

# **WL** WEST LIBERTY UNIVERSITY

MASTER OF SCIENCE EDUCATION PROGRAM IN  
SPEECH-LANGUAGE PATHOLOGY



## **Graduate Student Handbook Information and Policies**

Updated March 2026

**TABLE OF CONTENTS**

WELCOME TO THE PROGRAM! ..... 6

DEGREE AND PROGRAM DESCRIPTION ..... 8

PROGRAM ACCREDITATION STATUS ..... 8

PROGRAM CONTACT..... 9

WEST LIBERTY UNIVERSITY MISSION STATEMENT ..... 9

PROGRAM MISSION STATEMENT ..... 9

PROGRAM VISION STATEMENT ..... 9

PROGRAM GOALS ..... 9

EVALUATING THE CONGRUENCE OF THE PROGRAM’S MISSION AND GOALS ..... 9

FULL-TIME PROGRAM TEACHING FACULTY & STAFF..... 10

ADMISSION REQUIREMENTS ..... 11

PROGRAM REQUIREMENTS/COMPETENCIES ..... 11

CONTENT AND LENGTH OF PROGRAM ..... 11

CLINICAL CURRICULUM..... 12

PROGRAM CLINICAL DRESS CODE..... 12

PROGRAM GRADUATE COURSE DRESS CODE..... 12

PROGRAM ASSESSMENT ..... 12

PROGRAM ETHICS EXPECTATION STATEMENT..... 14

GRADUATION REQUIREMENTS ..... 14

PROGRAM OUTCOMES ..... 14

CURRICULUM / DEGREE COMPLETION PLAN ..... 15

COURSE DESCRIPTIONS..... 15

ORGANIZATIONAL HIERARCHY ..... 18

PROGRAM LOCATION ..... 18

PARKING..... 19

ORIENTATION MEETING ..... 19

    IMPORTANT WEB LINKS:..... 19

BUSINESS OFFICE LOCATION..... 19

PROGRAM COSTS, FINANCIAL AID AND REFUND POLICY .....	20
CAMPUS POLICE LOCATION .....	20
COLLEGE UNION OFFICE .....	21
Campus Mail: .....	21
Topper Card: .....	21
Rave Alerts: .....	22
REGISTRAR’S OFFICE .....	22
WEST LIBERTY UNIVERSITY INFORMATION NETWORK SYSTEM (WINS) .....	22
COURSE REGISTRATION .....	22
ADVISING .....	23
GO-WLU .....	23
NATIONAL STUDENT SPEECH LANGUAGE HEARING ASSOCIATION (NSSLHA).....	23
OFFICE OF GRADUATE STUDIES .....	24
GRADUATE ASSISTANTSHIPS.....	24
STUDENT HOUSING.....	24
UNIVERSITY ACADEMIC SUPPORT SERVICES .....	24
Student Success Center.....	24
Accessibility Services.....	24
Counseling Services.....	25
Career Services.....	25
Health Services.....	26
INFORMATION TECHNOLOGY SERVICES.....	26
E-Mail .....	27
INTERNATIONAL STUDENT SUPPORT .....	27
LIBRARY (PAUL N. ELBIN LIBRARY) .....	27
STUDENT SUCCESS CENTER .....	28
PROFESSIONAL CREDENTIALING INFORMATION .....	28
POLICIES/PROCEDURES.....	29
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	29
STUDENT LIFE POLICIES AND PROCEDURES.....	31
PLAN FOR ELL IN CSD MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY .....	31
NON- DISCRIMINATION STATEMENT/ TITLE IX COMPLIANCE INFORMATION .....	31

NOTICE OF NON-DISCRIMINATION .....	32
PROGRAM ACCREDITATION COMPLAINTS / ISSUES.....	32
GRIEVANCES & APPEALS: PROGRAM PROCEDURE .....	32
HEALTH SCIENCES COUNCIL POLICY .....	33
UNIVERSITY AND PROGRAM ACADEMIC DISHONESTY POLICY .....	34
ARTIFICIAL INTELLIGENCE USE POLICY STATEMENTS .....	34
PROGRAM DISCIPLINARY ACTIONS.....	35
GUIDELINES FOR ACADEMIC PROBATION .....	35
PROGRAM PERFORMANCE IMPROVEMENT PLAN / CONDITIONAL STATUS POLICY .....	36
UNIVERSITY AND PROGRAM GUIDELINES FOR ADDRESSING SEXUAL HARASSMENT, OTHER FORMS OF UNLAWFUL DISCRIMINATION AND GRIEVANCE PROCEDURE.....	38
PROGRAM LEAVE OF ABSENCE POLICY GUIDELINES .....	38
GUIDELINES FOR VOLUNTARY WITHDRAWAL FROM MS CSD PROGRAM.....	38
GUIDELINES FOR CONSIDERATION FOR REINSTATEMENT TO THE MS CSD PROGRAM .....	39
COURSE WITHDRAWAL POLICY.....	39
WITHDRAWAL FROM THE UNIVERSITY.....	39
GRADE REPORTS .....	39
INCOMPLETE GRADES .....	39
STUDENT COURSE EVALUATIONS .....	39
FINAL EXAMINATIONS.....	40
EXAMINATION POLICIES AND PROCEDURES .....	40
EXAM HONOR CODE .....	41
PROGRAM CELL PHONE/ ELECTRONIC DEVICES .....	41
REMOTE CLASS ETIQUETTE POLICY.....	41
PROGRAM ATTENDANCE REQUIREMENTS .....	42
POLICY GOVERNING STUDENT EMPLOYMENT .....	43
SOCIAL MEDIA POLICIES/GUIDELINES.....	43
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS STUDENT CODE OF CONDUCT .....	45
POLICY REGARDING BACKGROUND CHECKS AND DRUG SCREENS .....	46
POLICY REGARDING STUDENTS CALLED TO ACTIVE MILITARY SERVICE .....	47
UNIVERSITY AND PROGRAM EMERGENCY AND INCLEMENT WEATHER CLOSURE POLICY.....	47
Rave Alerts: .....	48
CLINICAL EDUCATION/SPEECH AND HEARING CLINIC MISSION STATEMENT .....	48

CLINIC OUTCOMES .....	49
CLINIC LOCATION / SUPERVISION .....	49
CLINIC CLEANLINESS.....	49
CONFIDENTIALITY AND HIPAA GUIDELINES.....	49
CLINICAL ROTATIONS.....	49
CLINICAL PRACTICUM HOURS.....	50
ALTERNATIVE CLINICAL EXPERIENCES .....	50
REQUIREMENTS FOR CLINICAL PLACEMENT .....	50
CALIPSO KNOWLEDGE AND SKILLS/CLOCK HOUR TRACKING.....	51
THE EXTERNSHIP EXPERIENCE .....	51
FINAL THOUGHTS ON CLINICAL EDUCATION.....	52
Appendices.....	53

**WEST LIBERTY UNIVERSITY**  
**MASTER OF SCIENCE (MS) EDUCATION PROGRAM**  
**IN SPEECH-LANGUAGE PATHOLOGY**  
**GRADUATE STUDENT HANDBOOK**

**WELCOME TO THE PROGRAM!**

The faculty of the Department of Communication Sciences and Disorders (CSD) at West Liberty University would like to welcome you to our program. We congratulate you on this accomplishment and look forward to assisting you in achieving your career goal of becoming a speech-language pathologist. The next two years will be very rigorous yet highly rewarding! Our program will prepare you academically, clinically, professionally, and ethically to take the next steps toward licensure, certification, and patient care. Additionally, the program will prepare graduates to continue their education at the doctoral level in speech-language pathology, if you so choose.

Our program's mission statement promises that the faculty will educate students to be compassionate, innovative leaders in the area of communication disorders and/or related fields. We are excited that you will be joining a talented group of individuals who aspire to be bold and confident clinicians in an ever-changing profession, making a difference in our communities, one patient at a time.

This Student Handbook contains policies and information relevant to the Master of Science education program in Speech-Language Pathology. These policies and information are subject to change based on University, WV Board of Examiners in Speech-Language Pathology, American Speech-Language Hearing Association (ASHA), and Council for Clinical Certification (CFCC) regulations. Changes will be updated and posted within the online version of the handbook.

Additional information regarding the rules and regulations for all students can be found in the most recent issue of the Student Handbook and the West Liberty University Graduate Catalogs (online). Questions and/or clarification about policies, requirements, and procedures may be directed to the department chair, faculty, or staff of the Department of Communication Sciences and Disorders. You are encouraged to refer to the handbook frequently for information. Please retain this handbook for the duration of the program.

We look forward to working with you in the months ahead as you continue to grow into the leader you dream to be! You will have many opportunities open to you in this profession!

Have a happy and successful graduate student career!

*Communication Sciences and Disorders Faculty & Staff*

Stephanie Bradley, Au.D., CCC-A, F-AAA, Department Chair/Associate Professor	(304) 336-8100
Carol Zombotti, Clin.Sc.D, CCC-SLP, BCBA, Clinic Director/Assistant Professor	(304) 336-8523
Sara Alig, PhD, CCC-SLP, CDP, Assistant Professor/MS SLP Program Coordinator	(304) 336-8522
Danielle Smarrella, Au.D., CCC-A, F-AAA, Assistant Professor/Clinical Supervisor	(304) 336-8253
Carah Boyer, MS, CCC-SLP, Assistant Professor/Clinical Supervisor	(304) 336-8077
Tammy Bonar, Administrative Assistant	(304) 336-8199

The Department of Communication Sciences and Disorders reserves the right to update or change the contents of this document. Students of the Master of Science education program in Speech-Language Pathology community are urged to check the program's website periodically for updates. **Due to licensure and accreditation standards, the policies and procedures stated in this handbook take precedence over West Liberty University policies and procedures.** Every student is held responsible for knowledge of the regulations and policies described in this Handbook. Questions regarding interpretation of rules and regulations should be directed to the Department Chair.

Instructions: You are required to detach the Statement of Acknowledgement page. Please sign, date and return to the department Administrative Assistant no later than two weeks from the receipt of the handbook. Thank you and welcome!



## Student Statement of Acknowledgement

I have received a copy of the M.S. education program in Speech-Language Pathology *Graduate Student Handbook-Information and Policies*. I acknowledge that I have read and agree to follow the policies and procedures outlined.

---

Name (print)

---

Signature

---

Date

## **PROGRAM INTRODUCTION**

### **DEGREE AND PROGRAM DESCRIPTION**

A speech-language pathologist (SLP) is a healthcare professional responsible for assessing and treating children and adults with communication difficulties and disorders involved with speech production, fluency, language, cognition, articulation, voice, resonance, swallowing, and hearing. SLPs work directly with patients who have congenital or acquired communication deficits in order to aid in regaining lost language and speech. They engage in research to enhance knowledge about human communication disorders and counsel individuals and families on coping strategies as well as provide education on speech and language disorders. SLPs are employed in various settings such as: public/private school systems, private practices, hospitals, clinics, rehabilitation centers, colleges/universities, residential healthcare facilities, state and local health departments, state and federal government agencies, research facilities, assisted living facilities, home health agencies, and adult day care centers.

The Master of Science education program in Speech-Language Pathology is a 56 credit hour program composed of 35 hours of didactic coursework in addition to 21 hours of clinical coursework to prepare master's level students to provide services as competent clinicians, future Ph.D. or clinical doctoral level students (SLPD), and professional representatives of the communication sciences and disorders community. The purpose of the program is to train up-and-coming speech-language pathologists in the normal processes of communication sciences and in the practice of competently diagnosing and treating communication disorders in all populations and settings. This degree will be awarded to those who meet all the academic requirements and clinical competencies as well as professional standards of the program. The completion of this program will prepare graduates for the national Praxis Examination in Speech-Language Pathology, in addition to qualifying graduates for state licensure and preparedness for potential higher education.

Detailed information about the profession can be found in the American Speech-Language-Hearing Association's description of the SLP Scope of Practice at <https://www.asha.org/policy/sp2016-00343/>.

### **PROGRAM ACCREDITATION STATUS**

The Master of Science (MS) education program in Speech-Language Pathology at West Liberty University has been granted Candidacy Status for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Candidacy is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years. The CAA has determined that the program demonstrates sufficient compliance with the Standards for Accreditation as outlined in the Standards Compliance Continuum. As a result, the CAA has awarded candidacy for a period of five years beginning *February 2022 – February 2027*. Award of candidacy allows the program to matriculate students into the program as it continues to document compliance with accreditation standards for the duration of the candidacy accreditation cycle.

- Awarded Candidacy: *February 2022*
- Candidacy Accreditation Cycle: *February 2022 – February 2027*

Any questions or concerns, please contact the Accreditation Office: c/o American Speech-Language-Hearing Association 2200 Research Blvd, #310 Rockville, MD 20850 301-296-5700  
accreditation@asha.org <https://caa.asha.org/>

## **PROGRAM CONTACT**

The Chair of the Master of Science education program in Speech-Language Pathology at West Liberty University is Dr. Stephanie Bradley, Au.D., CCC-A, F-AAA (see the following page for more information about Dr. Bradley). Program information, including a direct contact email for Dr. Bradley and a degree completion plan, is available on the program website at <https://westliberty.edu/communication-sciences-disorders/speech-language-pathology/>. Public information about this program can also be found on the program website.

## **WEST LIBERTY UNIVERSITY MISSION STATEMENT**

West Liberty University is a public university with a rich history of providing students with a comprehensive education from undergraduate to graduate degrees. Through experiential learning and personalized support, we empower students toward scholarly exploration, creative expression, and economic opportunity.

## **PROGRAM MISSION STATEMENT**

Educating future speech-language pathologists to be compassionate, innovative leaders and effectively serve the local and global communities through competent and ethical decision-making.

## **PROGRAM VISION STATEMENT**

Empowering our students to affect meaningful and progressive change, through mindful engagement as global citizens within the greater community, as well as effectively serving those with disabling communication impairments.

## **PROGRAM GOALS**

1. To provide graduate education in the Master of Science education program in Speech-Language Pathology, and to prepare students to meet the most current professional standards for clinical certification and licensure.
2. To develop the professional preparation of future clinicians in the areas of communication sciences and disorders which includes, but is not limited to, speech production, language, cognition, voice, fluency, feeding and swallowing, resonance, and auditory (re)habilitation in both the pediatric and adult populations.
3. To give students a wide range of clinical and research opportunities to meet the needs of the community, state, and nation and to prepare students for any occupational setting following the completion of the program.
4. To ensure a strong foundation of evidence-based practice including research, client and caregiver considerations, and clinical experience
5. To foster and utilize a life-long commitment to professional development as it relates to the American Speech-Language-Hearing Association standards, scope of practice, and ethics requirements.

## **EVALUATING THE CONGRUENCE OF THE PROGRAM'S MISSION AND GOALS**

The program will maintain the university's high reputation of excellence and add to the diversity of campus by recruiting graduate students from all over the United States, and potentially, the world. The program will actively collaborate with colleagues, professionals, other academic institutions, and the community to build professional relationships, skill development, education, and high-quality evidence based research. The mission and goals will be analyzed on an annual basis. Assessments have been developed to evaluate the extent to which goals have been achieved. These results will be discussed and changes will be made based on the improvement of the program and student learning outcomes. All faculty meetings regarding changes of the mission and goals will be documented.

## FULL-TIME PROGRAM TEACHING FACULTY & STAFF

DR. STEPHANIE BRADLEY, Au.D., CCC-A, F-AAA, DEPARTMENT CHAIR/ASSOCIATE PROFESSOR



B.S., Speech Pathology and Audiology, West Liberty State College, WV, 2008  
Au.D., Audiology, University of Akron, OH, 2012

Office: Campbell Hall Room 321D  
Email: stephanie.bradley@westliberty.edu

DR. CAROL ZOMBOTTI, Clin,Sc,D., CCC-SLP, BCBA, CLINIC DIRECTOR/ASSISTANT PROFESSOR



B.S., Speech Pathology and Audiology, West Virginia University, WV, 1992  
M.S., Speech-Language Pathology, West Virginia University, WV, 1995  
Graduate Certificate, Applied Behavior Analysis, Penn State University, PA, 2014  
Clin,Sc,D., Speech-Language Pathology, Rocky Mountain University of Health Professions, UT, 2021

Office: Campbell Hall Room 321C  
Email: carol.zombotti@westliberty.edu

SARA ALIG, PHD, CCC-SLP, CDP, ASSISTANT PROFESSOR/MS SLP PROGRAM COORDINATOR



B.S., Speech Pathology and Audiology, West Liberty State College, WV, 2000  
M.S., Speech-Language Pathology, West Virginia University, WV, 2002  
Certified Dementia Care Practitioner, National Council of Certified Dementia Practitioners, 2021  
Ph.D., Communication Studies, Liberty University, VA, 2024  
Certified/Licensed Positive Approach to Care Consultant, 2025

Office: Campbell Hall Room 321A  
Email: sara.alig@westliberty.edu

DANIELLE SMARRELLA, Au.D., CCC-A, F-AAA, ASSISTANT PROFESSOR/CLINICAL SUPERVISOR



B.S., Speech Pathology and Audiology, College, State, YEAR  
M.A., Audiology, University of Akron, OH, 2002  
Aud., Audiology, A.T. Still University, MO, 2012

Office: Campbell Hall Room 321B  
Email: Danielle.smarrella@westliberty.edu

CARAH BOYER, MS, CCC-SLP, ASSISTANT PROFESSOR/ CLINICAL SUPERVISOR



B.S., Speech Pathology and Audiology, PennWest Clarion, PA, 2018  
M.S., Speech-Language Pathology, PennWest Clarion, PA, 2020  
Certified in Language Acquisition through Motor Planning  
Certified in Naturalistic Language Acquisition  
Trained in PROMPT methodology

Office: Campbell Hall Room 350  
Email: Cara.Boyer@westliberty.edu

## ADDITIONAL ADJUNCT PROGRAM FACULTY

Contacts available on request

## **PROGRAM REQUIREMENTS AND CURRICULUM**

### **ADMISSION REQUIREMENTS**

The Master of Science education program in Speech-Language Pathology enables those students who hold a Bachelor's degree in Communication Sciences and Disorders and/or other related fields (that meet the pre-req classes that are listed here from CFCC standards IV-A and IV-B:

<https://www.asha.org/certification/2020-slp-certification-standards/#4>) to fulfill the education requirements appointed by the American Speech-Language-Hearing Association for licensure and certification in the area of speech-language pathology.

### **PROGRAM REQUIREMENTS/COMPETENCIES**

Students accepted into the two-year proposed degree program will complete 35 credit hours of master's level speech-language pathology coursework with a minimum GPA of 3.0, in addition to 21 hours of clinical coursework. The requirement for clinical practicum coursework is by virtue of the licensure requirements of the West Virginia Board of Examiners in Speech-Language Pathology (§30-32-9) and Council for Clinical Certification (CFCC) of the American Speech-Language and Hearing Association (ASHA) standards. Students are required to complete a minimum of 400 supervised clinical practice hours throughout their program of study. The proposed curriculum will also prepare graduates for the national examination, which is required for national certification and licensure within the state of West Virginia.

**Proof of the following competencies within speech-language pathology is required (per CFCC standards):**

1. Speech sound disorders
2. Fluency and fluency disorders
3. Voice and resonance, including respiration and phonation
4. Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing
5. Hearing, including the impact on speech and language
6. Swallowing and feeding (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology)
7. Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
8. Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities)
9. Augmentative and alternative communication modalities

A grade of "C" or lower in one course will require remediation and student must retake the course. A grade of "C" or lower in two courses will result in dismissal from the program. Does the retake mean replacement of the grade?

Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). *2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology*. Retrieved from <https://www.asha.org/certification/2020-SLP-Certification-Standards>.

### **CONTENT AND LENGTH OF PROGRAM**

Students accepted into the two-year (5 semesters) master's degree program will complete 35 credit hours of master's level speech-language pathology coursework with a minimum GPA of 3.0, in addition to 21 hours of clinical coursework. See also: Curriculum/ Degree Completion Plan section of this handbook.

## **CLINICAL CURRICULUM**

The requirement for clinical practicum coursework is by virtue of the licensure requirements of the West Virginia Board of Examiners in Speech-Language Pathology (§30-32-9) and Council for Clinical Certification (CFCC) of the American Speech-Language and Hearing Association (ASHA) standards. Students are required to complete a minimum of 400 supervised clinical practice hours throughout their program of study. The proposed curriculum will also prepare graduates for the national examination, which is required for national certification and licensure within the state of West Virginia.

Clinical coursework begins in the first semester and is an integral part of the Master of Science education program in Speech-Language Pathology. For the first two semester, students will be primarily placed in the onsite Speech and Hearing Clinic (<https://westliberty.edu/communication-sciences-disorders/speech-and-hearing-clinic/>). The summer term (semester 3), students will be placed within medical facilities, hospital settings, outpatient clinics, etc. The fourth semester is allotted for educational settings and opportunities. Students are expected to adhere to the nine professional competency areas and be a positive representation of the profession, program, and University. To gain further information about clinical requirements, expectations, and assessments, students are required to read the Speech and Hearing Clinic Handbook found on the MS SLP website linked above.

## **PROGRAM CLINICAL DRESS CODE**

Students **MUST** dress in a professional manner and maintain a professional character at all times during the clinical experiences. Students are a reflection of the program as well as the University. Be polite and respectful. Professional dress code includes but is not limited to: appropriate length dresses/skirts or slacks and blouses or sweaters, closed-toed dress shoes with hose or dress socks as necessary, slacks and dress shirts, polos, or sweaters with dress shoes and socks.

**ABSOLUTELY NO:** sweat pants, t-shirts, scrubs, yoga pants, tights, clothing with holes, spaghetti strapped shirts, flip flops, tennis shoes, etc. (unless otherwise specified by the facility). Because you are in a healthcare profession, you are not to have overgrown nails or septum piercings, and you must cover offensive tattoos or tattoo sleeves. It is also important to maintain appropriate amount of make-up and minimal perfume/cologne (allergies of others). Make sure you are neat, and your hygiene is appropriate. Failure to do so can result in removal from the course and/or the program.

## **PROGRAM GRADUATE COURSE DRESS CODE**

Because this is a health professional – graduate program, students are expected to dress neatly and appropriately. Students may dress in casual attire- including jeans- when attending classes and program-specific events, unless otherwise directed. Students **MUST NOT** wear pajamas, sweatpants, low-cut tops, “belly shirts,” see-through tops/pants, shirts with offensive language/images, or extremely short skirts/shorts (we should **NOT** see your bottom when you bend over).

Failure to comply will result in automatic removal from class that day and a marked absence. Continued non-compliance may result in removal from the program.

## **PROGRAM ASSESSMENT**

Summative and formative assessments are given throughout the course of the program. Students are required to pass the following assessments prior to graduation in order to demonstrate knowledge in academic, professional, and clinical competencies.

1. **Comprehensive Assessment of Content Knowledge (CAACK)** is required prior to graduation. A separate study guide is provided to help the student prepare for this summative program assessment. Written and Oral examination questions will be administered based on clinical application and case studies.

- **Written/Critical Thinking Component (70 points)- Summative Assessment**
  - Students will take a written examination consisting of multiple choice questions from a pool submitted by the course instructors and based on the study guide. The questions have elements of any/all aspect(s) of speech-language pathology included in the Council for Clinical Certification standards: speech sound production; fluency and fluency disorders; voice and resonance; receptive and expressive language; hearing including the impact on speech-language; swallowing and feeding; cognitive aspects of communication; social aspects of communication; and augmentative and alternative communication modalities.
  - Students will need to score at least 56/70 (80%) to pass the written competency.
- **Oral Component (30 points)- Summative Assessment**
  - The MS-SLP committee will assign each student a panel of two (2) or three (3) academic and/or clinical faculty members.
  - Students will be given a mock client case history that has elements of any aspect(s) of speech-language pathology included in the Council for Clinical Certification standards: speech sound production; fluency and fluency disorders; voice and resonance; receptive and expressive language; hearing including the impact on speech-language; swallowing and feeding; cognitive aspects of communication; social aspects of communication; and augmentative and alternative communication modalities.
  - Students will be expected to create a diagnostic plan and present the plan to the faculty panel as well as answer specific questions about the case including but not limited to: interpretation of hypothetical clinical findings, thought processes for a treatment plan specifying evidence based practice and rationale, recommendations for interdisciplinary referrals, etc.
  - Students will need to score at least 24/30 (80%) to pass the oral competency. A grading rubric is provided for this portion of the assessment provided at orientation.

## **2. Professional Development Portfolio Requirement**

The Professional Development Portfolio is a required formative assessment tool used to encourage professional development and reflective learning. It is a selective form of authentic assessment, which appears to be well suited for evaluating the application of theory into practice. The portfolio contains a collection of evidence, also called artifacts, of the student's learning outcomes attained throughout the graduate program, indicating an acquisition and mastery of professional clinical skills as well as achievement of standards for clinical certification. The ownership of and responsibility for the portfolio is the student's alone. It is the student's responsibility to ensure that the evidence presented is in accordance with the procedures stated in the separate Student Portfolio Handbook provided at orientation.

The framework of the portfolio is based on the selected standards required for obtaining the Certificate of Clinical Competence (CCC) from ASHA, the program's student outcomes, and the West Virginia state requirements for speech-language pathologists. The student must create a portfolio that encompasses all components on the checklist and achieve at least an 80% score in order to pass this competency. A checklist is also available for this assessment within the provided portfolio handbook, given at orientation.

## **3. Clinical Competency Benchmark Requirement**

“Summative assessment in clinical education yields critical information for determining an individual's acquisition of knowledge and achievement of clinical skills, including the ability to integrate academic knowledge with clinical practice” (asha.org). Each student’s clinical supervisors using the digital software, CALIPSO, will administer examinations of practical clinical skills. The student must score at least an average of 80% in order to pass this competency. Refer to the WLU Speech and Hearing Clinic Handbook for detailed information on clinical competency requirements found at [westliberty.edu/msslp](http://westliberty.edu/msslp)

## PROGRAM ETHICS EXPECTATION STATEMENT

All students must review the American Speech-Language and Hearing Code of Ethics found at [Code of Ethics \(asha.org\)](http://Code of Ethics (asha.org)).

Links to individualized state Speech-Language and Hearing Codes of Ethics can be found at [State Codes and Ethical Provisions \(asha.org\)](http://State Codes and Ethical Provisions (asha.org)).

## GRADUATION REQUIREMENTS

A checklist is provided in the appendices section of this handbook:

- ✓ 35 hours of required didactic coursework
- ✓ 21 hours of clinical coursework
- ✓ 3.00 GPA
- ✓ 400 clocked clinically supervised practicum evaluation and treatment hours
  - *Suggested breakdown of at least 20 hours toward each of the following specified areas of concentration: pediatric speech assessment, pediatric speech treatment, pediatric language assessment, pediatric language treatment, adult speech assessment, adult speech treatment, adult language assessment, adult language treatment, hearing assessment/treatment*
- ✓ Meets standards (3.00) or above on clinical competency
- ✓ Minimum score of 80% on competency exams (written and oral)
- ✓ Minimum score of 80% on professional development portfolio
- ✓ Completed exit interview

## PROGRAM OUTCOMES

The Master of Science education program in Speech-Language Pathology has identified four specific program outcomes that align with the requirements of the American Speech-Language Hearing Association.

### Student Learning Outcomes (SLO):

Upon completion of the MS SLP program, graduates will be able to:

1. **Knowledge:** Integrate didactic knowledge within the nine major competency areas: speech sound production, fluency/fluency disorders, voice and resonance, receptive and expressive language, hearing, swallowing/feeding, cognitive aspects of communication, social aspects of communication, and augmentative and alternative modalities
2. **Direct Skill:** Demonstrate appropriate professional and clinical skills through hands-on coursework, in-house clinical rotations, community clinical rotations, and externship placements
3. **Clinical Critical Thinking:** Display positive critical thinking and decision-making skills within evaluation, identification, diagnosis, planning, implementation, report writing and/or intervention as it applies to the topics in speech-language pathology
4. **Evidence Based Critical Thinking:** Apply evidence-informed decision making through educated information seeking, collaboration, and interpretation of research utilizing analytical skills.

## **CURRICULUM / DEGREE COMPLETION PLAN**

Tentative course offerings: 56 Total; Didactic=35, Clinical=21

### **YEAR 1**

Fall I Curriculum (12 hours total):

- SLP 501- Research Methods in Speech-Language Pathology (3 credits)
- SLP 505- Speech Sound Disorders in Pediatric Populations (3 credits)
- SLP 507- Diagnostic Techniques in Speech-Language Pathology (3 credits)
- SLP 540- Clinical Seminar I (1 credit)
- SLP 550- Clinical Practicum I (2 credits)

Spring I Curriculum (15 hours total):

- SLP 502- Childhood Language and Literacy Disorders (3 credits)
- SLP 504- Fluency Disorders (3 credits)
- SLP 506- Neuroanatomy and Neurophysiology in Speech-Language Pathology (3 credits)
- SLP 508- Audiology and Hearing Disorders for the SLP (3 credits)
- SLP 541- Clinical Seminar II (1 credit)
- SLP 551- Clinical Practicum II (2 credits)

Summer I Curriculum (8 hours total):

- SLP 510- Capstone in Speech-Language Pathology (2 credits)
- SLP 515- Augmentative and Alternative Communication (3 credits)
- SLP 542- Advanced Clinical Seminar I (1 credit)
- SLP 552- Advanced Clinical Practicum I (2 credits)

### **YEAR 2**

Fall II Curriculum (12 hours total):

- SLP 517- Motor Speech and Language Disorders in Adults (3 credits)
- SLP 519- Voice and Resonance Disorders (3 credits)
- SLP 525- Dysphagia (3 credits)
- SLP 543- Advanced Clinical Seminar II (1 credit)
- SLP 553- Advanced Clinical Practicum II (2 credits)

Spring II Curriculum (9 hours total):

- SLP 560- Clinical Externship (9 credits)

Optional Courses (offered during the summer semester):

- SLP 570- Medical SLP (1 credit)
- SLP 571- Educational Service Delivery (1 credit)
- SLP 578- Special Topics (1-3 credits)

## **COURSE DESCRIPTIONS**

Fall I Curriculum (12 hours total):

**SLP 501- Research Methods in Speech-Language Pathology (3 credits):** This course explores the current best practice in evidenced based decision making for assessment and treatment of individuals with communication disorders. An overview of research methods and tools for evaluation of research will be discussed. Emphasis will be placed on critical thinking and the integration of reliable and valid research evidence into clinical practice.

**SLP 505- Speech Sound Disorders in Pediatric Populations (3 credits):** Overview of etiologies and characteristics of speech sound disorders including the screening, assessment, diagnosis, and treatment of articulation and phonological disorders, as well as childhood apraxia of speech.

**SLP 507- Diagnostic Techniques in Speech-Language Pathology (3 credits):** Examination of the diagnostic process within speech-language pathology including: screening, case history/interview, assessment, interpretation, report writing, and delivery of findings for communication disorders. Emphasis on selection and review of standardized assessments, as well as non-standardized options for informal diagnostic data collection.

**SLP 540- Clinical Seminar I (1 credit):** Explores clinical skills required for successful experiences during rotations within in-house and external clinical placements.

**SLP 550- Clinical Practicum I (2 credits):** Supervised, in-house, clinical practicum experience including the evaluation and treatment of children and adults with communication disorders.

**Spring I Curriculum** (15 hours total):

**SLP 502- Childhood Language and Literacy Disorders (3 credits):** Exploration of current definitions, assessments, and interventions for children with language deviations ranging from infants to adolescents. Emphasis on language development as it pertains to assessment, intervention, and educational effects. Additional considerations such as multicultural issues, caregiver and peer interactions/training, and the SLPs diverse role will be discussed.

**SLP 504- Fluency Disorders (3 credits):** Overview of potential etiologies and characteristics of fluency disorders in children and adults. Emphasis will be placed on assessment, diagnosis, and effective treatment approaches for stuttering across the lifespan. Consideration of counseling and attitudes surrounding the experience of stuttering.

**SLP 506- Neuroanatomy and Neurophysiology in Speech-Language Pathology (3 credits):** Exploration of the structure and function of the human nervous system including motor, sensory, perceptual, linguistic, and cognitive functions. Introduction to the physiological and behavioral deficits associated with neurological pathologies.

**SLP 508- Audiology and Hearing Disorders for the SLP (3 credits):** Study of the audiological knowledge and skill base required to assess and treat children and adults with hearing impairment in the field of speech-language pathology.

**SLP 541- Clinical Seminar II (1 credit):** Professional issues related to the field of speech-language pathology will be discussed.

**SLP 551- Clinical Practicum II (2 credits):** Supervised, in-house, clinical practicum experience including the evaluation and treatment of children and adults with communication disorders.

**Summer I Curriculum** (8 hours total):

**SLP 510- Capstone in Speech-Language Pathology (2 credits):** This course is designed to provide graduate speech-language pathology students with an experience in identifying and applying research on a case-by-case basis. The student will complete a written comprehensive treatment critique that will include the analysis, synthesis, and interpretation of research findings and a discussion of the treatment methodology and functional applications. Students will then provide an oral grand rounds presentation on the research findings. This course will also be utilized as a midway evaluation point for the professional development portfolio assessment.

**SLP 515- Augmentative and Alternative Communication (3 credits):** Exploration of meeting the needs of non-verbal individuals by supplementing residual communication skills with alternative means of access. Consideration of the assessment, device selection, and treatment approaches for non-verbal individuals will be the focus of the course. Additional educational instruction will include providing a team approach, training communication partners, and hands-on experience with different assistive technology tools and devices.

**SLP 542- Advanced Clinical Seminar I (1 credit):** Discussion of topics related to enhancing clinical skills for new clinicians in the medical setting.

**SLP 552- Advanced Clinical Practicum I (2 credits):** Supervised external placement within pediatric and adult medical settings.

**Fall II Curriculum** (15 hours total):

**SLP 517- Motor Speech and Language Disorders in Adults (3 credits):** Requisite knowledge for understanding, assessing, and treating adult motor speech and language disorders with neurogenic etiologies. Motor speech and language impairments with focal lesions in the brain such as apraxia, dysarthria, aphasia, alexia, and right hemisphere disorders will be discussed in addition to cognitive language disorders such as traumatic brain injury and dementia.

**SLP 519- Voice and Resonance Disorders (3 credits):** Course covering information regarding the nature and causes of common pathologies affecting the voice, voice measurement, and treatment approaches for voice disorders. The use of critical thinking exercises will require students to problem solve with clinical situations based on vocal disorders and disturbances.

**SLP 525- Dysphagia (3 credits):** Principles of pediatric feeding disorders and swallowing disorders across the lifespan will be discussed with emphasis on evaluation, treatment, and management of disorders.

**SLP 543- Advanced Clinical Seminar II (1 credit):** Discussion of counseling responsibilities within the speech-language pathologist's scope of practice. Students will acquire appropriate skills, knowledge of techniques and framework, as well as best practices for referral and coordination of care within the pediatric educational and outpatient settings.

**SLP 553- Advanced Clinical Practicum II (2 credits):** Supervised external placement within pediatric educational or outpatient settings.

**Spring II Curriculum** (9 hours total):

**SLP 560- Clinical Externship (9 credits):** Full-time clinical externship with supervised clinical assistance and guidance. Students will be placed in a variety of clinical settings within a preferred geographical location.

**Optional Courses (Offered Summer Semester):**

**SLP 570- Medical SLP (1 credit):** Advanced exploration of medical-based speech-language pathology requirements. Enhanced demonstration and knowledge within areas such as tracheotomy management, feeding/swallowing, medical team management, medical ethics, and medical terminology will be covered.

**SLP 571- Educational Service Delivery (1 credit):** Advanced exploration of school-based services. Enhanced knowledge within areas such as documentation and IEP writing, team planning, aligning goals

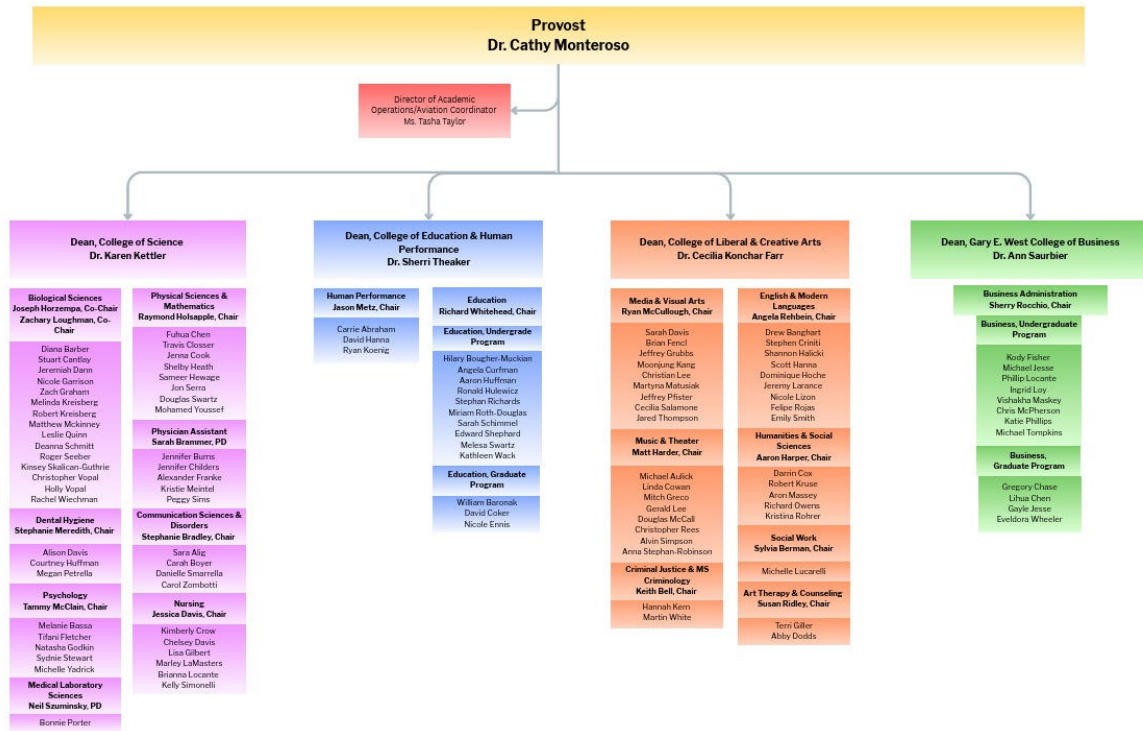
and objectives with state educational standards, and advocacy will be covered. Course will be taught corresponding to West Virginia state standards.

**SLP 578- Special Topics in SLP (1-3 credits):** This course is an optional elective provided to graduate speech-language pathology students based on interest in special topics related to communication sciences and disorders.

