graduate faculty status (you can check with your mentor to find out if they are associate or full members of the graduate faculty)
- Consult the CSD Thesis Mentor Information page to identify a faculty member who might discuss your topic interests
- All faculty members are eligible to serve as your thesis chair.
- Areas of research expertise for faculty members are listed below, as well as clinical educator areas of expertise.
- For more information on about writing a master's thesis, contact any CSD faculty member.

Professional Associations

Local Association

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 sponsors 1 - 2 scholarships for members at approximately \$250 each. Association activities include a fundraiser each year to support scholarships and a group community service project.

State Association

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/>

National Association

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.

Helpful ASU Campus Information

Appalnet/Self Service

- Website: <http://portal4.appstate.edu/cp/home/loginf>
- To log into Appalnet, you will need your user name and password.
- Check ASU e-mail for important information
- Personal, Financial Aid, & Academic Information can be found under the “Self Service” tab.
- Check grades, register for classes, look at class schedules
- Update address, phone, e-mail under Personal information
- Check status of Financial Aid and access student account information

Cratis D. Williams Graduate School

- Website: <http://graduate.appstate.edu/admissions/programs/>
- Location: 232 John E. Thomas Building
- Address: 287 Rivers Street, Room 232
Boone, NC 28608
- Phone: 828-262-2130

Provides information and important forms including: Petition of Candidacy, Application for Graduation, student research resources, Graduate Bulletin, Thesis/dissertation Handbook, graduate assistantships, cost and financial information, scholarship information

ASU Student Handbook

- <http://comdis.appstate.edu/graduate-handbook>

Published annually by Student Services, this is an all-inclusive guide for student rights and responsibilities -- includes the student calendar and other essentials.

Office of Registrar

- Hours: Monday - Friday 8:00 am to 5:00 pm
- Location: John Thomas Hall, First Floor, Rooms 105-134
- Phone: 828-262-2050
- Email: registrar@appstate.edu
- Web Address: <http://www.registrar.appstate.edu/>

Registrar office provides information and forms for verification of enrollment, transcript request, and name change.

Belk Library

- Phone: 828-262-2186
- Web address: <http://library.appstate.edu/>

The library provides many special services to students including a computer access with internet access, document delivery for materials not owned by Belk, a reference desk staffed any time the library is open, full text article databases for research, and an online catalog searchable over the internet.

ASU Writing Center

- Location: Room 008, [Belk Library & Information Commons](#)
- Hours: Monday-Thursday: 9:00am-9:00pm & Friday: 9:00am-1:00pm
- Phone: 262-3144
- Email: writingctr@appstate.edu
- Web address: <http://writingcenter.appstate.edu/>

Trained graduate and undergraduate tutors assist students with free, individual writing assistance. Students may use the Writing Center’s services on either a drop-in or an appointment basis.

Student Health Clinic

- Location: Miles Annas Building
- Address: 614 Howard Street
Boone, North Carolina 28608
- Hours: Monday - Friday 8:00 am - 4:00 pm (Wednesday: 9:00 am - 4:00 pm)
- Phone: (828) 262-3100
- Web address: <https://healthservices.appstate.edu/>

Student Health Services offers a variety of services such as clinical services, both observation and out-patient, x-ray services, injury rehabilitative services, and pharmaceutical services.

Student Recreation Center (SRC)

- Address: 150 Bodenheimer Drive
Boone, North Carolina 28608
- Phone: (828) 262-8704
- Web address: <http://urec.appstate.edu/>

The SRC features include: a smoothie car, 50 ft. climbing wall, cardio theater, wright room area, indoor walking/running track, 50 meter swimming pool, 2 huge gymnasiums, UREC Central Offices, and the Outdoor Programs' Outing Center. The Quinn Center and Mount Mitchell Fitness Center hold fitness equipment and group fitness classes.

AppCard

- Address: 170 Stadium Drive
Boone, NC, 28608
- Phone: 828-262-6141
- Web address: <http://appcard.appstate.edu/students>

AppCards are issued to all students and provide access to meal plan accounts, express accounts, library checkouts, residence halls, recreation facilities, intercollegiate events, and many other services.

Office of Disability Support Services

- Location: Anne Belk Hall Suite 112
- Phone: 828-262-3056
- Web address: <https://ods.appstate.edu/>

The Office of Disability Support Services provides services to all students with permanent or temporary disabilities to ensure that all University programs and activities are accessible.

ASU Counseling Center

- Location: Miles Annas Building, First Floor
- Hours: Monday - Friday 8:00 a.m-5:00 p.m
- Phone: 828-262-3180
- Web address: <https://counseling.appstate.edu/>

The Counseling Center offers the opportunity for all currently-enrolled students to meet with a counselor to determine the most appropriate course of treatment, at no charge. Services provided include individual counseling, group counseling, couples/family counseling, and multiple other services options.

Academic Integrity Policy

The Department has a zero tolerance for any violation of academic honesty and/or academic misconduct. Please familiarize yourself with this policy now. It is the student's responsibility to understand the definitions of academic dishonesty and misconduct. Plagiarism is taking credit for someone else's words or thoughts as your own. It is essentially intellectual theft. Plagiarism is a violation academic integrity. Please see the following website for helpful information regarding plagiarism. (http://studentconduct.appstate.edu/files/documents/academic_integrity.pdf)

"Appalachian State University's Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines "user-friendly" procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian's faculty, students, and

administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment."

Professional Documents

ASHA Code of Ethics

<http://www.asha.org/uploadedFiles/ET2010-00309.pdf#search=%22code%22>

ASHA Scope of Practice in Speech-Language Pathology

<http://www.asha.org/policy/SP2007-00283.htm>

Semester by Semester Task Checklist

The number and variety of tasks students must complete each semester can be daunting. You should consider this list an initial guideline only – you will likely be alerted to other responsibilities as your program progresses.

Pre-Start (Summer before Fall Start)

- Pre-register for courses identified on plan of study by program director
- Attend orientation (typically the day before the fall semester starts)
- If needed, complete the 25 hours of clinical observation. These must be completed before you begin clinical practicum.
- Submit all information requested by clinic in order to begin clinical practicum

Semester One

- Meet with Graduate Program Director to review transcripts and plan of study to verify that you are on track to meet ASU, ASHA & NC licensure requirements.

Semester Two

- As a component of formative assessment, Complete Admission to Candidacy Form and meet with Advisor to discuss.

Semester Three

- Continue with classes and clinic.

Semester Four (Semester Prior to Internship)

- Apply for graduation
- Register, complete, and pass the Praxis II exam.

Semester Five

Internship Semester

- Check with the Department of CSD Administrative Support Specialist, Ms. Angie Jones jonesam@appstate.edu to be sure all the paper work is complete and you have filed for graduation. An audit will be triggered and follow-up letters will be sent to you from the Registrar's Office.
- Complete ASHA Certification forms
- Complete NC Licensure forms
- Complete the NC Advanced Licensure paperwork
- Make Certain Official Transcripts* and Praxis Scores are Sent to:
 - NCDPI (if you are working in the schools)
 - ASHA
 - NC Board of Examiners for Speech Language Pathology and Audiology
 - **You may send a temporary transcript until the official one is available*
- Schedule an Exit Interview with the Department Chairperson or Graduate Program Director
 - Exit interviews are scheduled in May after the Praxis Exam has been passed.

Before Departure from ASU at Graduation

- Place all paperwork in your student file located in the clinic
- Update your student files in CSD and the clinic office:
 - Permanent mailing address
 - E-mail address
 - Telephone Number(s)
 - Contact information for new employer