## UNIVERSITY/CAMPUS/PROGRAM INFORMATION

### ORGANIZATIONAL HIERARCHY

The WLU Master of Science education program in Speech-Language Pathology is a major offered in the Department of Communication Sciences and Disorders, which is housed within the College of Sciences. See the following chart for organizational hierarchy:



### PROGRAM LOCATION

All full time faculty offices for the Master of Science education program in Speech-Language Pathology are located in Campbell Hall. Specific office numbers are listed under the faculty heading section of this handbook. All classes for the program will be held in Campbell Hall, unless otherwise specified. The West Liberty University Speech and Hearing Clinic is located on the 4<sup>th</sup> floor of Campbell Hall. See the campus map with building and parking locations by clicking on the following link:

<https://westliberty.edu/admissions/visit/directions/>

## **PARKING**

All motor vehicles parked on campus by the student, faculty, and staff of the University must park in authorized parking lots and parking spaces. Signs and/or parking space lines mark all lots and parking spaces. Whenever possible, operators of motorcycles are requested to utilize less than a full parking space. Any vehicle requiring a state license is classified as a motor vehicle. All motor vehicles on Campus must be registered with the Campus Police Office in Shaw Hall in order to receive their hangtag. Color-coded parking hangtags are available for a yearly fee. Students' accounts will be charged the fee automatically for their parking permit. Only one hangtag per person will be issued. Permits expire July 31st of each. Loss of parking permit requires payment of the yearly fee for a new one and the lost permit will be voided. Students attending one semester only will be required to purchase a yearly hangtag; No refunds/no exceptions. The charging of fees and the issuing of hangtags merely authorizes the holders to drive and park on Campus; they do not guarantee the availability of a legal space in which to park a car. The University continues to monitor the demand for parking spaces. Operators of automobiles are asked to report to the Campus Police Office for assistance at any time when there appears to be no legal space in which to park a car. The color coded parking hang tag must be visible in all vehicles which park in the assigned parking areas at all times while parked on Campus or a parking/traffic citation will be issued.

There is a parking lot located across from Campbell Hall with spaces. Parking can also be found behind Hughes Hall, passed Hughes Hall by the baseball field, across from the soccer complex, and across from the tennis courts. Anyone violating parking will adhere to consequences a pay a fee required by the University. Policy: <https://westliberty.edu/human-resources/university-policy-procedure/procedure-no-14-parking-enforcement/>

## **ORIENTATION MEETING**

A new graduate student orientation meeting will be scheduled immediately prior to the start of the fall semester. *All students will receive an email with the date, times, and agenda of the new graduate student orientation, which is typically held the Friday before the first week of fall classes.* To help you get started at West Liberty University: <https://westliberty.edu/graduate-programs/orientation/>

## **IMPORTANT WEB LINKS:**

CSD Site: [westliberty.edu/csd](http://westliberty.edu/csd)

MS SLP Site: [westliberty.edu/msslp](http://westliberty.edu/msslp)

SHC Site: [westliberty.edu/shc](http://westliberty.edu/shc)

FB Social Media: <https://www.facebook.com/WLUCSD/>

Instagram Social Media: [https://www.instagram.com/wlu\\_csd](https://www.instagram.com/wlu_csd)

## **BUSINESS OFFICE LOCATION**

Shaw Hall, 3rd Floor

Hours: Monday-Friday 8 am – 4 pm

Telephone: (304)336-8013

E-mail: [businessoffice@westliberty.edu](mailto:businessoffice@westliberty.edu)

[www.westliberty.edu/business-office](http://www.westliberty.edu/business-office)

The following student services are subdivisions of the Business Office:

- Student Billing: The Business Office is responsible for the electronic billing of all charges assessed to each student account. E-Bills will be sent to the student's West Liberty University email account. Payment in full is due 10 days before the first day of class for the fall and spring

semester. Payment in full is due prior to the first day of class for each summer term. A late fee will be assessed to accounts if payments or prior arrangements have not been made before the first day of class. Financial obligations that have not been met will result in a hold being placed on the student's account. Holds prohibit the release of grades and transcripts in addition to registering for additional classes. Web payments can be made via your WINS account or the Business Office webpage. You may either choose to pay by an electronic check and/or credit/debit card payment. Please refer to the Business Office webpage for information on payment plan options.

- Financial Aid Disbursements: The Financial Aid Office distributes the awarded amount of financial aid and/or loans to each student account. All residual monies are then refunded by the Business Office to the student through our partner United Bank. Please refer to [www.westliberty.edu/business-office/](http://www.westliberty.edu/business-office/) for additional information on refunds.
- Student Payroll Work Study (which is a form of Financial Aid) and Personal Services are the two types of employment offered to student employees. To request work study, the student must see the Enrollment Services Center for eligibility. Once the student has been selected by the department, the student will be contacted by the Student Employment Coordinator and will be required to complete paperwork with Human Resources before the student employee can begin working. In order for a student employee to be paid, they must enter their time in the Kronos timekeeping system as instructed by their supervisor. The student employee will receive a paycheck on the pay day two weeks after the end of the pay period in which they start working. Direct Deposit is available to all student employees by completing a Direct Deposit form which is included in the hiring packet (and is also located on the Business Office webpage under Payroll Forms). The completed form should be returned to Human Resources

### **PROGRAM COSTS, FINANCIAL AID AND REFUND POLICY**

All tuition and fees will be collected through the Business office. Through this system, your payment will be applied directly to your tuition. In addition to tuition, you may have other fees directly related to speech-language pathology program, courses, labs, and clinic. Students may be eligible for financial aid through the WLU Financial Aid office. For further information, (See Financial Aid Office under the Current Student section of the WLU Web page <http://www.westliberty.edu/financial-aid/>)

**Tuition Refund Policy:** A student who withdraws from the program by following the proper procedure will be issued a refund of tuition and fees upon receipt of a withdrawal slip signed by the Registrar. A student who officially withdraws from a portion of their courses during the refund period must request a refund from the Business office. Students can do this online here: <https://westliberty.edu/business-office/student-services/request-for-refund/> A student who is required to withdraw for disciplinary reasons shall not be entitled to any refund. Refunds are calculated from the first day of classes. Lab and course fees are not refundable.

### **CAMPUS POLICE LOCATION**

Location: Shaw Hall, Lower Level, Room 15

Hours: 24 hours/7 days week

Telephone: (304)336-8021

Fax: (304)336-8346

Email: [police@westliberty.edu](mailto:police@westliberty.edu)

[www.westliberty.edu/health-and-safety/emergency-procedures/campus-safety](http://www.westliberty.edu/health-and-safety/emergency-procedures/campus-safety)

The West Liberty University Police Department is dedicated to provide excellence in service to the campus community. Officers strive to ensure a safe, secure and pleasant atmosphere, conducive to a positive social and educational process, in the law enforcement efforts to protect the University community. Campus law enforcement is primarily the responsibility of the Police Department, which

provides 24-hour-a-day patrol to the grounds, parking lots, residence halls, academic buildings, and the faculty housing area. Campus Police offers a variety of services to the University community. Services are free of charge to all that need assistance.

- Dead batteries needing to be jumped
- Unlock car doors (manual locks)
- Fingerprinting
- Limited background checks
- Internships
- Visitor parking permits
- University maps

WLU Campus Police Office has been designated a “Safe Place” location. As a “Safe Place” this office provides a haven for individuals in need of a safe place to receive help, including children and young adults of the surrounding community. Safe Place creates a network of youth friendly businesses, fire stations, libraries, and other appropriate public buildings that display the distinctive yellow and black Safe Place sign. Such locations have agreed to provide a temporary place for a child in crisis while waiting for a Youth Services System representative to arrive. All information provided by the youth is kept confidential.

Campus Police will now issue university tickets for violations of law in addition to parking and traffic violations including:

- Possession, consumption of alcohol (on or off campus) \$100
- Public intoxication \$100
- Possession/Under influence of illegal substance \$200
- Disorderly conduct \$150
- Trespassing \$150
- Possession of a firearm or dangerous device \$300
- Tobacco/Vapor use on campus \$ 50

Appeals of Campus Police citations (including parking violations and all violations listed above) will be submitted through the safety committee to review monthly. Appeal forms are available online at [www.westliberty.edu/health-and-safety/emergency-procedures/campussafety/](http://www.westliberty.edu/health-and-safety/emergency-procedures/campussafety/).

## **COLLEGE UNION OFFICE**

Location: College Union, Lower Level

Telephone: 304.336.8024

Hours: Monday - Friday / 8 am – 8 pm; Saturday & Sunday / 9 am – 8 pm

E-mail: [michelle.stack@westliberty.edu](mailto:michelle.stack@westliberty.edu)

[www.westliberty.edu/college-union](http://www.westliberty.edu/college-union)

## **Campus Mail:**

The College Union Office houses the University mailroom, where employees and residential students pick up their mail (at this time, we unfortunately do not offer mailboxes to students living off campus). We receive daily deliveries from USPS, UPS, and FedEx; we then sort mail into corresponding employee or student boxes. All residential students are encouraged to check their mailboxes regularly, as University departments use our ‘campus mail’ service quite frequently. You can also drop off your outgoing mail here, with the correct postage already placed on the item, to be delivered.

## **Topper Card:**

A Topper Card, which is your University-issued student I.D., is your all-around access card. It is your identification card that will get you into your residence hall, classrooms that have swipe access, your meal

card for both the Marketplace Cafeteria and the restaurants in the College Union. It can also be used like a pre-paid card: when you put Topper Dollars on your Topper card, it can then be used in the Bookstore, at Subway, and the vending and laundry machines. The Topper Card Office is located within the College Union Office. We can take your picture, print your card, and add Topper Dollars to your card. We can also see your balance of Sodexo Dollars and Topper Dollars. If you lose your Topper Card, we can freeze the card to make sure it is not used; we can also issue you a replacement card for a small fee.

### Rave Alerts:

In the event of inclement weather or other emergency communication needs, the university has provided Toppernet, Rave alerts. Here is the link to the instructions for signing up to this communication application. <https://westliberty.edu/current-students/links/toppernet/>

### REGISTRAR'S OFFICE

Location: Shaw Hall, Room 121

Hours: Monday-Friday / 7:30 am – 4 pm

Telephone: (304)336-8007

Fax: (304)336-8220

E-mail: [WLUREG1@westliberty.edu](mailto:WLUREG1@westliberty.edu)

[www.westliberty.edu/registrar](http://www.westliberty.edu/registrar)

The Registrar's Office coordinates course registration and maintains academic records for all students. All academic records (grades, transcripts, etc.) are maintained in the Registrar's Office. Any changes in degree program, advisor, telephone number and address must be processed through the Registrar's Office. The following services are also performed by the Registrar's Office staff:

- Graduation Certification
- Transcript Requests
- Transient Approval to take Courses at another college or university
- Athletic Certification
- Enrollment and Degree Verification
- Veteran's Certification
- Registration
- Assistance with WINS
- Overseeing TopperTracks (Degree Audit)

### WEST LIBERTY UNIVERSITY INFORMATION NETWORK SYSTEM (WINS)

The West Liberty University Information Network System (WINS) serves as the on-line student self service center. Students complete course registration, access grades, and view transcripts on-line via WINS. Student account information and financial aid information can also be viewed in WINS. Students can access WINS by clicking on the WINS icon from the WLU web site ([westliberty.edu](http://westliberty.edu)). To log in, students use their BANNER/Student ID as the USER ID and their six digit birth date (mmddyy) as their PIN. After initially logging into WINS, students are required to change their PIN. The Enrollment Services Center should be contacted at (304)336-8007 for assistance in accessing WINS.

### COURSE REGISTRATION

It is a requirement to meet with your academic advisor before registering for courses each semester to discuss course options and tracks and obtain your registration pin number. Each student must sign the MS SLP Student Progress Report form at the end of the meeting. West Liberty University utilizes WINS for course registration. Instructions on how to register for courses are available at <https://westliberty.edu/registrar/>.

## **ADVISING**

Graduate students in speech-language pathology are assigned to a graduate faculty advisor, with whom he/she is required to collaborate individually at least once a semester. The student and the advisor will discuss the plan of study and make adjustments as needed to fit the student's individual needs (including optional course tracks). Per WLU policy, faculty are required to post schedules on the outside of their office doors. Students are welcome to discuss any advising needs during posted office hours, or make an appointment with their advisor should there be a conflict in scheduling during office hours. Advisors will review the student's progress as it pertains to the program goals and student learning outcomes. The student may formally request a change in advisors to the department chair if the student has a legitimate complaint.

The graduate student also has the liberty of asking for a committee of two additional faculty members (along with the graduate advisor) to convene with him/her to discuss any academic, clinical, or career issues. The entire faculty will review the graduate student's progress at the end of each academic year. Also, see the university description of the role of the advisor at <https://westliberty.edu/student-life/advisorrole/>

## **GO-WLU**

Go-WLU is a portion of the website that provides the students quick links to important portals needed for their time at West Liberty University. These may include WINS, Canvas, IT Helpdesk, Gmail, Topper Station, and more. This page also provides the student helpful resources to better navigate the WLU website quickly. <https://westliberty.edu/go-wlu/>

## **NATIONAL STUDENT SPEECH LANGUAGE HEARING ASSOCIATION (NSSLHA)**

### **MISSION STATEMENT**

The purpose of the National Student Speech Language Hearing Association (NSSLHA) is to benefit its members by continually improving its support, promotion, and advocacy of the highest quality preparation of professionals in audiology, speech-language pathology and speech and hearing science (NSSLHA 2017-2019).”

### **WLU NSSLHA MISSION STATEMENT**

WLU NSSLHA's mission is encourage its members to be profound leaders in advocating, communicating, educating, and volunteering within our community to further prepare young professionals to pursue a career in Speech Language Pathology and Audiology.

### **MENTORSHIP PROGRAM**

WLU NSSLHA utilizes a mentorship program to allow support and guidance to new students. A mentoring program is a structured, often one-to-one relationship in an academic setting. The purpose of the mentorship program is for students to connect and communicate with one another, share skills and knowledge about the program and university, to advocate for one another, to build rapport and lasting relationships, and to share advice, thoughts, and guidance to help with personal growth and development. New students are paired with an upperclassman at the start of the program and are expected to collaborate appropriate meeting days/times/locations that are suitable for both parties. Students are required to meet at least once a month.

### **STUDENT LEADERSHIP AND ACTIVITIES**

Students have monthly meetings to collaborate on hot topics in the profession, share information pertaining to their chapter, plan NSSLHA activities and events, and cultivate relationships with one another and others in the community. Members of the WLU NSSLHA chapter participate in community service events through area schools, organizations, and on and off campus activities.

Students also have the opportunity to gain information through guest lectures with a variety of professionals that pour into the field of CSD,

## **OFFICE OF GRADUATE STUDIES**

Contact: Kayla Waiialae  
Graduate Studies

**Office:** Shotwell Hall 211 **Phone:** (304)333-8545 **Email:** [kayla.waiialae@westliberty.edu](mailto:kayla.waiialae@westliberty.edu)  
<https://westliberty.edu/graduate-programs/staff/>

## **GRADUATE ASSISTANTSHIPS**

Graduate assistantships are open to applications each academic year and are awarded based on the most qualified applicant for the position opening. Detailed information can be found at the WLU link for procedure 254, titled Graduate Assistantships:

<https://westliberty.edu/human-resources/files/2020/07/254-GAs-2020-07-10.pdf>

The Office of Graduate Studies oversees the application process for Graduate Assistant (GA) positions and coordinates GA selection with corresponding supervisors. <https://westliberty.edu/graduate-programs/ga/>

## **STUDENT HOUSING**

**Phone:** 304.336.8345; [residencelife@westliberty.edu](mailto:residencelife@westliberty.edu), <https://westliberty.edu/residence-life/>

The Office of Housing and Residence Life will prepare you for life in the residence halls, and the transition you make into University life. As a member of the University community, you will find that much of what you learn will occur outside the classroom as you learn to live and work with others, in a diverse community. The student life experience at West Liberty is designed to help you grow in personal, social and academic areas.

## **UNIVERSITY ACADEMIC SUPPORT SERVICES**

It is the policy of West Liberty University that individuals, otherwise qualified, shall not be excluded solely by reason of their disability from participation in any academic program of the university. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by Disability Support Services. Prior to granting disability accommodations in an online course, your instructor will need to receive official documentation. It is the student's responsibility to initiate contact with the office and to follow through with the established procedures for academic accommodations. It is important to request accommodations early enough to provide adequate time to facilitate your request.

### **Student Success Center**

The Student Success Center is committed to motivating students to be successful, providing avenues for academic and cultural support, and developing opportunities for connecting students to the West Liberty University community. In this developmental process, students are encouraged to engage in programs and services that will help them realize their potential. The Student Success Center blends the following offices and services to address students' needs and assist in a positive college experience: Accessibility Services, Career Services, CLEP Testing, First Year Programs & Services, Undeclared Advising, and Tutoring Services.

### **Accessibility Services**

Assistance is offered to any student with a qualified disability. Following the guidelines of the Americans with Disabilities Act, The Learning and Student Development Center staff members are available to arrange reasonable accommodations for students. A student who recognizes that his or her academic and/or campus activities are limited are in some way restricted due to a mobility, visual, hearing, learning,

or emotional disability should contact the Director of the Learning & Student Development Center located in Main Hall. The purpose of these services is to encourage and enable all students an equal opportunity within the college setting. There are various accommodations that may be available, based upon the student's documented disability and needs. Documentation should be provided to the Center staff as promptly as possible, so that accommodations may be made early each semester. These may include, but are not limited to:

- In-class note takers
- In-class writers or readers
- Oral or large print exams
- Extended time for exams
- Sign language interpreters
- Adaptive physical education
- Telecommunication device for the deaf
- Text enlargers
- Campus escort for visually impaired
- Special request accommodations

Any student who has a question about available services should contact the Learning and Student Development Center at (304) 336-8018.

### Counseling Services

Personal Counseling Personal problems may arise that interfere with a student's adjustment and academic success. Seeking help is not an admission of weakness, but a demonstration of a student's determination to help themselves during a challenging or critical period of their transition. Counseling services compliment the University's mission by assisting students' personal and educational development.

Please utilize any of the following methods to schedule an appointment:

1. Using WINS
  - a. Sign into your WINS account
  - b. Click Student Services
  - c. Click Request a Counseling Session
2. Email: [lwitzberger@westliberty.edu](mailto:lwitzberger@westliberty.edu)
3. Phone: (304)336-8215
4. Submit a request through the Referral Box beside the office door.
5. Walk In

All services are free. The counseling services personnel maintain a strict policy of confidentiality within professional and ethical standards and legal guidelines. Students may schedule an appointment by calling the counselor, e-mailing the counselor, or stopping by the Counseling Office (Main Hall, 140).

### Career Services

Committed to assisting students and alumni in designing an individualized portfolio that incorporates aspects of leadership and career development. In this developmental process, students are encouraged to develop their potential by gaining experiences and skills through the academic environment, campus involvement, volunteering/service activities, internship opportunities, and career exploration. The ultimate goal is for students and alumni to be able to successfully conduct their own self-directed job search as well as manage their goals into viable career objectives. Services provided through this office include:

- Career interest inventories
- Career workshops/classroom presentations
- Internship exploration/identification
- Job vacancy listings

- On-campus interview opportunities
- Job fair/ graduate school fairs
- Graduate school catalogs and test registration materials
- Resume referral and fax service
- Job search assistance

## Health Services

The primary mission of Health Services is to enable students to take full advantage of their academic experience and achieve their career and educational goals by maintaining and improving their health. First aid and treatment of illness are provided to all full-time students (residents and commuters) on both an appointment and walk-in basis. The services are provided free of charge and include:

- Unlimited office visits
- Treatment of medical problems
- First aid
- Suture removal
- Blood pressure screenings
- Pregnancy testing
- Allergy injections – by appointment only. The student must furnish the serum with specific instructions from their allergist.
- The loan of crutches and canes is available for a two-week period. If an item is not returned or is damaged, the borrower will be charged for the replacement cost.
- Health and wellness resource information.
- Services also available at Doctors Urgent Care in Wheeling
- TB Testing – Mondays and Tuesdays 7am-12pm (nominal fee)
- Confidentiality All information received by the Health Service regarding a student's health is strictly confidential. Access to medical records is limited to authorized medical personnel.

## INFORMATION TECHNOLOGY SERVICES

Location: Main Hall: East Wing Basement

Hours: Office: Monday – Friday 8am – 4pm

Help Desk: Monday – Friday 8am – 4pm

Telephone: Office: (304) 336-8043 33

Help Desk: (304) 336-8886

E-mail: [helpdesk@westliberty.edu](mailto:helpdesk@westliberty.edu)

[www.westliberty.edu/it](http://www.westliberty.edu/it)

Help Ticket: [www.westliberty.edu/helpdesk](http://www.westliberty.edu/helpdesk)

Our wireless network is available in all academic and administrative buildings on the main campus and at the Highlands Center. ITS maintains the campus data network. All residence halls have Comcast high-speed Internet and TV, providing residents with support for both educational and recreational activities. Residents have the option to upgrade to expanded services.

Technology is integrated into both the academic and daily experiences at West Liberty University. The University's website, e-mail, Twitter, Facebook, blogs, and campus-wide notification tools keep the student informed and connected 24/7. Each student at WLU receives an email account that will continue beyond graduation. The G-Suite consists of Gmail, a calendar tool, G Drive (with unlimited storage) Google Docs, and the Google Sites tool. The email integrates seamlessly with mobile devices such as smart phones or tablets such as the iPad. ITS provides students with hardware and software support. Students can request Microsoft Office 365 at the Help Desk.

Computers for general use are available in the Elbin Library Information Commons. Several special purpose departmental computer labs are maintained by ITS at both the main campus and the Highlands Center. The University uses Canvas, an ADA compliant program, as its learning management system.

Each student has an account to access Canvas. Instructors of face-to-face, hybrid, and online courses use Canvas to post class materials, communicate with students, and facilitate effective student learning. Students or faculty seeking assistance with Canvas may contact Office of E-Learning in the east wing of Main Hall, room 172. The Office of E-Learning provides faculty and student support for instructional technologies and online learning. The area includes computer access, assistance with Canvas, professional development sessions, and opportunities to explore instructional methods. The area provides both technical and pedagogical support for faculty, staff, and students.

**E-Mail:** All students will be assigned an email account for the duration of their tenure here at West Liberty University. As long as you are enrolled with the University, your account will remain active. IT will delete email addresses on February 15th and September 15th; if a student is not enrolled, his/her account will be removed. All students are assigned a westliberty.edu email account. As long as the student is enrolled or an alumnus, that email account will remain active. IT will de-activate any email account when a student withdraws or is not registered for classes

### **INTERNATIONAL STUDENT SUPPORT**

For more information for current and future international students, please see <https://westliberty.edu/admissions/international-students/>

### **LIBRARY (PAUL N. ELBIN LIBRARY)**

Location: Paul N. Elbin Library (main floor and upper level)

Hours: Monday-Thursday 8 am-11pm Friday 8am-4pm Sunday 5pm-11pm

Telephone: (304)336-8035

[www.westliberty.edu/library](http://www.westliberty.edu/library)

The Library endorses the core values of West Liberty University: Student-centered, caring, professionalism, and commitment to excellence through continuous improvement. The Library supports the curriculum of the University through its acquisition and preservation of informational resources in all academic areas. A professional librarian is available to help with informational needs and able to access the most current print and digital resources. Students may access most library resources via the Internet at: <http://westliberty.edu/library>

- Online catalog of books at the library
- Databases—access thousands of full-text journals, newspapers, legal documents

Other services include:

- Wireless access
- Computer lab
- Technology project development room
- Digital imaging capability
- Copy center
- Library and research instruction
- Interlibrary loan
- Movies
- Children's literature
- West Liberty University Special Collections, Rare Book Room and Archives

## STUDENT SUCCESS CENTER

Location: Paul N. Elbin Library, L14 (bottom floor)  
[writingcenter@westliberty.edu](mailto:writingcenter@westliberty.edu)

The E. Kent & Barbara Culler Robinson Writing Center will offer free one-on-one tutoring sessions to undergraduate and graduate students throughout all stages of the writing process. Whether you are brainstorming ideas for a paper or revising your final draft, the Robinson Writing Center tutors can help you to communicate with your audience clearly and effectively. The mission of the Robinson Writing Center is to support students from all academic disciplines in improving their skills in written communication and gaining confidence in their writing abilities. With these goals in mind, our tutors aim to teach rhetorical principles that not only help students to approach the task at hand, but also transfer across different courses and writing assignments. [Learn how you can schedule an appointment](#) and how to make the most out of the support offered by the Robinson Writing Center.

## Professional Credentialing Information

### PROFESSIONAL CREDENTIALING INFORMATION

**The American Speech-Language-Hearing Association (ASHA)** is the national professional, scientific, and credentialing association for [218,000 members and affiliates](#) who are audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology support personnel; and students. Audiologists specialize in preventing and assessing hearing and balance disorders as well as providing audiologic treatment, including hearing aids. Speech-language pathologists (SLPs) identify, assess, and treat speech, language, and swallowing disorders (<https://www.asha.org/about/>).

Being "certified" means holding the Certificate of Clinical Competence (CCC), a nationally recognized professional credential that represents a level of excellence in the field of **Audiology (CCC-A)** or **Speech-Language Pathology (CCC-SLP)**. [Those who have achieved the CCC](#)—ASHA certification—have voluntarily met rigorous academic and professional standards, typically going beyond the minimum requirements for state licensure. They have the knowledge, skills, and expertise to provide high quality clinical services, and they actively engage in ongoing professional development to keep their certification current (<https://www.asha.org/certification/aboutcertificationgeninfo/>).

The standards for certification for audiology and speech-language pathology are established by audiologists and speech-language pathologists, respectively, who are members of ASHA's [Council for Clinical Certification in Audiology and Speech-Language Pathology \(CFCC\)](#). Certificate holders are expected to uphold these standards and abide by ASHA's [Code of Ethics](#). More than 170,000 professionals currently hold ASHA certification (<https://www.asha.org/certification/aboutcertificationgeninfo/>).

ASHA adheres to principles of fairness and due process and endorses the principles of equal opportunity. In administering the certification programs, ASHA does not discriminate or deny opportunity to anyone on the basis of race, color, creed, age, gender, national origin, religion, disability, marital status, parental status, ancestry, sexual orientation, military discharge status, source of income, or any other status protected by applicable law. All candidates for certification will be judged solely on the published eligibility criteria determined by the CFCC (<https://www.asha.org/certification/aboutcertificationgeninfo/>).

The selected provider of the national certification examination will adhere to principles of fairness and due process and endorse the principles of equal opportunity. ASHA has selected Educational Testing Service (ETS) and the Praxis examination as the national examination for certification for the CCC-A and

CCC-SLP programs. ETS does not discriminate or deny opportunity to anyone on the basis of race, color, creed, age, gender, national origin, religion, disability, marital status, parental status, ancestry, sexual orientation, military discharge status, source of income, or any other status protected by applicable law (<https://www.asha.org/certification/aboutcertificationgeninfo/>).

ASHA SUMMARY OF STANDARDS: The following items are downloadable at the ASHA Website: Certification Standards <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

- Standard I—Degree
- Standard II—Education Program
- Standard III—Program of Study
- Standard IV—Knowledge Outcomes
- Standard V—Skills Outcomes
- Standard VI—Assessment
- Standard VII—Speech-Language Pathology Clinical Fellowship
- Standard VIII—Maintenance of Certification

## **POLICIES AND PROCEDURES**

### **POLICIES/PROCEDURES**

#### **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records. West Liberty University's FERPA Policy can be found in the West Liberty University Catalog, available online at <http://westliberty.edu/registrar/west-liberty-university-bulletin/>.

West Liberty University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accredited agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the West Liberty University community, only those members, individually or collectively, acting in the student's educational interest are allowed access to student education records. These members include personnel in the Enrollment Services, Student Services, Business Office, academic colleges and departments, academic advisors and athletic departments.

At its discretion the institution may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, email address, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by completing a form in the Enrollment Service Center.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Enrollment Services Center or appropriate campus office.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. Students wishing to review their education records must contact the campus official in charge of the office in which the record is located.

Records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions, (e.g. a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere.) These copies would be made at the students' expense at prevailing rates. Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the law enforcement unit, counseling and student health records, employment records or alumni records. Counseling and health records, however, may be reviewed by physicians or other appropriate professionals of the students' choosing.

Students may not inspect and review the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendation associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar or appropriate campus official. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Provost who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels, which will adjudicate such challenges, will be the Provost, Dean of Enrollment & Student Services, a faculty member appointed by the President, and a student member appointed by Student Government.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records a statement commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not keeping with the provisions of the Act, may request, in writing, assistance from the President of the institution. Further,

students who believe that their rights have been abridged may file complaints with The Family Policy Compliance Office, US Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202, concerning the alleged failures of West Liberty University to comply with the Act. Revisions and clarifications will be published as experience with the law and institution's policy warrants.

### **STUDENT LIFE POLICIES AND PROCEDURES**

Please see the most recent student handbook for a copy of the student life policies and procedures as well as other important policies and information pertaining to the University.

<https://westliberty.edu/residence-life/studenthandbook/>

### **PLAN FOR ELL IN CSD MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY**

Admission into the MS SLP program will use the same English proficiency standards as West Liberty University.

1. Students will complete admission requirements to West Liberty University according to the Admission Requirements for International Applicants and those students from non-English speaking countries. This procedure can be found at:  
<https://westliberty.edu/admissions/international-students/application-process/>  
Included in this procedure, students must provide evidence of English language proficiency, which can be completed through a variety of mediums.
2. To be admitted in the Master of Science Education Program in SLP, students must also pass a speech and hearing screening.
3. If a student's speech and hearing screening determines a need for support in development of the SLP, the student may request a meeting to discuss accommodations. If requested, the meeting will be completed within two weeks with the program director, the assigned academic advisor and a member from the Learning and Student Development Center. If necessary, student academic or clinic intervention plans will be developed for students who struggle in academic and/or clinical aspects of the graduate program.
4. Students who meet the minimum requirements for clinical practicum courses as well as on and off-campus clinical placements may participate in the clinical practicum experience. Any student regardless of cultural, linguistic, or individual diversity, will be considered for placement.

### **NON- DISCRIMINATION STATEMENT/ TITLE IX COMPLIANCE INFORMATION**

Per West Liberty University (<https://westliberty.edu/titleix/>):

“Title IX is federal legislation from the US Department of Education's Office for Civil Rights. It prohibits discrimination on the basis of sex and gender in education programs, including athletic programs or activities that receive federal funding. Under Title IX, discrimination on the basis of sex or gender can include sexual harassment and interpersonal violence including: stalking, relationship violence, and sexual violence. The Department of Communication Sciences and Disorders adheres to the University terms as it pertains to discrimination. West Liberty University is committed to ensuring equal access to education in an environment free from discrimination, including sexual harassment and interpersonal violence. Students, employees, or visitors who have questions about policies, grievance procedures, and individual rights or would like to report an alleged incident of gender-based misconduct, can contact the following individuals for support:”

Kate Billings, Title IX Coordinator  
Phone Number: 304.336.8580  
E-mail: [kate.billings@westliberty.edu](mailto:kate.billings@westliberty.edu)

## **NOTICE OF NON-DISCRIMINATION**

The Department of Communication Sciences and Disorders is committed to fostering an environment that promotes equity, inclusion, and respect for all individuals. In accordance with federal and state laws, university policies, and our professional values, the department does not discriminate on the basis of race, color, national origin, ethnicity, religion, age, sex, gender identity or expression, sexual orientation, disability, genetic information, veteran status, or any other legally protected status in its programs, activities, admissions, or employment practices.

We are dedicated to ensuring that all students, faculty, staff, and community members feel valued and supported. The department actively works to remove barriers to access and participation and provides reasonable accommodations to individuals with disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Concerns related to discrimination, harassment, or accessibility may be directed to the university's Office of Equal Opportunity or the Title IX Coordinator.

## **PROGRAM ACCREDITATION COMPLAINTS / ISSUES**

Students may register complaints regarding CAA accreditation standards as met by the WLU MS education program in Speech-Language Pathology at West Liberty University by following procedures outlined at:

[http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints\\_programs](http://www.asha.org/academic/accreditation/accredmanual/section8.htm#Complaints_programs).

This site describes the specific procedures for filing complaints, outlines the criteria for submitting complaints, discusses the determination of jurisdiction, explains how complaints are evaluated, and outlines a summary of timelines.

All complaints must be submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850.

## **GRIEVANCES & APPEALS: PROGRAM PROCEDURE**

A student who believes that his/her course grade, course failure, suspension, probation, or dismissal from the Institution or from the MS Speech-Language Pathology Education Program was based on inadequate evidence or prejudicial judgment may appeal this action. Please note that, when considering course grades, there is always a subjective component. Because of the specialized nature of Speech Pathology education, the Graduate Health Sciences Council is not in a position (does not have the expertise) to second-guess the instructor as to the appropriateness of a grade. In an appeal of a grade, the student must demonstrate the grade was unfair in some way (expectations were unclear; the instructor was unprofessional in dealing with you, etc.). The standard of appealing a grade is very high and must be accompanied by clear, unambiguous documentary evidence. The burden of proof is upon the student for all appeals.

The appeals process is the following:

### **Step I**

It is recommended that the student consult with his or her academic advisor before and while initiating a complaint or grievance. The Speech Pathology student shall discuss the problem with the instructor (for problems involving a single class) or Department Chair (for problems involving the program in general) and attempt to resolve the issue.

### **Step II**

If the complaint is not satisfactorily resolved in Step I, the student may appeal this action in writing to the Department Chair who will then bring the student's appeal before the Student

Progress Committee within ten (10) calendar days of the receipt of such notification. The appeal will be brought before the Committee for arbitration.

### Step III

If the complaint is not satisfactorily resolved in Step II, the student has the right to file a grievance with the Dean of the College of Sciences. The dean may choose to form a Graduate Health Sciences Council. The student wishing to file an appeal must

1. Submit a letter of appeal (petition) to the Dean of the College of Sciences. The letter of appeal must state the action being challenged; including a statement of the facts and evidence made with sufficient clarity to reasonably support the challenge.
2. In general, the following types of grievances will be heard by the Dean/Graduate Health Sciences Council: appeal of final course grades, extension of time to complete program requirements, non-professional behavior, plagiarism, and any other matter that may potentially fall within the scope of the Dean/Council.
3. The Dean/Graduate Health Sciences Council will hear the student's case (using the procedure below). The decision of the Graduate Health Sciences Council will be forwarded to the Dean of the College of Sciences within eight class days of the hearing. If an appeal of the Graduate Health Science's Council's decision arises, the Dean can affirm or overturn the decision. The Dean will inform the graduate student and the council of the final decision. The Dean's decision is final and therefore, there is no appeal of it.

See the following link for the WLU policy on grade appeals: <https://westliberty.edu/human-resources/files/2018/06/Procedure-221-Grade-Appeals.pdf>

### **HEALTH SCIENCES COUNCIL POLICY**

The Graduate Health Sciences council will be comprised of three West Liberty University faculty from the College of Sciences. The members, as well as the Chair of the Graduate Health Sciences Council, will be selected by Dean of the College of Sciences in consultation with the Department Chair. The Department Chair will provide the student with a copy of this procedure.

The student may select a WLU faculty or staff member as an advocate to assist in the preparation and presentation of the petition. The advocate may appear with the student before the Council. The advocate can consult with the student but may not speak directly to the Council.

The student, working with his/her advocate, will produce a written allegation describing the grievance, a summary of the circumstances surrounding it, the related evidence, and what has already been done in attempting to resolve it. Sufficient copies of this document must be delivered by the student to all faculty members of the Graduate Health Sciences Council at least 48 hours prior to the hearing.

The student will work with the chair of the Graduate Health Sciences Council to schedule the hearing at a mutually agreeable time. The student is entitled to a hearing within 15 class days of the time the student first contacts the Chair of the Graduate Health Sciences Council.

At the hearing, the student will have a reasonable amount of time (about 15 minutes) to present his or her grievance. The faculty member and/or program representative will then have a similar amount of time. Neither of the affected parties will be present to hear the other party's presentation; neither of the affected parties will be present during deliberations. The Graduate Health Sciences Council may hear additional witnesses at the chair's discretion. A decision will be forwarded to the Dean within 8 class days of the hearing.

There will be no legal counsel present in the hearing.

The Graduate Health Sciences Council shall maintain confidentiality concerning any information presented in the hearing; all materials shall be maintained in the Office of the Department of Communication Sciences and Disorders.

The Graduate Health Sciences Council and Program Director shall have access to all materials that are relevant to the case.

Cases brought before Graduate Health Sciences Council will be decided by a simple majority vote.

The student may withdraw the grievance at any point in the proceedings by requesting in writing to the Dean or Chair of the Graduate Health Sciences Council.

The Dean or Chair of the Health Sciences Council may grant an extension of the time limit of this procedure for good cause.

### **UNIVERSITY AND PROGRAM ACADEMIC DISHONESTY POLICY**

Academic Dishonesty, in whatever form, belies the stated philosophy of West Liberty University “to promote the development of the intellectual, cultural, social, physical, emotional, moral, and vocational capacities of all persons within its sphere of influence.” Individuals who commit acts of academic dishonesty violate the principles, which support the search for knowledge and truth. The academic community has established appropriate penalties and disciplinary action for such behavior. For full information on types of academic dishonesty, penalties, appeals, and procedures related to academic dishonesty, please refer to the University Catalog.

Acts of dishonesty, including but not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
2. Furnishing false information to any University official, faculty member, or office.
3. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

Anyone found to be cheating, or fabricating will receive an (F) in the class and will be referred to the Dean and/or Vice President’s Office for possible removal of the MS SLP program. See the above appeals and grievances procedures should a student feel he/she is unfairly accused of misconduct.

### **ARTIFICIAL INTELLIGENCE USE POLICY STATEMENTS**

**See the following AI/ChatGPT Statements that may be in your course syllabi**

#### **Prohibitive Statement**

Unless otherwise specified, the use of Automated Writing Tools, including chatGPT and similar artificial intelligence (AI) tools, is strictly prohibited, even when properly attributed. The use of automated writing tools is considered plagiarism and will be handled in accordance with existing policy.

From the University of New Hampshire

#### **Use-with-Permission Statement**

Students must obtain permission from instructors before using AI composition software (like ChatGPT) for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

From the McGraw Center for Teaching and Learning at Princeton

#### **Use-with-Attribution Statement**

Use of AI tools, including ChatGPT, is permitted for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

From the University of Massachusetts, Amherst

### **Open Use Statement.**

From this point forward, I will assume that all written work has been co-authored or entirely written by ChatGPT. I will grade such writing as I normally would, and your grade will be a reflection of your ability to harness these new technologies as you prepare for your future in a workforce that will increasingly require your proficiency with AI-assisted work.

From the Colorado State University

## **PROGRAM DISCIPLINARY ACTIONS**

Written Warning: Disciplinary action initiated by the faculty that involves the student signing the “Disciplinary Action Contract,” completed by the faculty member(s), that includes the reason for the warning, the activities that the student will be required to complete, a time period (if necessary) and the consequences for failure to complete the stated activities.

Probation: In the case of disciplinary action initiated by the CSD faculty in response to students failing examinations, demonstrating unsatisfactory performance, or displaying unprofessional conduct in either the didactic and clinical phases of the program, the student in default is required to sign a “Disciplinary Action Contract,” that includes the following: a statement of the problem, conditions for removal of the probation, a date for completion of the conditions, and the consequences for failure to complete the conditions for removal from probation. It is signed by the program director or clinical director and the Student.

Suspension: This could take one of the following forms: (i) a specified period of physical separation from the program, or (ii) disqualification from the program. In the case of the former, the student will be required to sign a document that indicates the reason for the suspension, the duration of the suspension, the activities that the student will be required to complete before he/she can be reinstated into the program, and the consequences for failure to complete these activities. In the case of the latter, the student will be required to sign a document that indicates the reason for the disqualification. Note: Students on probation or suspension may not communicate physically or by any other means with a clinical site.

## **GUIDELINES FOR ACADEMIC PROBATION**

### **Placement on Probation:**

A student may be dismissed or placed on program probation in response to circumstances that include but are not limited to the following:

- Failure of a midterm, final exam, or course.
- Failure to complete written assignments or charting by scheduled deadlines.
- Unsatisfactory attendance records (including chronic tardiness or leaving early).
- Unsatisfactory progress in professional development, attitudes and professional conduct. Failure to receive a passing evaluation on a clinical rotation.
- Failure of exams at the completion of a rotation.
- Unprofessional interactions or inappropriate behavior at an academic or clinical site.
- Failure to be present at all scheduled assignments: classes, functions, and didactic or clinical information and learning experiences.

- A pattern of documented evaluator concerns about a student’s performance that indicates unsatisfactory progress when the record is viewed as a whole, although passing grades have been assigned.
- Failure to meet professional expectations.

**Status While on Probation:**

Program probation refers to student status within the CSD Program. It is not forwarded to the University, nor does it appear on official transcripts. If the CSD faculty recommends probation, the student will be notified in writing by the program director, or clinical director. This letter will also state the minimum length of the probation and the conditions for removal from probationary status, i.e., a performance improvement plan (PIP). This notification is essentially a warning that the student must demonstrate improvement if he or she is to remain in the program of study.

**Removal from Probation:**

Completion of a performance improvement plan (PIP) is required for removal from probation. Failure to complete a PIP successfully will disqualify the student from this program. Review of probation status occurs at the end of each quarter.

- In the case of failed exams, the student must complete remediation as approved by the program.
- If a student is on probation for failures in multiple courses, probation may be carried over into the following quarter or until he or she demonstrates satisfactory progress.
- Probation for professional conduct issues will be reviewed by the program faculty at the end of each quarter, at which time the faculty may recommend continued probationary status or disqualifications from the program.
- Probation during the clinical year is reviewed at the end of each clinical rotation, at which time the program faculty may recommend either continued probationary status or disqualifications from this program.

When a PIP has been completed successfully, the program director or clinical director will notify the student in writing that he or she has been removed from probation.

**PROGRAM PERFORMANCE IMPROVEMENT PLAN / CONDITIONAL STATUS POLICY**

To ensure each student is on track to meet program competencies and clinical standards, the faculty will conduct a **formal risk assessment by midterm of each academic semester**.

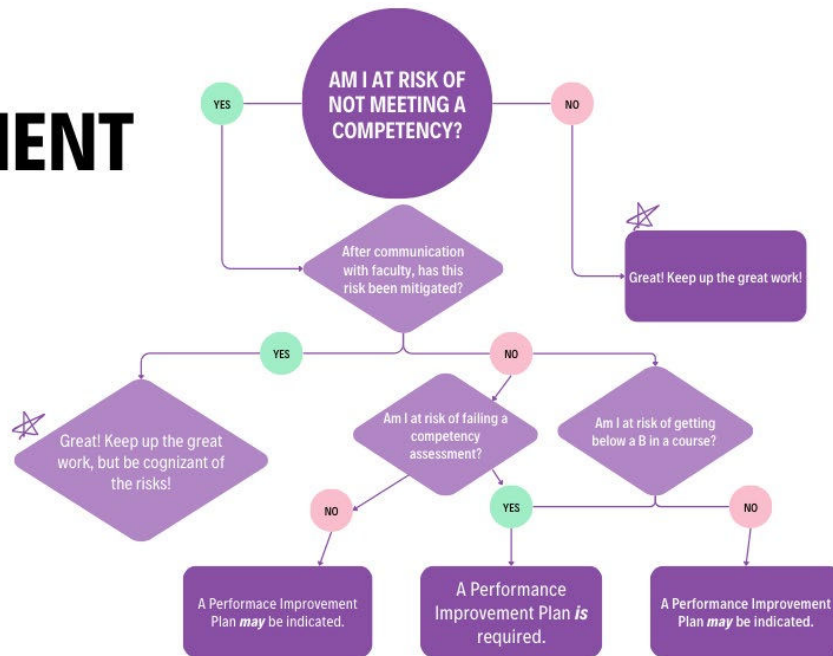
If a student is identified as being at **risk of not meeting one or more competencies**, the student will be placed on a **Performance Improvement Plan (PIP)**. The purpose of this plan is **not punitive**, but **proactive**—it is designed to provide structured support, additional feedback, and clear goals to help the student succeed.

The Performance Improvement Plan will outline:

- The specific area(s) of concern
- Targeted strategies for improvement
- Timelines for follow-up and reassessment
- Available resources and support

Our goal is to empower students through early intervention and individualized support. The PIP is an opportunity to refocus, build confidence, and ensure progress toward clinical and academic excellence. See the image below for the risk assessment tree.

# RISK ASSESSMENT



PIPs may require specific remediations given the event of a failed written examination or skills assessment lab. Plans for the remediation of exams and skills assessments will be made available within two weeks; the student must demonstrate that they have learned the material in the areas where the deficiency was identified; the original assessment score will be recorded, but in most cases the remediation scores will replace original scores once completed. PIPs will cover any academic or professional deficiency as identified by a faculty member or any other individual associated with the program.

If the student is still not able to achieve at least a “B” in the course, the student will need to retake the course when it is offered in order to meet competency. Students will have the opportunity to do this for no more than two courses during their time in the program.

PIPs are student and/or situation-specific and are determined by (at the very least): program coordinator, academic advisor, clinical advisor, and department chair, but may include other program faculty as appropriate. Arrangements for specific course remediation competencies are made with the course instructor and the department chair. If a student’s cumulative GPA falls below a 3.0, he/she will be subject to academic discipline that may result in dismissal from the program. If a student fails a course after attempted remediation, the student’s file will be viewed as a whole. If it is believed that the student will succeed in the future, he/she may be decelerated and allowed to repeat the course the next time it is offered. Any student who fails a repeated course (didactic or clinical) will be dismissed from the program.

All PIPs will be documented and kept within the student’s file.

Any student admitted under conditional status will be subject to a similar PIP until requirements are met.

## **UNIVERSITY AND PROGRAM GUIDELINES FOR ADDRESSING SEXUAL HARASSMENT, OTHER FORMS OF UNLAWFUL DISCRIMINATION AND GRIEVANCE PROCEDURE**

All members of the University community are expected to support an environment of mutual respect and sensitivity, free from all forms of unwelcome verbal or physical conduct of a sexual nature, which would constitute harassing, hostile, disruptive or patently offensive behavior. Therefore, sexual harassment, in any form, of students and employees of West Liberty University is a violation of University policy and is expressly prohibited. All faculty, students, and staff of the University are expected to:

- engage in conduct that meets professional standards
- remain sensitive to the effect of their actions and words on others
- take appropriate action to prevent sexual harassment
- avoid behavior that might be construed as sexual harassment
- become familiar and knowledgeable regarding this policy

Those individuals in positions of supervisory authority have a responsibility to discourage sexual harassment and to implement and enforce this policy. Any form of sexual harassment is unacceptable behavior and engagement in such conduct is subject to appropriate disciplinary sanctions up to and including termination of employment or expulsion from the institution.

In addition, acts of sexual harassment that constitute sexual battery or other violations of criminal law will be referred to the appropriate authorities for prosecution. One incident, or the aggregation of a series of incidents, may constitute sexual harassment. The University recognizes sexual harassment may occur in a variety of ways, by and or between individuals of the same or different sex, ages, positions, sexual orientation, occupations, or responsibilities. This policy derives its basis and authority from the following: Title IX of the Education Amendments of 1972; the 1980 EEOC interpretive guidelines of Title VII of the Civil Rights Act of 1964; The West Virginia Human Rights Act, WV Code 5-11-1 to 19; The Campus Security Act, and the Higher Education Reauthorization Act of 1992.

A student may file a formal complaint at any time. For detailed policy and procedures concerning sexual harassment and other forms of unlawful discrimination, go to:

<http://www.westliberty.edu/bog/files/2010/01/Policy-32-Sexual-Harassment-and-Other-UnlawfulDiscrimination.pdf>

### **PROGRAM LEAVE OF ABSENCE POLICY GUIDELINES**

Graduate students in good standing who wish to be away from their academic endeavors at WLU for one or more semesters (for valid reasons such as military deployment or those within a Family Medical Leave Act) but intend to return at a later date may request a leave of absence. Minimally, requests for leaves of absence must be submitted in writing to a student's program director prior to the beginning of the semester for which the leave is desired. The program director determines whether to grant the leave of absence, the length of time granted, and any conditions the student must meet to return to the program following the leave of absence (including a date by which the student must inform the program that he or she plans to return). The student is informed in writing of the outcome of his or her request and a copy of the outcome is retained in the student's records.

### **GUIDELINES FOR VOLUNTARY WITHDRAWAL FROM MS CSD PROGRAM**

Students may voluntarily withdraw from this program at any time prior to a formal notice of dismissal from the MS CSD Program. Students must file a "Withdraw from All Classes Form."

## **GUIDELINES FOR CONSIDERATION FOR REINSTATEMENT TO THE MS CSD PROGRAM**

Because of constant changes in curriculum presentation, re-admission, if desired, must be negotiated with the Program Director for the PA Program. Requests for reinstatement must be made in writing. The student must show that the problem leading to the withdrawal has been resolved such that success in this program will follow if the student is reinstated. Reinstatement is also dependent on the availability of a clinical training site.

## **COURSE WITHDRAWAL POLICY**

Per WLU procedure 230: A student who officially withdraws from a course by the end of the school day marking the two-thirds point of the course shall receive a grade of “W”. A grade of “WP” is given if a student officially withdraws from a course any time after the two-thirds point and before the last scheduled class meeting, including the final examination, providing he or she is passing the course at the time of withdrawal. A “WF” will be given if a student officially withdraws any time after the two-thirds point and before the last scheduled class meeting, including the final examination, if he or she is failing the course at the time of withdrawal. A student who does not officially withdraw from a course shall receive a grade of “FI”, indicating failure due to improper withdrawal. Grades of “WF” and “FI” are computed as “F” for grade point averages.

Course withdrawal forms are available in the Registrar’s Office. It is the student’s responsibility to have the signed forms returned to the Registrar’s Office. The official withdrawal date is the date signed by the instructor. <https://westliberty.edu/human-resources/university-policy-procedure/procedure-no-230-class-withdrawals/>

## **WITHDRAWAL FROM THE UNIVERSITY**

Students who find it necessary to withdraw from the university during the course of a semester or summer term must complete the official withdrawal procedure. The necessary form may be obtained from the Enrollment Services Center. The Enrollment Services Center will review the form with the student. The withdrawal is not official until this form is received and processed by the Enrollment Services Center. The final grade in each course will be determined by each instructor in accordance with the institutional grading policy. Students who leave the university without officially withdrawing will receive failing grades (“FI”) in all courses for which they are enrolled.

## **GRADE REPORTS**

Students can access grades from the university’s web page. This is a secure information system. Students are allowed access only to their own records by logging into the system using a personalized access code.

## **INCOMPLETE GRADES**

A student who is unable to complete a course during any term may need to file a petition to receive an incomplete grade. The student is responsible for completing all additional work that may be required to clear the incomplete. This must be done by a date that is no later than the beginning of the regular examination week scheduled for the following quarter. Failure to comply with these conditions will result in a failing grade. Senior students in their clinical year who are in danger of not completing requirements of their rotations will have the opportunity to discuss the deficiencies.

## **STUDENT COURSE EVALUATIONS**

MS education program in Speech-Language Pathology students will have the opportunity to evaluate academic and clinical courses as well as the instructors. Per WLU policy 215: Student evaluation of courses shall be utilized for faculty evaluation and for the improvement of instruction. Summaries of the completed evaluations will go directly to the faculty member concerned as well as the appropriate

program director, department chair, college/school dean, and the Provost. Data files of the student evaluation of courses will be maintained in the Office of Institutional Research and Assessment and as required by WLU Policy.

Student evaluation of clinical faculty shall also be utilized for program evaluation and for the improvement of instruction. Summaries of the completed evaluations will go directly to the department chair. Data files of the student evaluation of clinical faculty will be maintained in the office of the department chair.

## **FINAL EXAMINATIONS**

Per WLU Policy 231: A final examination period is scheduled at the end of each semester. This schedule is provided for the consultation of both faculty and students and allows for advanced planning by everyone involved. It only applies to 16-week classes during the fall and spring semesters. Online classes do not follow the final exam schedule. This policy does not address or interfere with necessary ADA accommodations.

The fifteenth week of the fall and spring semester is designated as “dead week.” The intent of dead week is to establish a period of substantial and predictable study time for students. Regular course meetings and activities are expected to continue, and new material may be introduced during this time. However, during dead week instructors may not administer exams, tests, or quizzes that count as 15% or more of the final course grade. Instructors may schedule the submission of papers or projects, or student presentations, that count as 15% or more of the final grade during this time, but only if the assignment is specified in the course syllabus. If take-home exams are given, they must be scheduled for submission at the time and date of the regularly scheduled final exam period. Exceptions to dead week restrictions include laboratory exams, make-up exams, 8-week/half semester courses and one-credit courses.

Any deviation from the published final examination schedule or dead week restrictions requires the written approval of the Department Chairperson or Program Director. If such a change is approved, the offices of the College Dean and the Provost must be notified by the approving Department Chairperson or Program Director in order that these offices can correctly respond to student inquiries.

<https://westliberty.edu/human-resources/files/2018/05/231-Final-Exams.pdf>

## **EXAMINATION POLICIES AND PROCEDURES**

All tests and examinations are serious occasions. Therefore, we ask that the following behaviors be observed in order to minimize distraction and anxiety during testing.

1. All tests will begin on time. Please plan to arrive early enough to stow your coat, books and other gear (including cell phones) in front of the classroom.
2. Please be certain to keep your eyes on your own laptop/paper.
3. Talking between students or other forms of “communication” is not allowed during testing.
4. Any corrections to a test will be posted on the whiteboard or verbally announced in the classroom. Check for any changes before turning in your test.
5. Double-check your exams before leaving the classroom to guarantee that you have answered all questions.
6. When you have finished testing, exit the classroom quietly and move away from the classroom before engaging in conversation.
7. Examination by demonstration requires extra concentration on the part of the examiner and the examinee. Feedback will be provided only after completion of the examination. “Hinting” by body language during physical exams may result in score penalties for the “patient.”

8. We believe in the confidentiality of test scores. Test results may be accessed via Canvas by students. All examinations may be reviewed with the specific course instructor.
9. It is expected that students will take examinations and quizzes at the regularly scheduled time. To take an examination at a time other than when it is scheduled, the student must secure the consent of the instructor and/or program director.

### **EXAM HONOR CODE**

As a student, you should be aware that WLU CSD program exams (written, practical or otherwise) are confidential, and that their content is being disclosed to you in a limited context to permit you to test. You agree that in the interest of the integrity of the testing process, you will not discuss or disclose exam content orally, in writing, on the internet, or through any other medium. You agree that you will not copy, reproduce, adapt, disclose, or transmit exams or exam questions, in whole or in part, or assist anyone else in doing the same. You further agree that you will not reconstruct exam content from memory, by dictation, or by any other means, for the purpose of sharing that information with any other individual or entity. Understand that prohibited acts include but, are not limited to: describing questions, passages, or graphics from the exams, identifying terms or concepts contained in exam questions/OSCE's, sharing answers to questions, referring others to information you saw on the exam, reconstructing a list of topics on the test, and discussing exam questions, answers, passages, graphics, or topics on internet chat rooms, message boards, forums, or through other means. If a violation of this honor code is suspected or reported, you agree to cooperate with any investigation.

**MS SLP PROGRAM SPECIFIC POLICIES** are as follows:

### **PROGRAM CELL PHONE/ ELECTRONIC DEVICES**

To maintain an environment conducive to learning and academic integrity, the use of personal electronic devices during class is strictly regulated. Students may not use electronic devices during class **unless explicitly approved by the instructor**. This policy applies to, but is not limited to: Laptops, tablets, smartphones, smartwatches, earbuds/headphones, and any other smart or internet-connected devices. Unauthorized use of electronic devices will be considered a breach of academic integrity and may result in disciplinary action. Students who require the use of electronic devices due to documented accommodations must inform the instructor at the beginning of the course and provide appropriate documentation from the University's accessibility office.

### **REMOTE CLASS ETIQUETTE POLICY**

The **West Liberty University Student Code of Conduct** applies equally to online and in-person classroom behavior. When attending class sessions via **Microsoft Teams (or other university-approved video conferencing platforms)**, students are expected to maintain professionalism and respect.

The following policies are **effective immediately** and apply for the **entire semester**.

**Note:** Class meetings (including video, audio, and chat) will **not be recorded** unless requested by a student. Any violations of these policies may be addressed under the WLU Student Code of Conduct.

#### **General Policies**

- **Use your full name:** Sign in using your **first and last name as listed on the class roster**. Do not use nicknames or pseudonyms.
  - *Note for name changes:* If your name has changed since enrolling, please notify your instructor privately via Canvas or email so it can be noted. For official name changes, contact the Registrar's Office.
- **Stay focused:** Close unrelated applications and mute notifications or ringers to limit distractions.
- **Be respectful:** Behave as you would in an in-person class. Do not use other devices during lectures unless required for class. Be on time, attentive, and engaged.

- **Need tech support?** Contact the IT Help Desk: [WLU Help Desk](#)

#### Video Guidelines

- **Keep your video ON during class** to promote engagement and participation.

#### Exceptions & Etiquette:

- Choose a background free of visual distractions. **Join in an environment that is appropriate and professional.** Only show what you would be comfortable projecting in a live classroom.
- Practice **professional grooming and attire** as this is a clinical/professional program.

#### Audio Guidelines

- **Mute your microphone** when not speaking to reduce background noise.
- Use a **headset or headphones with a microphone** if available to improve sound quality.
- Choose a **quiet location** when attending class. Eliminate background noise such as music, videos, or other conversations.

#### Participation Expectations

- Pay attention and limit distractions.
- Be prepared to respond when addressed.
- **Use the “Raise Hand” feature** when you want to speak to avoid interruptions.
- **Use Reactions appropriately:** Thumbs-up 👍, applause 👏, and other reaction icons may be used to show agreement or support **when appropriate**. Do not spam or misuse reactions—they should enhance class engagement, not distract from it.
- **Respond when addressed** and be prepared to participate—this is a requirement, not optional.

#### Chat Guidelines

- **Stay on topic:** Use the chat only for class-related questions or comments.
- Avoid using chat for side conversations, socializing, or unrelated content.
- **Maintain professionalism:** Do not use profanity, hate speech, or inappropriate language. Treat the chat as you would an in-person discussion or professional email.

Remember: Microsoft Teams is an extension of the classroom—conduct yourself as if you’re in a face-to-face academic setting.

### PROGRAM ATTENDANCE REQUIREMENTS

The MS-SLP program is fast-paced and builds on each class session, so **regular, on-time attendance is essential** for your success. This applies to **both in-person and online courses**.

- **Be on time:** Arrive or log in **at least 5 minutes before class** and stay for the full session.
- **Participation is required:** Actively engage in discussions, assignments, activities, and any clinical or didactic experiences (e.g., clinic, workshops, presentations, support groups, etc.).
- **Missing class:** If you must miss a class, **contact the instructor at least 2 hours before**. You are responsible for catching up on all missed work and materials.

#### Excused Absences:

Excused absences must be approved by the instructor and include:

- Severe illness (with a doctor’s note)
- University-approved events (with official documentation)
- Funeral of a direct family member

Students with expected extended absences should speak with the instructor ASAP to make arrangements. If excused and approved, **you have 5 class days** to make up any missed tests or assignments. After that, **a zero will be given.**

### **Unexcused Absences:**

**Only 1 unexcused absence is allowed.** More may result in removal from the class or program. Unexcused **late arrivals or early departures** count toward absences. No make-ups are allowed for tests, labs, or assignments missed due to unexcused absences.

### **Religious Accommodations (WLU Policy 229):**

Every effort will be made to accommodate students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. Students must notify the instructor **in writing, at least two weeks in advance** of any such conflict, whenever possible. See the following link for WLU attendance policies: <https://westliberty.edu/human-resources/files/2019/02/229-Class-Attendance.pdf>

## **POLICY GOVERNING STUDENT EMPLOYMENT**

This is a fast-paced, intensive program with a finite amount of time to assimilate course work and complete assignments. Due to the rigorous academic coursework of the WLU MS education program in Speech-Language Pathology, students are strongly discouraged from working during the course of study.

## **SOCIAL MEDIA POLICIES/GUIDELINES**

Department of Communication Sciences and Disorders  
Social Media Policy

### **I. Purpose**

The Department of Communication Sciences and Disorders (CSD) at West Liberty University values professional communication, respect for individual rights, and alignment with the University's mission. This policy establishes guidelines for the responsible and ethical use of social media on behalf of the department.

### **II. Guiding Principles**

1. Professionalism – All department-affiliated social media content must reflect professional standards, uphold the integrity of the discipline, and align with West Liberty University policies.
2. Respect – Posts must maintain a neutral, inclusive, and respectful tone toward all individuals, groups, and communities.
3. Consent – No student, faculty, staff, or clinical participant shall be required or pressured to appear on departmental social media. Participation is voluntary, and individuals may request that their image, name, or related information not be used.
4. Compliance – All posts must comply with WLU Board of Governors Policies, the Student Code of Conduct, HIPAA, FERPA, and professional ethical standards (e.g., ASHA Code of Ethics).

### **III. Roles and Responsibilities**

- Social Media Manager: Appointed by the Department Chair, responsible for oversight of department-affiliated accounts, ensuring compliance with this policy and the WLU Social Media Policy.
- Social Media Agents: Faculty, staff, or designated student representatives authorized by the Social Media Manager to create and share content.

Both roles require at least two individuals (manager/agent or manager/manager) to maintain account access, per WLU guidelines.

#### IV. Content Guidelines

##### 1. Appropriate Content

- Departmental announcements, events, student/faculty achievements, community engagement, and educational content relevant to the field of communication sciences and disorders.
- Posts that celebrate diversity and highlight the professional growth of students and faculty.
- Content that promotes public understanding of communication, speech, language, and hearing sciences.

##### 2. Prohibited Content

- Confidential information regarding students, patients, or clinical sites (HIPAA/FERPA protected).
- Content that could be considered discriminatory, offensive, threatening, obscene, injurious, or illegal.
- Personal political opinions, commercial endorsements, or personal attacks.
- Unauthorized use of copyrighted materials, trademarks, or logos.

##### 3. Consent for Images/Names

- Written consent is required before posting identifiable images, videos, or personal details of students, faculty, staff, or clinical participants.
- Individuals maintain the right to decline or revoke consent at any time, without penalty.
- Group photos taken at public events may be shared unless a participant has opted out in advance.

#### V. Compliance and Oversight

- All department-affiliated social media accounts must be registered with the WLU Office of Media Relations.
- The Department Social Media Manager will monitor content for compliance.
- Posts in violation of this policy or WLU policies must be immediately removed.
- Continued violations may result in removal of posting privileges.

#### VI. Review and Updates

This policy will be reviewed annually by the Department Chair and Social Media Manager to ensure continued compliance with University regulations and best practices.

**\*\*STUDENTS ARE STRICTLY PROHIBITED FROM TRANSMITTING ANY PATIENT-RELATED IMAGE VIA ELECTRONIC MEDIA WITHOUT WRITTEN PERMISSION.**

#### **Guidelines/Policy when posting as an individual**

- Be honest: Tell people who you are. In personal posts, you may identify yourself as a student in the West Liberty University Master of Science education program in Speech-Language Pathology program. However, please be clear that you are sharing your personal views and are not speaking as a formal representative of our program. If you identify yourself as a member of the program, ensure your profile and related content are consistent with how you wish to present yourself to colleagues.
- Protect yourself: While you should be honest about yourself, do not provide personal information that scammers or identity thieves could use. Do not list your home address or telephone number. Do not use your WLU email address for social media sites.

- Do not use the West Liberty University, West Liberty University Department of Communication Science and Disorders, West Liberty University Master of Science education program in Speech-Language Pathology logo or any other university logo or make endorsements without permission. Do not use the West Liberty University or West Liberty University Master of Science education program in Speech-Language Pathology logo to endorse political candidates or endorse products or causes.
- Is your content appropriate? If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it is not acceptable for a social networking site.

### **General email etiquette**

- Always address an email with an appropriate salutation (“Dear Professor Jones”, “Dear Susan”).
- Email for professional communication should not include the common abbreviations utilized in personal texting. Sentences should be complete and appropriate grammar should be used.
- Be judicious when cc’ing emails. “Reply to all,” is not always an appropriate action.
- Do not expect answers to emails from faculty late at night. Please understand email is not necessarily designed to provide unrestricted 24/7 access to the recipient.
- If you choose to construct an email about a subject you disagree with or are upset about, as an original email or in response to an email from someone else, do not respond when you are angry or upset. This will often result in an email that is unprofessional and emotional. Instead, consider what you wish to say, write it out, do not send it, and then return to it when you are less emotional. All emails you choose to send should be professional, appropriate, and polite at all times. In addition, anything you choose to say in an email you should feel comfortable and willing to say to an individual or group in a face-to-face meeting.
- Avoid SPAM.

**\*\*Also see the University Student Conduct Statement at <https://westliberty.edu/conduct/>**

## **DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS STUDENT CODE OF CONDUCT**

WLU-CSD students are expected to achieve an acceptable level of competence in the prescribed curriculum, to demonstrate appropriate professional behavior in all interactions with faculty, staff, fellow students, clinic personnel and patients, and to uphold standards of personal conduct and integrity both in the academic setting and within the community. Upholding the standards of professional and personal conduct includes, among other things, demonstrating behavioral patterns and attitudes consistent with the code of ethics for the CSD profession. It also involves being accountable for one’s own conduct as well as assuming responsibility for the professional behavior of one’s colleagues within the profession. The WLU CSD programs will assist students in understanding the levels of professional behavior and conduct that are expected by the program and the profession through discussions at orientation programs and class meetings, as well as in the CSD professional Issues courses. Unacceptable behavior includes but is not limited to the following:

- Cheating on any examination
- Plagiarism
- Misrepresenting documentation of clinical findings
- Reporting/discussing patient information by name to anyone not authorized by the patient.
- Taking sexual advantage of a patient
- Performing examinations or procedures on patients without appropriate consent.
- Falsely reporting on a patient’s history and/or physical findings (i.e., reporting more data than was actually obtained)

- Falsely stating the involvement of a physician or other personnel in the management of a patient (i.e., stating that the physician concurred on a treatment plan or examined a patient when he or she did not)
- Attending classes or clinical experiences while under the influence of alcohol or drugs.
- Failing to wear a nametag designating status as a CSD student during any assigned clinical experience

The CSD Programs maintain a policy that students must pass all interval and final examinations, written assignments, course and clinical rotations in order to graduate. In the event of failure of a major exam or rotation, the CSD faculty will review the student's entire record. A student who fails a course or a rotation will trigger program action, which may include probation, remediation, or disqualification from the program.

Assessment of student performance encompasses knowledge, attitudes, behaviors, and skills. This includes attendance and participation in class, conduct in the classroom and/or clinical setting, and satisfactory clinical performance. Attitudes and professional suitability are also assessed as part of academic performance evaluations. Satisfactory progress in professional behaviors and attitudes must be achieved in order to advance and complete the program of study.

1. **Attendance:** It is a program requirement that all students are required to attend and participate in all didactic and clinical classes, experiences and projects, as well as all other scheduled functions. This includes arriving on time and remaining until the class or other function has ended. Students are required to notify the program office of any absence and the reasons for the absence.
2. **Professional Behavior:** Students are expected to act in a professional manner in the classroom or clinical setting. Behavior such as disrespect of fellow-classmates, department faculty and staff, visiting lecturers, preceptors or clinic staff, as well as patients, is an academic performance issue.
3. **Satisfactory Clinical Performance:** Students will be assessed on their clinical performance by program faculty and preceptors. Unsatisfactory clinical performance includes, but is not limited to, repeated or unexplained lateness to or absence from clinical experiences, failure to complete required written assignments and charting by scheduled deadlines or scheduled functions and didactic and clinical learning experiences, failure to receive a "satisfactory" in a clinical clerkship, failure of exams at the completion of rotation, and inappropriate behavior at a clinical site. Students are required to notify the program office of any absence. Failure to make satisfactory progress in the clinical year may result in extension of an individual's training schedule and even disqualification from the program at the discretion of the CSD faculty.

## **POLICY REGARDING BACKGROUND CHECKS AND DRUG SCREENS**

1. A comprehensive background check requiring fingerprints and drug screen will be administered after acceptance into the program and at the applicant's expense. A felony charge, conviction, and/or positive drug screening may affect official program acceptance and a graduate's ability to attend clinical practicums necessary for graduation and certification or to attain state licensure.
2. Misrepresentation of academic credentials includes presenting information known as false and with the intent of obtaining employment or admission to an educational program at West Liberty University will not be tolerated. Statements made and documents supplied must be complete and accurate. The University will not accept any misrepresentation by a student or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided, applicants may be rejected for admission and enrolled students may be dismissed.
3. **Drug Screening Policy Statement**

At WLU, we are committed to providing a safe, ethical, and professional learning environment for all students, faculty, clients, and clinical partners. To support this commitment, we maintain a

comprehensive drug screening policy for students enrolled in clinical or field-based education programs.

**Purpose:** The purpose of this policy is to ensure that all students are fit to participate in educational and clinical experiences, particularly in environments that serve vulnerable populations. Drug screening helps to promote personal accountability, patient safety, and public trust in our profession.

**Policy Overview:**

**Pre-Enrollment and Clinical Site Requirements:** All students may be required to complete a drug screen as a condition of program enrollment and/or clinical placement. Additional screenings may be required at the request of affiliated clinical sites.

**Random Screening:** The program reserves the right to conduct **random drug screenings** at any time during the student's enrollment. Students selected for random screening must comply with the testing request as instructed.

**For-Cause Testing:** If there is **reasonable suspicion** that a student may be under the influence of drugs or alcohol—including, but not limited to, behavioral concerns, observed impairment, or reports from faculty, peers, or clinical staff—the student will be required to complete a **drug screening within 24 hours** of notification.

**Noncompliance:** Failure to complete a required drug screening within the designated timeframe (24 hours for for-cause testing) will result in **immediate removal from the program**. This includes refusal to test, missed appointments, or failure to provide a sample without a documented medical exemption.

**Confidentiality:** All drug screening results will be treated as confidential and shared only with individuals who have a legitimate educational or administrative need to know.

**Positive Results:** A confirmed positive drug screen (without documented medical justification) will be reviewed by program leadership and may result in disciplinary action, including removal from clinical placement and/or dismissal from the program.

**Supportive Resources:** Students with concerns about substance use are encouraged to seek support. Information about counseling services, recovery programs, and rehabilitation resources is available upon request. The program is committed to fostering an environment of accountability, support, and professionalism.

## **POLICY REGARDING STUDENTS CALLED TO ACTIVE MILITARY SERVICE**

West Liberty University's policy on students who are called to active duty can be found in the University Catalog, available online at <http://westliberty.edu/registrar/west-liberty-university-bulletin/>.

## **UNIVERSITY AND PROGRAM EMERGENCY AND INCLEMENT WEATHER CLOSURE POLICY**

Staff, faculty, and students at West Liberty University.

### **I. EMERGENCY SITUATIONS**

In the event that an emergency exists, the President in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor of the Higher Education Policy Commission. The President, working with public safety officials, will determine when the emergency condition no longer exists.

### **II. INCLEMENT WEATHER**

During periods when classes are in session, the decision to close the institution for any period of time due to weather is reached by the President's designees; the Provost in conference with the Vice President of Student Services/Registrar. At other times, the President makes the

decision. During the period of the closure, only employees necessary for the continuance of vital services must report to work. Supervisors and department heads are to inform in advance those employees who will be required to come to, or to remain on, campus during such closures.

### III. NOTIFICATIONS

If the institution closes, the President, Provost or Vice President of Student Services/Registrar, or their designees will contact local radio and television stations and initiate the announcement through the Campus Weather Hotline, WLU electronic mail, and text messaging. The announcement will specify the length of the closure. The class/work day will commence with the next scheduled class/work day following expiration of the closure. Instructors may utilize the learning management system or other tools as may be provided by the university to provide alternate instruction when in-seat classes are cancelled. All university administrative heads, faculty, staff, and students are responsible for checking for inclement weather/emergency closures.

### IV. UTILITY SERVICE INTERRUPTIONS

When extended power and utility service interruptions occur, administrators should arrange for employees' usual work to be accomplished at alternate work locations, or make affected employees available for work in other appropriate areas of the University. If an administrator deems it advisable and the employee agrees, time off during the utility service interruption may be granted and charged against accumulated annual leave. Combination of the above alternatives may be necessary, but in all cases, interruptions of work schedules must be dealt with in accordance with applicable laws, including West Virginia Code, Section 12-3-13. This law is interpreted to mean that if pay is associated with the absence from work, the absence must be charged to accumulated leave.

### V. DISASTER SERVICE VOLUNTEERS

Any state employee who is a certified disaster service volunteer of the American Red Cross may be granted leave with pay for up to fifteen (15) workdays per year to participate in specialized relief services for the Red Cross. Any supervisor granting leave to an employee for purposes of participating in specialized disaster relief shall make a report to the governor, which includes the name of the employee and the cost of salary and benefits of that employee during the period of leave.

### Rave Alerts:

In the event of inclement weather or other emergency communication needs, the university has provided Toppernet, Rave alerts. Here is the link to the instructions for signing up to this communication application. <https://westliberty.edu/current-students/links/toppernet/>

## **CLINICAL EDUCATION INFORMATION**

*\*For more information regarding the specifics of the items below, please see the West Liberty University Speech and Hearing Clinic Handbook at [www.westliberty.edu/msslp](http://www.westliberty.edu/msslp)*

### **CLINICAL EDUCATION/SPEECH AND HEARING CLINIC MISSION STATEMENT**

To provide all clients with unmatched speech, language, and hearing services in the areas of screenings, evaluations, treatments, and support while providing a clinical training program for our undergraduate student clinicians. Our goal is to provide a comfortable learning environment, ensure positive outcomes and to improve the quality of life for our patients.

## **CLINIC OUTCOMES**

- To improve the quality of lives in our patients not only in the Ohio Valley but the surrounding areas of West Virginia, Ohio, and Pennsylvania by providing exceptional service(s) in the area of communication disorders using state-of-the-art equipment, devices, and therapy tools
- To provide our undergraduate student clinicians with excellent clinical experience and evidence-based training in assessment and treatment of communication disorders by utilizing current technology and therapy materials needed to better prepare them for graduate work and future licensure/certification
- To provide our students with appropriate professional development as it relates to the American Speech-Language-Hearing Association standards, scope of practice, and ethics requirements

## **CLINIC LOCATION / SUPERVISION**

The West Liberty University Speech and Hearing Clinic (along with the Behavioral Health Clinic) is located on the fourth floor of Campbell Hall at the north end of the campus. Students will be assigned to this location throughout the duration of the program. Students will be guided for all clinical evaluation and treatment sessions by assigned clinical supervisors. More information about the role of the clinical supervisor can be found at <https://www.asha.org/practice-portal/professional-issues/clinical-education-and-supervision/>

## **CLINIC CLEANLINESS**

**Universal Precautions:** The program will ensure that you receive training in the appropriate handling of blood, tissues, bodily fluids, sharps and needles during your training. As part of your professional development, you will be responsible for incorporating these precautions into your routine practice while in patient care situations and for being certain that you understand what is available at each site as you rotate from one site to another.

**Keeping Spaces Clean:** Students will be instructed in proper cleaning techniques in and around clinic spaces for the safety of themselves and others. More information can be found in the clinic handbook on the website: [www.westliberty.edu/msslp](http://www.westliberty.edu/msslp)

## **CONFIDENTIALITY AND HIPAA GUIDELINES**

**HIPAA: Health Insurance Portability and Accountability Act of 1996:** HIPAA protects the patients' and students' personal and healthcare information. Anything that you observe in clinical experiences is confidential. You are NOT to discuss any personal or medical information with anyone outside of your clinical sessions. This includes mentioning the patient's/student's name in any expressive conversation, on social media, in written form, etc. Failure to do so can result in legal action and immediate removal from the program.

## **CLINICAL ROTATIONS**

Students are primarily placed in-house for the first two semesters, off-site in medical facilities, hospital settings, outpatient clinics, etc. for the summer semester, off-site in an educational setting for the fall II semester, and in an externship for the final semester (more about the externship experience in later section). Clinical practicum sites located off-campus will require a reliable method of transportation. Students are required to provide their own transportation for learning experiences. Students must arrive to clinical sites on-time and prepared for learning by bringing computers and binders when requested. Students are expected to adhere to the nine professional competency areas and be a positive representation of the profession, program, and University. To gain further information about clinical requirements, expectations, and assessments, students are required to read the Speech and Hearing Clinic Handbook found on the MS SLP website (<https://westliberty.edu/communication-sciences-disorders/speech-and-hearing-clinic/>).

## **CLINICAL PRACTICUM HOURS**

ASHA requires a total of 400 clinical practicum hours (including 25 observation hours that should have been completed at the undergraduate level). Please give a copy of your observation hours from your undergraduate experience to the Program Director. Clinical hour requirements for individual states may be different than ASHA clinic hour requirements. (Please see ASHA Certification Standard V for detailed clinical requirements).

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) defines 1 clinical practicum hour as equal to 60 minutes. When counting clinical practicum hours for purposes of ASHA certification, experiences/sessions that total less than 60 minutes (e.g., 45 minutes or 50 minutes) cannot be rounded up to count as 1 hour. Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward the practicum requirement. Each student enrolled in a practicum experience will receive adequate supervision. ASHA states that supervision must be in real time and must never be less than 25% of the student's total contact with each client/patient. Supervision must take place periodically throughout the practicum experience. Only individuals holding current ASHA certification in speech-language pathology may supervise the observation and clinical practicum hours required for ASHA certification. (See Standard V-C.) Other appropriate individuals, as determined by the graduate program, may supervise hours that are acquired beyond the ASHA certification requirements. The graduate program may use the input of these individuals in assessing the student's acquisition of knowledge and skills in particular areas. Supervision must include direct observation, guidance, and feedback to permit the student to monitor, evaluate, improve performance, and develop clinical competence.

## **ALTERNATIVE CLINICAL EXPERIENCES**

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through clinical simulation (CS) methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

## **REQUIREMENTS FOR CLINICAL PLACEMENT**

During clinical practicum or observation, the students are expected to maintain a professional image. The student must consistently display professional attitudes and behaviors in accordance with the WLU policies found in the Student Handbook, in addition to the Clinic Handbook. Appropriate appearance and attire is required when participating in clinical practicum or observation experiences. The student is responsible for maintaining a professional attitude and avoiding incompetent and negligent practice at all times. Failure to meet these standards may result in dismissal from the program. Prior to admission into the practicum courses, all students are required to complete and provide proof of a background check, two-step TB test, and a 9 panel drug test. Many external sites will also require vaccination records, which should be available on campus or from a health care provider. Further information below:

- Background Check:  
West Liberty University policy states that all students entering a program with clinical affiliations must have a background check and drug screening. These will be required of all successful applicants upon matriculation and prior to clinical rotations. All CSD students are required to complete their background checks and drug screenings before beginning their program of training. Students must provide a certificate/report of completion to the program director of the CSD Department as confirmation of having completed these requirements. Students are screened by a third-party vendor prior to admission. The background check should result in “unremarkable” findings. Screening will be at the student’s expense. Email communication will be provided with instructions for this process.
- Tuberculosis Testing and Follow-Up Policy:

All students must have a yearly PPD prior to the beginning of clinical experiences and the results must be verified by the clinical faculty prior to placement. Any student who has had a positive PPD in the past must have a chest x-ray prior to the initial clinical placement. A student who has a negative chest x-ray following a positive PPD will not be required to have the chest x-ray repeated unless there is an intervening exposure to a person with an active tuberculosis or the student exhibits symptoms that may suggest tuberculosis.

- Influenza Vaccine:  
Students are required to follow the healthcare agency's policy for the influenza vaccine.
- Immunizations:  
Immunizations and other required health information are listed on the West Liberty University Student Health Service Confidential Mandatory Health Form. Prior to the first clinical experience, each student must have a Student Health Record completed by his/her personal physician. If the student leaves the Program or returns to the Program after a leave relating to an illness or surgery, additional examinations may be required.
- Certification for Cardiopulmonary Resuscitation (CPR)  
The student must present current updates of this certification prior to the first off campus clinical experience if required by the facility.
- Drug Alcohol Policy:  
Students are screened by a third-party vendor prior to admission. The results should be "clean". Students must pay for the screening. Any student suspected of being under the influence of drugs or alcohol at the time of the clinical will be sent for testing and risk being dismissed from the program. Failure to consent to testing will result in dismissal from the program. Testing will be at the student's expense. Email communication will be provided with instructions for this process.

### **CALIPSO KNOWLEDGE AND SKILLS/CLOCK HOUR TRACKING**

To ensure students are meeting the ASHA certification standards the department uses an electronic method of maintaining information about the clinical and academic training of each student. This is known as Calipso. Calipso is a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology training programs.

### **THE EXTERNSHIP EXPERIENCE**

Students who demonstrate academic, professional, and clinical competency prior to the final semester of their degree completion plan will be awarded an externship experience. The following explanation of a student externship was extracted from [asha.org](http://asha.org):

Externships aim to give participants practical experiences in their fields of study. The goal of an externship is to provide additional insight into a specific field. Externships are completed by audiology and speech-language pathology students as part of their educational (degree) programs. Externs have not yet graduated. The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) requires a mutual agreement between the academic program and the externship facility. The externship facility is providing a clinical opportunity, not a job. Clinical education experiences for audiology students are expected to occur throughout the clinical doctorate program. Students are expected to gain the necessary knowledge and skills to work with a variety of populations and disorders in various settings.

**The Clinical Fellowship and Externship are not the same.** An externship is not the Clinical Fellowship (CF). During the externship, audiology and speech-language pathology students gain experience before they've graduated and before they are eligible for state licensure or ASHA certification. In addition to externships prior to graduation, speech-language pathologists (SLPs) complete a Clinical Fellowship placement after graduation and the student's progress is monitored with appropriate supervision. SLPs

find their own Clinical Fellowships; the CF is a paid employment position.  
(<https://www.asha.org/students/externships/>)

### **FINAL THOUGHTS ON CLINICAL EDUCATION**

The clinical experience may be challenging at times, but should be enjoyable and will appear to pass rapidly. Take advantage of this time to develop good learning and work habits. You will develop your own style eventually, but learn as much as you can from others. This clinical education section of this handbook is intended to clarify some issues that may arise during the clinical phase of the program and to provide guidelines for grading and behavior. However, it is beyond the scope of this handbook to cover all possible issues that may arise during this experience. Please continue to refer to the supplementary clinic education handbook and contact the Program Clinic Director if you have any questions regarding clinical education.

Our goal is to help you be a successful Speech-Language Pathology Student and to become a graduate of our program. Please contact your assigned program advisor or the Program Director if you have any concerns regarding your progress in the program, or if you feel overwhelmed at any time.

## **APPENDICES**

### **Appendices**

- I. Program Requirements Checklist (page 54)
- II. Advising Sheets (by semester) (pages 55-59)
- III. CACK Oral Summative Assessment Grading Rubric (pages 60-61)
- IV. Professional Development Portfolio Rubric (pages 62-63)
- V. Graduate Student Development Profile Advising and Self Reflection Sheets (pages 64-67)
- VI. Directory for Assistance (pages 68-70)
- VII. Interview/Photography Release (page 71)

# WL WEST LIBERTY UNIVERSITY

## MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

### PROGRAM REQUIREMENTS CHECKLIST

#### YEAR 1

##### **Fall I Curriculum** (15 hours total):

- \_\_\_ SLP 501- Research Methods in Speech-Language Pathology (3 credits)  
 \_\_\_ SLP 505- Speech Sound Disorders in Pediatric Populations (3 credits)  
 \_\_\_ SLP 507- Diagnostic Techniques in Speech-Language Pathology (3 credits)  
 \_\_\_ SLP 540- Clinical Seminar I (1 credit)  
 \_\_\_ SLP 550- Clinical Practicum I (2 credits)

##### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_ Treatment \_\_\_  
 Pediatric Evaluation \_\_\_ Treatment \_\_\_

##### **Spring I Curriculum** (15 hours total):

- \_\_\_ SLP 502- Childhood Language and Literacy Disorders (3 credits)  
 \_\_\_ SLP 504- Fluency Disorders (3 credits)  
 \_\_\_ SLP 506- Neuroanatomy and Neurophysiology in Speech-Language Pathology (3 credits)  
 \_\_\_ SLP 508- Audiology and Hearing Disorders for the SLP (3 credits)  
 \_\_\_ SLP 541- Clinical Seminar II (1 credit)  
 \_\_\_ SLP 551- Clinical Practicum II (2 credits)

##### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_ Treatment \_\_\_  
 Pediatric Evaluation \_\_\_ Treatment \_\_\_

##### **Summer I Curriculum** (10 hours total)

- \_\_\_ SLP 510- Capstone in Speech-Language Pathology (2 credits)  
 \_\_\_ SLP 515- Augmentative and Alternative Communication (3 credits)  
 \_\_\_ SLP 542- Advanced Clinical Seminar I (1 credit)  
 \_\_\_ SLP 552- Advanced Clinical Practicum I (2 credits)

##### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_ Treatment \_\_\_  
 Pediatric Evaluation \_\_\_ Treatment \_\_\_  
 Progress toward Portfolio \_\_\_

#### YEAR 2

##### **Fall II Curriculum** (15 hours total):

- \_\_\_ SLP 517- Motor Speech and Language Disorders in Adults (3 credits)  
 \_\_\_ SLP 519- Voice and Resonance Disorders (3 credits)  
 \_\_\_ SLP 525- Dysphagia (3 credits)  
 \_\_\_ SLP 543- Advanced Clinical Seminar II (1 credit)  
 \_\_\_ SLP 553- Advanced Clinical Practicum II (2 credits)

##### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_ Treatment \_\_\_  
 Pediatric Evaluation \_\_\_ Treatment \_\_\_  
 Study for Competencies \_\_\_

##### **Spring II Curriculum** (9 hours total):

- \_\_\_ SLP 560- Clinical Externship (9 credits)  
**Number of Clinical Clock Hours Completed:**  
 Adult Evaluation \_\_\_ Treatment \_\_\_  
 Pediatric Evaluation \_\_\_ Treatment \_\_\_  
 Praxis Passed \_\_\_

##### **Optional Courses:**

- \_\_\_ SLP 570- Medical SLP (1 credit)  
 \_\_\_ SLP 571- Educational Service Delivery (1 credit)  
 \_\_\_ SLP 578- Special Topics (1-3 credits)

#### **GRADUATION REQUIREMENTS:**

- \_\_\_ 35 hours of required didactic coursework  
 \_\_\_ 21 hours of clinical coursework  
 \_\_\_ 3.00 GPA  
 \_\_\_ 400 clocked clinically supervised practicum evaluation and treatment hours  
     \_\_\_ Total adult evaluation hours  
     \_\_\_ Total adult treatment hours  
     \_\_\_ Total pediatric evaluation hours  
     \_\_\_ Total pediatric treatment hours  
 \_\_\_ Meets standards (3.00) or above on clinical competency  
 \_\_\_ Minimum score of 80% on competency exams  
 \_\_\_ Minimum score of 80% on professional development Portfolio  
 \_\_\_ Completed IPE/IPP Day  
 \_\_\_ Completed exit interview

# WEST LIBERTY UNIVERSITY

## MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

YEAR I, FALL I

### Advising Sheet

Advising Meeting will be scheduled between weeks 12-14

#### **Fall I Curriculum** (12 hours total):

- SLP 501- Research Methods in Speech-Language Pathology (3 credits)
- SLP 505- Speech Sound Disorders in Pediatric Populations (3 credits)
- SLP 507- Diagnostic Techniques in Speech-Language Pathology (3 credits)
- SLP 540- Clinical Seminar I (1 credit)
- SLP 550- Clinical Practicum I (2 credits)

#### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_  
Pediatric Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_

#### **GSDP Expectation:**

Prior to the Fall I advising meeting, complete a self-assessment of your skills in *Taking Responsibility for Learning, Critical Thinking, Cognitive Flexibility, Professionalism, Communication (Written, Oral, Pragmatics)*. See the document labeled Graduate Student Development Profile.

#### **IRB Expectation:**

See the document labeled West Liberty University IRB Approval Checklist.

- By the Fall I advising meeting, complete steps 1-3 of the IRB Checklist.
- By Week 3 of Spring Semester I, complete steps 4-7 of the IRB Checklist.
- Be ready to submit application and materials to IRB by Week 4 of Spring I Semester.

#### **Portfolio Expectation:**

Checkpoint 1: See the document labeled Professional Portfolio Assessment Guide.

- Review the Portfolio Guide and Evaluation Rubric
- Create a Microsoft Word Document titled "Professional Development Portfolio"
- Add a professional Cover Page with full name, program, cohort year
- Begin collecting artifacts from coursework (graded assignments, rubrics, instructor feedback)



# WEST LIBERTY UNIVERSITY

## MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

**YEAR I, SPRING I**

**Advising Sheet**

**Advising Meeting will be scheduled between weeks 12-14**

**Spring I Curriculum** (15 hours total):

- SLP 502- Childhood Language and Literacy Disorders (3 credits)
- SLP 504- Fluency Disorders (3 credits)
- SLP 506- Neuroanatomy and Neurophysiology in Speech-Language Pathology (3 credits)
- SLP 508- Audiology and Hearing Disorders for the SLP (3 credits)
- SLP 541- Clinical Seminar II (1 credit)
- SLP 551- Clinical Practicum II (2 credits)

**Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_  
Pediatric Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_

**GSDP Expectation:**

Complete a self-assessment of your skills in *Taking Responsibility for Learning, Critical Thinking, Cognitive Flexibility, Professionalism, Communication (Written, Oral, Pragmatics)*. See the document labeled Graduate Student Development Profile.

**IRB and Pre-Capstone Expectations:**

West Liberty University IRB approval should be attained (or at the very least under final review). Once IRB approval is attained, begin recruiting participants for survey research.

**Portfolio Expectation:**

Checkpoint 2: See the document labeled Professional Portfolio Assessment Guide.

- Upload the following to Section 1 of the portfolio:
  - Statement of Purpose
  - Statement of Why You Chose Speech-Language Pathology
  - Signed Privacy & Confidentiality Statement
- Continue compiling academic artifacts from coursework (graded assignments, rubrics, instructor feedback) and begin compiling clinical artifacts (SOAP notes, clinical assignments)
- Begin completing Evidence Explanation and Reflection (EER) forms for selected assignments. Upload at least 2 completed EERs with embedded artifacts by advising meeting
- Organize portfolio using the required five-section structure



# WEST LIBERTY UNIVERSITY

## MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

### YEAR I, SUMMER Advising Sheet

**Advising Meeting will be scheduled between weeks 8-10**

#### **Summer I Curriculum** (10 hours total)

- SLP 510- Capstone in Speech-Language Pathology (2 credits)
- SLP 515- Augmentative and Alternative Communication (3 credits)
- SLP 542- Advanced Clinical Seminar I (1 credit)
- SLP 552- Advanced Clinical Practicum I (2 credits)

#### **Optional Courses (Highly Recommended):**

- SLP 570- Medical SLP (1 credit)
- SLP 571- Educational Service Delivery (1 credit)

#### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_  
Pediatric Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_

#### **GSDP Expectation:**

Complete a self-assessment of your skills in *Taking Responsibility for Learning, Critical Thinking, Cognitive Flexibility, Professionalism, Communication (Written, Oral, Pragmatics)*. See the document labeled Graduate Student Development Profile.

#### **Portfolio Expectation:**

Checkpoint 3: See the document labeled Professional Portfolio Assessment Guide.

- Continue compiling academic and clinical artifacts from coursework.
- Draft and upload a current Professional Resume and Future Goals Statement. (You will not have this completed at this point, but a working draft is recommended.)
- Continue completing Evidence Explanation and Reflection (EER) forms for selected assignments. Upload an additional 3 completed EERs with embedded artifacts by advising meeting. (Total of 5, counting previous semesters)

# WEST LIBERTY UNIVERSITY

## MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

YEAR II, FALL II

Advising Sheet

Advising Meeting will be scheduled between weeks 12-14

### **Fall II Curriculum** (15 hours total):

- \_\_\_ SLP 517- Motor Speech and Language Disorders in Adults (3 credits)
- \_\_\_ SLP 519- Voice and Resonance Disorders (3 credits)
- \_\_\_ SLP 525- Dysphagia (3 credits)
- \_\_\_ SLP 543- Advanced Clinical Seminar II (1 credit)
- \_\_\_ SLP 553- Advanced Clinical Practicum II (2 credits)

### **Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_  
Pediatric Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_  
Study for Competencies \_\_\_\_\_

### **GSDP Expectation:**

Complete a self-assessment of your skills in *Taking Responsibility for Learning, Critical Thinking, Cognitive Flexibility, Professionalism, Communication (Written, Oral, Pragmatics)*. See the document labeled Graduate Student Development Profile.

### **Portfolio Expectation:**

Checkpoint 4: See the document labeled Professional Portfolio Assessment Guide.

- Continue compiling academic and clinical artifacts from coursework.
- Draft and upload a Clinical Philosophy and Program Mission/Vision Reflections. (You will not have this completed at this point, but a working draft is recommended.)
- Continue completing Evidence Explanation and Reflection (EER) forms for selected assignments. Upload an additional 4 completed EERs with embedded artifacts by advising meeting. (Total of 9, counting previous semesters)



# WEST LIBERTY UNIVERSITY

## MASTER OF SCIENCE EDUCATION PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

**YEAR II, SPRING II**  
**Advising Sheet**  
**Meeting will be during Midterm Week 8 or 9**

**Spring II Curriculum** (9 hours total):

- SLP 560- Clinical Externship (9 credits)

**Number of Clinical Clock Hours Completed:**

Adult Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_

Pediatric Evaluation \_\_\_\_\_ Treatment \_\_\_\_\_

Praxis Passed \_\_\_\_\_

**Optional Courses (When Applicable):**

- SLP 578- Special Topics (1-3 credits)

**GSDP Expectation:**

None

**Portfolio Expectation:**

Checkpoint 5 (**Midterm**): See the document labeled Professional Portfolio Assessment Guide.

- Continue compiling academic and clinical artifacts from coursework.
- Update all required essay drafts and personal reflection drafts. (rough drafts for review)
- Continue completing Evidence Explanation and Reflection (EER) forms for all selected assignments. Upload all completed EERs with embedded artifacts by advising meeting. (Total of 24, counting previous semesters)
- Cross-check ASHA Standards and Program Outcomes coverage in the artifacts

Checkpoint 6 (**Final due Week 13**): See the document labeled Professional Portfolio Assessment Guide.

- Add Table of Contents, List of Courses/Grade, Professional Resume, Checklists for Licensure and Certification Status
- Finalize any edits needed from Checkpoint 5
- Review for completeness of sections, formatting, and artifact access
- Watch for an email to share the final portfolio with assigned faculty advisors

**COMPREHENSIVE ASSESSMENT OF CONTENT KNOWLEDGE (CACK)**  
**ORAL COMPONENT GRADING RUBRIC**

Criteria	Levels of Achievement				Points Earned
	Advanced (5 points)	Proficient (3 to 4 points)	Developing (1 to 2 points)	Not Present (0 points)	
<b>Appropriate Diagnostic Decisions</b>	Thorough diagnostic rationale including ability to recognize informal and formal testing measures, and appropriate recommendation of services if indicated.	Diagnostic rationale is adequate, but requires minimal prompting to provide a thorough decision description.	Diagnostic rationale is inadequate, and requiring maximal prompting to provide a thorough decision description	Student did not respond.	
<b>Appropriate Referrals for Additional Diagnostics or Request for Additional Information</b>	Thoroughly provides responses to questions about additional diagnostics, referrals recommended, and/or additional information that would be useful to a plan of care.	Responses are adequate to questions, but requires minimal prompting to provide information.	Responses to questions are inadequate, and requires maximal prompting to provide information.	Student did not respond.	
<b>Appropriate Responses for Proposed Interventions</b>	Thoroughly provides responses to questions about proposed therapeutic interventions and are appropriate including possible short term and long-term goals, frequency and duration, and discharge planning.	Responses are adequate to questions,, but requires minimal prompting to provide information regarding proposed therapeutic interventions.	Responses to questions are inadequate, maximal prompting is required regarding proposed therapeutic interventions.	Student did not respond.	
<b>Thoroughly Planned Educational Information to be</b>	Able to thoroughly generate educational information to be provided to the client, caregiver,	Able to generate educational information to be provided to caregivers and other	Unable to generate educational information to be provided to caregivers	Student did not respond.	

<b>Shared with Caregivers and Other Professionals</b>	family, other medical professionals, school personnel, etc.	professionals, but requires minimal prompting.	and other professionals without maximal prompting.		
<b>Able to Explain Rationale Using Evidence Based Practice</b>	Provides thorough explanation of evidence based practice rationale in the plan of care; including client/caregiver perspective, researched techniques, and/or expert opinion.	Provides an explanation of evidence based rationale, but requires minimal prompting to complete.	Unable to provide an explanation of evidence based rationale without maximal prompting.	Student did not respond.	
<b>Confidence in Clinical Skills</b>	Confidence in decision-making, critical thinking, knowledge of communication disorders across the lifespan, and in one's own ability to follow through with a treatment plan.	Confidence is evident, but minimally wavering for one or two aspects.	Lack of confidence in more than two aspects, maximal prompting needed.	Poor exhibition of confidence.	
<b>Total</b>					<b>30</b>

**Panel Comments/Feedback:**

## **PROFESSIONAL DEVELOPMENT PORTFOLIO RUBRIC**

Assessment Ratings	<b>0</b> Does Not Meet Expectations	<b>1</b> Partially Meets Expectations	<b>2</b> Meets Expectations	<b>3</b> Exceeds Expectations	Score
<b>Sources of Learning (Experiences Relevant to learning outcomes)</b>	Documentation and description of learning experiences related to Standards and Outcomes are lacking or substantially inadequate	Documentation and description of learning experiences related to Standards and Outcomes are not effectively or completely presented	Documentation and description of learning experiences related to Standards and Outcomes are appropriate and effectively presented	Documentation and description of learning experiences related to Standards and Outcomes exceed expectations	
<b>Demonstration of Learning (Artifacts)</b>	The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation	The portfolio materials and artifacts are not fully supported by or connected to the Standards and Outcomes	The portfolio includes appropriate artifacts that support the demonstration of Standards and Outcomes	The presentation of artifacts in convincing, with strong support for the Standards and Outcomes	
<b>Evidence of Learning (Competencies)</b>	The portfolio shows little or no evidence of learning tied to sound educational theory	The portfolio documents some, but not sufficient, learning tied to sound education theory (or grounded in appropriate academic frameworks)	The portfolio adequately documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
<b>Mastering Knowledge and Skills (Application of Learning)</b>	The portfolio provides little evidence of the student's ability to use knowledge and skills for the Standards and Outcomes	The portfolio demonstrates the student's ability to use the knowledge and skills for the Standards and Outcomes is limited	The portfolio documents the acquisition of knowledge and skill for the Standards and Outcomes with some ability to apply them in practice	The portfolio demonstrates the student has mastered the knowledge and skills for the Standards and Outcomes and can apply them in practice	
<b>Reflection on Learning (Aligned with course learning outcomes)</b>	The portfolio provides little or no evidence of reflection to increase learning aligned with the Standards and Outcomes for which credit is being sought	The portfolio provides inadequate evidence of reflection to increase learning aligned with the Standards and Outcomes for which credit is being sought	The portfolio provides evidence of reflection to increase learning aligned with the Standards and Outcomes for which credit is being sought	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the Standards and Outcomes for which credit is being sought	
<b>Presentation (Completeness and quality of the portfolio presentation)</b>	Assembly instructions have not been followed with critical portfolio elements not included; the quality of written, visual and/or digital presentation does not meet standards	Most of the expected elements are included; the quality of written, visual, and/or digital presentation does not meet standards, with too many errors in spelling, grammar, and punctuation	The portfolio is well organized with all critical elements included; the quality of written, visual, and/or digital presentation is competent with minor errors in spelling, grammar, and punctuation	The portfolio is well organized with all critical elements included; learning is well-documented with writing and production skills that exceed those of most graduate students.	

**Overall Assessment**

**A Score of "PASS" = 15 with a score of at least 2 in each of the six (6) assessment criteria**

STUDENT NAME: \_\_\_\_\_

EVALUATOR NAME: \_\_\_\_\_

DATE OF FINAL REVIEW: \_\_\_\_\_

## Graduate Student Development Profile Advising Document

### Ratings

5

4

3

2

1

### I. Taking Responsibility for Learning

Professional goals	Can express professional goals after consideration and sets and executes plans for achieving.	Can express professional goals in program, and considers variety of options for future.	With assistance, expresses some professional goals for progress through and after program.	Does not articulate professional goals for progress through program or after program.	Dismisses value of setting goals.
Collaboration	Demonstrates initiative and leadership role in collaborative projects.	Consistently brings skilled contributions to collaborative efforts.	Makes contributions with mainly self in mind (e.g., when interested in topic or convenient).	Makes minor contributions to collaborative projects. Relies heavily on collaborators.	Does not contribute to collaborations. Takes advantage of collaborators.
Self-analysis of strengths and weaknesses	Independently and actively improves weaknesses and incorporates strengths.	Can articulate but needs some help to address strengths and weaknesses.	Can articulate own areas of strength and weakness but does not change.	Receptive to hearing strengths and weaknesses.	Consistently displaces responsibility, no self-awareness
Initiative	Independently and consistently takes initiative to seek out further guidance.	Requires little direction and consistently takes initiative.	Requires direction but generally takes own initiative.	Requires direction but occasionally takes own initiative.	Does not demonstrate initiative. Requires consistent direction.
Utilizing resources	Comes prepared with appropriate outside resources; utilizes and incorporates into work products.	Comes prepared with additional and appropriate resources.	Finds limited resources on own or asks for additional resources.	Uses only resources provided, does not take initiative to seek out other resources.	Does not use resources provided.
Modifications based on feedback	Readily requests, receives, and incorporates feedback from instructors, clients, caregivers	Receptive to feedback and needs little direction to incorporate changes.	Rarely requests; randomly/ selectively uses feedback, or misses mark when incorporating	Unreceptive to feedback or needs to be told several times/ways. Does not improve after feedback.	Argumentative about feedback, unwilling to self-assess and progress.

### II. Critical Thinking

Interpreting information (evidence, statements, graphics, charts, test results, and questions)	Independently and accurately interprets info. Draws warranted, judicious, evidenced-based conclusions, assumptions, and reasons.	With guidance, can accurately interpret info. Draws warranted, non-fallacious conclusions.	Justifies some results/procedures. Explains rationale.	Misinterprets info. Draws unwarranted or inaccurate conclusions.	Biased interpretation of info.
--	--	--	--	--	--------------------------------

Analytical reasoning	Identifies and analyses salient reasons and claims, pro and con.	Identifies relevant reasons and claims, pro and con.	Fair-mindedly follows where evidence and reasons lead.	Fails to identify strong, relevant counterarguments.	Hastily dismisses strong, relevant counterarguments. Maintains or defends incorrect views based on self-interest or preconceptions.
Addresses alternative possibilities	Thoughtfully/ creatively analyzes and evaluates major alternative points of view.	Offers analyses and evaluates obvious alternative points of view.	Identifies problems and obvious alternative points of view.	Cannot identify, ignores or superficially evaluates obvious alternative points of view.	Argues using irrelevant reasons and/or unwarranted claims

### III. Cognitive Flexibility

Perspectives	Able to take many perspectives on a situation and sees others point of view.	Recognizes that others have a different point of view and usually understands them.	Recognizes, but cannot understand other's different point of view.	Does not notice the other person has a different point of view.	No respect for other's point of view.
Questions	Independently generates appropriate questions about topics.	With some help can generate one or two appropriate questions.	Cannot generate question, needs significant guidance.	Does not think there is a question, uninterested in questioning.	Wants to be told answers.
Solutions	Independently anticipates potential problems ahead of time and can generate and evaluate multiple solutions to solve a problem.	Fairly independently anticipates problems and generates at least two solutions to a problem.	Sometimes anticipates potential problems. With guidance, can generate at least one solution to a problem.	Recognizes the problem but cannot generate any solutions.	Does not recognize there is a problem or exhibits closed-mindedness or hostility to reason.
Novel application of material	Independently seeks and applies information gained from other disciplines, classes, clinics, or semesters. clinics, or semesters.	With some guidance, seeks and applies information gained from other disciplines, contexts, classes,	With much direction, can apply some material learned in other disciplines, contexts, classes, clinics, or semesters.	Does not use learned info in novel ways/contexts.	Does not recognize need or possibility to use info from other contexts.

### IV. Professionalism

Ethics	Exemplary ethics; conscientious of ethical practices and holds others accountable as well.	Aware of and upholds ethical standards.	Occasionally bends rules, (i.e. confidentiality, cleaning room) or needs to be reminded of rules.	One or two instances of unethical behavior.	Repeated instances of unethical behavior, even after warnings.
Reliable/time management	Consistently completes tasks promptly and thoroughly.	Occasionally late or last-minute work or needs extensions; usually with valid excuse.	Generally disorganized or inefficient time management. Needs to be reminded of due dates or told to stay on task.	Several instances of late assignments or being late/ absent for scheduled meetings. Commonly asks for extensions.	No respect for other's time. Requires others to pick up slack. No improvement after warning.

Respect for persons and materials	Always very considerate of others (clients, faculty, peers) and uses resources with care and as directed (sign-out, clean up, etc.). Holds others accountable. Consistently attends Professional seminar and other departmental meetings.	Generally respectful and appropriate interaction with clients, faculty, and peers. Follows rules for using equipment, tests, and facility. Usually attends professional seminar and other departmental meetings.	Occasionally needs to be reminded of how to interact respectfully and/or how to use materials. Needs reminders to attend professional seminar and other departmental meetings.	Consistently rude, inconsiderate, or disrespectful of persons and materials. Impedes communication with others. Consistently does not attend professional seminar and other departmental meetings.	Continued disrespect after several warnings. Consistently does not attend, even with repeated reminders, professional seminar and other departmental meetings.
-----------------------------------	---	--	--	--	--

## V. Communication Skills

Written communication: Main idea, support, and organization	Clearly stated main idea, good organizational skills. Supporting ideas and examples are thoughtful, relevant, accurate.	Clearly stated main idea, good overall grasp of main ideas. Develops ideas effectively, uses transitions competently, logical, and clearly stated conclusion. Supporting ideas and examples thoughtfully chosen, relevant and accurate.	Generally stated main idea. Satisfactory organizational structure (some ideas developed less than others), occasionally lacks transitions and has adequate but less clearly stated conclusion. Supporting ideas and examples appropriate, but more needed.	Unclearly stated main idea. Unclear organizational structure showing minimal development or understanding of main ideas, uses transitions inadequately, and results in an illogical or unclear conclusion. Minimal supporting ideas or examples used and/or are irrelevant or inaccurate	Writing fails to state the main idea and meets none of the criteria of the assignment. Completely lacks organizational structure, fails to identify, or develop main ideas, has no transitions, and reaches no conclusion. Completely lack supporting ideas and examples.
Written communication: Language, grammar, and spelling	Very appropriate language and tone. Variety of word choices, good sentence structure. No errors in spelling, grammar, and punctuation.	Generally appropriate language and tone. Variety of word choices, good general sentence structure. Very few errors in spelling, grammar, and punctuation.	Language occasionally lacks awareness of purpose and uses less variety of word choice and sentence structure. Some errors in spelling grammar and punctuation.	Language shows little awareness of purpose and audience. Very little variety in word choice and sentence structure. Has frequent errors in spelling, grammar, and punctuation.	Language fails to recognize purpose and audience. Characterized by inappropriate word choice and sentence structure. Has excessive errors in spelling, grammar, and punctuation.
Oral communication	Speaks with clear focus proper style. Appropriate voice and uses professional vocabulary and language. Uses no interjections.	Speaks with clear focus, generally proper style. Appropriate voice and uses mostly professional vocabulary and language. Uses very few interjections.	Speaks with generally clear focus and proper style. Language is appropriate but word choices are not particularly professional. Student pronounces most terms correctly. Limited use of interjections.	Voice is relatively clear, but too low to be heard by those at a distance. Makes several major grammatical errors and mispronounces some terms. Uses many more interjections than is professionally appropriate.	Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Student mumbles, mispronounces terms, and makes serious and persistent grammatical errors. Frequent use of interjections.
Pragmatics	Maintains constant eye contact Appropriate body language, modifies delivery style, and uses	Maintains eye contact. Appropriate body language usually modifies delivery style	Generally, maintains eye contact. Uses some reinforcing nonverbal listening responses	Some eye contact is held. Uses very few nonverbal listening responses and displays some	Little or no eye contact. Uses no nonverbal listening responses and displays overall

reinforcing nonverbal listening responses. Excellent communication partner. Maintains culturally appropriate pragmatics. Engaged, eager attitude. Excellent representation of self, department, or profession	and uses reinforcing nonverbal listening responses. Does not dominate communication interaction and stays on topic. Maintains culturally appropriate pragmatics. Positive and consistent attitude, willing to participate. Good representation of self, department, or profession	and uses appropriate body language. Contributes little to conversation. Generally, maintains culturally appropriate pragmatics. Inconsistent attitude, melodramatic. Mediocre or inconsistent representation of self, department, or profession.	inappropriate body language. Weak communication partner and stray from the topic at least 50% of the time. Has difficulty exhibiting culturally appropriate pragmatics. Uninterested, nonchalant attitude, or moody. Fair representation of self, department, or profession.	inappropriate body language. Composure is lost during any distractions. Insensitive to communication partners. No regard for culturally appropriate pragmatics. Indignant, arrogant, insensitive attitude. Poor representation of self, department, or profession.
---	---	--	--	--

**DIRECTORY FOR ASSISTANCE**

<b><u>CONTACT</u></b>	<b><u>LOCATION</u></b>	<b><u>EXT.</u></b>
Absences Provost	Shaw Hall, Room 233	8004
Academic Problems Provost	Shaw Hall, Room 233	8004

Activities, Scheduling Housing & Student Life	Rogers Hall	8345
Admissions Visitors Center	Shaw Hall, Room 138	8076
Alumni Association	Shaw Hall, Room 336	8079
Athletics	Academic, Sports & Recreation Complex	8046
Bookstore	College Union, Lower Level	8086
Campus Information	Student Affairs Office	8343
Campus Ministry	Interfaith Chapel	8038
Campus Police (Visitor permits-information, Parking rules and regulations, Thefts, Lost and found, Designated "Safe Place")	Shaw Hall, Lower Level, Room 15	8021
Career Services	Main Hall, 1st floor, east wing	8018
Learning & Student Development Center	Main Hall, 1st floor, east wing	8018
Chapel	Scheduling of Activities College Union Office	8273
College Hall	Scheduling Hall of Fine Arts	8006
College Union	Director College Union Office	8273
Conference Services Housing & Student Life	Rogers Hall	8345
Counseling Service	Student Union, 2nd floor, S14	8215
Vice President, Student Services Student Development	Services Office, Shaw Hall, Room 107	8343
	Shaw Hall Room 333	8300
Disabilities Services for Students	Main Hall, 1st floor, east wing	8020
Doctors Urgent Care	24 Homestead Ave., Wheeling, WV	232-1020
Employment Information	Shaw Hall, Room 316	8029
Faculty Advisor, Enrollment Service Center, Assignment and change	Shaw Hall, Room 121	8007
Fee Payments Business Office	Shaw Hall Room 304	8013
Financial Aid Office Enrollment Services Center	Shaw Hall, Room 121	8016
Food Service:	Marketplace, Rogers Hall College Union: Slice of Life, Bear Necessities, WOW, Jazzman's	336-7272 336-7252
Fraternities Housing & Student Life	Rogers Hall	8345
Grad. Fellowship/Assistantships Graduate Studies Office	Shotwell, 2 <sup>nd</sup> floor	8156
Health Services	Shaw Hall, Lower Level, Room 19	8049
Highlands Campus	355 Wharton Circle Ste. 200, Triadelphia, WV 26059	217-2800
Hilltop Players Box Office	Hall of Fine Arts	8277

Honors College	Main Hall, 1st floor east wing	8245
Housing/Student Life	Rogers Hall, main lobby	8345
Human Resources Administration/ Affirmative Action	Office Shaw Hall, Room 316	8029
Information Center	College Union Office	8025
Institutional Research & Assessment	Shaw Hall, Room 221	8340
Interdisciplinary Studies	Shaw Hall 233	8004
International Students	Shotwell Hall, first floor	8076
Intramurals Housing & Student Life	Rogers Hall	8345
Info. Technology Services Main Hall	Lower Level	8043
Learning Center	Main Hall, 1st floor, east wing	8020
Library Elbin Library		8035
Lost and Found Campus Police	Shaw Hall, Room 15	8021
Mailroom	College Union Office	8025
Maintenance	Myers Maintenance Building	8009
Media Center Media Arts Center	Fine Arts Building	8037
Newspaper - The Trumpet	College Union, 2nd floor	8360
Orientation, (New Student)	Housing & Student Life, Rogers Hall	8345
Payroll	Shaw Hall, Room 324	8115
Police	Shaw Hall, Room 15	8021
President's Office	Shaw Hall, Room 212	8000
Public Relations	Shaw Hall, Room 219	8203
Radio Station WGLZ 91.5	College Union, 1st floor	8191
Regents' Degree Program College of Professional Studies	Highlands Campus	217-2800 Ext. 2 or 4
Registrar Enrollment Service Center	Shaw Hall, Room 121	8007
Religious Counseling Interfaith Chapel		8038
School Cancellations		336-8400
Selective Service Information Enrollment Service Center	Shaw Hall, Room 121	8007
Sororities Housing & Student Life	Rogers Hall	8345
St. Thomas Aquinas Center	134 Chatham Street, West Liberty, WV 26074	336-7476
Sports Information	ASRC, 4th floor	8320
Student Employment Enrollment Service Center	Shaw Hall, Room 121	8016

Student Services	Shaw Hall, Room 107	8343
Student Government	College Union, 2nd floor	8027
Student Organizations Housing & Student Life	Rogers Hall	8345
Subway Restaurant	College Union, Lower Level	336-7802
Tutoring Services	Main Hall, 1st floor, east wing	8020
Transcripts Enrollment Service Center	Shaw Hall, Room 121	8007
Veteran's Affairs Enrollment Service Center	Shaw Hall, Room 121	8007
Visitor's Center	Shaw Hall, Room 138	8130
Weather Hot Line		8400
West Liberty University Operator	College Union	336-5000; 866- WESTLIB (866-937- 8542)
Withdrawal from College Enrollment Service Center	Shaw Hall, Room 121	8007

## West Liberty University Interview/Photography Release

I give my consent to be filmed, taped or interviewed for the following purposes:

I understand and agree that my image or voice may be used in connection with any and all West Liberty University promotional materials or forms of media. Use could include but is not limited to promotional DVD, broadcast commercials, brochures, postcards, and all forms of advertising. I also understand that any of this media may be posted on the World Wide Web/Internet, and I give permission for the media to be used and distributed on the World Wide Web/Internet.

I expressly release West Liberty University and their respective agents, officers and employees from any privacy, defamation or other claim that I may have against it arising out of the publication, distribution or other use of interviews, videotapes (including audio) or photographs as described above.

I understand the terms of this form, and I give my consent as described above.

Signature: \_\_\_\_\_ Print Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

