



MASTER'S DEGREE STUDENT HANDBOOK

The purpose of this handbook is to be a comprehensive reference to the academic and clinical requirements for the master's degrees in the Department of Communication Sciences and Disorders. Various academic policies, descriptions of degree requirements, and sample forms are included in this manual. It is expected that the student will be familiar with the contents of this handbook, particularly with regard to academic requirements, retention & dismissal policies, the Code of Ethics of our profession, and the requirements for the Certificate of Clinical Competence in speech-language pathology (CCC-SLP).

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Faculty & Clinical Educators

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Patrick Briley, PhD, **Clinical Researcher**, East Carolina University, Speech-language pathology

Tricia Carter, MS, **Clinical Assistant Professor**, East Carolina University, Speech-language pathology

Deborah S. Culbertson, PhD, **Clinical Professor**; University of Iowa, Audiology

William J. Eblin, AuD, **Clinical Assistant Professor & Associate Department Chair & Director of Audiology Program**, Auburn University, Audiology

Jorge E. Gonzales, PhD, **Clinical Associate Professor**, University of Virginia, Audiology

Yolanda Holt, PhD, **Associate Professor**, The Ohio State University; Speech-language pathology

Krystal Lineberger, MS, **Clinical Instructor**, East Carolina University, Speech-language pathology

Hannah Nelson, AuD, **Clinical Instructor**, East Carolina University, Audiology

Jamie L. Perry, PhD, **Professor & Department Chair**; University of Illinois, Urbana-Champaign, Speech-language pathology

Rhiannon Phillips, MS, **Clinical Instructor & SLP Clinical Coordinator**, East Carolina University, Speech-language pathology

Ellen Poland, AuD, PhD, **Clinical Assistant Professor & Audiology Internship Coordinator**, East Carolina University, Audiology

Kathrin Rothermich, PhD, **Assistant Professor**, University of Potsdam, Speech-language pathology

Natalie Safdar, AuD, **Clinical Instructor**, The Ohio State University, Audiology

Crystal Leigh Shearin, MS, **Clinical Instructor**, East Carolina University, Speech-language pathology

Andrew Vermiglio, AuD, **Assistant Professor**, Central Michigan University, Audiology

Matthew Walenski, PhD, **Associate Professor**, University of California San Diego, Speech-language pathology

Marianna M. Walker, PhD, **Professor Emerita**, North Carolina State University; Speech-language pathology

Sherri J. Winslow, MS, **Clinical Assistant Professor/ SLP Clinical Internship Coordinator, Undergraduate Director**, University of North Carolina at Chapel Hill; Speech-language pathology

Kimberly Womack, MS, **Clinical Instructor**, East Carolina University; Speech-language pathology

Heather Harris Wright, PhD, **Professor & Associate Dean for Research**, University of Georgia,
Speech-language pathology

Ning Zhou, PhD, **Associate Professor**, Ohio University; Audiology

Affiliated Faculty

Karen Gallagher, PhD, **University of Alaska-Anchorage Program Liaison**, Speech-language pathology

Kelly Ingram, MS, **Arizona State University Program Liaison**, Speech-language pathology

Accreditation

The Master's Degree in Communication Sciences & Disorders (emphasis area of speech-language pathology) at East Carolina University is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. Students who successfully complete the program are eligible to apply for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology.

Areas of Emphasis

The Department of Communication Sciences & Disorders (CSDI) offers emphasis areas in speech-language pathology and communication sciences.

Graduate Catalog

The ECU Graduate Catalog is the official document describing program requirements and university regulations. You can access the current Graduate Catalog at [East Carolina University - Acalog ACMS™ \(ecu.edu\)](http://EastCarolinaUniversity-AcalogACMS™(ecu.edu))

Admission

Application for admission to the master's degree programs in CSDI is initiated through the ECU Graduate School (<http://www.ecu.edu/gradschool/>). The department requires a minimum of a 3.0 GPA overall in the bachelor's degree program and 3.2 in the "major." A grade of "C" in a required course will not be accepted. If speech-language pathology (also known as speech & hearing sciences, speech-language pathology, etc.), is not the undergraduate major, then the "major" is 21 credits of required pre-requisite courses. The required pre-requisite courses are equivalent to: CSDI 3010 (Phonetics), 3020 (Language Development), 3040 (Anatomy of the Speech and Respiratory Mechanism), 3045 (Speech Science), 3050 (Acquisition and Development of Phonology and Articulation), 4100 (Introduction to Audiology), and 4110 (Aural Rehabilitation), (4440- Neural Processing- is recommended but not required). The application process will contain the following elements:

1. Complete the application via the [ECU Graduate School](#) and submit the application fee
 2. Submit official transcripts for all colleges/universities attended
 3. Three letters of recommendations (at least 1 from an academic professor)
 4. Writing Prompt: Why is ECU the school in which you want to pursue your graduate degree in speech-language pathology? Express how your values and strengths align with the mission of the program, college, and ECU.
 5. List of Pre-requisite Courses taken along with the course description. [Completed Course Description Document \(.docx\)](#)
 6. Completed Pre-requisite Excel file that contain grades, credits, etc. This will calculate your Pre-req GPA. Please use the file link here to complete and upload in the application portal: [Prerequisite-Summary-Form](#)
 7. Submit resume (max 2 pages)
 8. Visit www.TakeAltus.com to create an account and complete the Casper assessment. Report Casper scores to ECU via www.TakeAltus.com
- Interview: All applications will be reviewed and ranked. The top (~75 campus; ~25 DE; ~10 UAA/ASU) applicants will be invited to participate in an online interview via WebEx. (numbers may vary depending on the overall number of applicants)

To reserve your place in the MS-CSDI program once admitted, you will need to send a non-refundable deposit of US \$100 prior to the deadline indicated in your acceptance materials. This US \$100 will be credited towards your tuition when you enroll at East Carolina University; if you do not enroll, your deposit will be forfeited.

Additional information on admissions can be found at:

<https://communications-disorders.ecu.edu/education/masters-ms/masters-of-science-admission-information/>

Pre-Requisite Courses

The master's degree program in speech-language pathology or communication sciences requires completed coursework in the following areas at the undergraduate level prior to admission:

- Phonetics
- Language Development
- Introduction to Audiology
- Aural Rehabilitation
- Development of Articulation & Phonology
- Anatomy of the Speech & Hearing
- Speech Science
- Neurology/Neural Processes of Speech/language/swallowing (recommended)
- (6) Hours of Biological/Physical Science-- Beginning January 1, 2020: applicants' coursework in physical science **must include content in either physics or chemistry.**
- (6) Hours of Behavior/Social Sciences
- Statistics

All pre-requisite course work must be completed with a B or better prior to the first day of enrollment in the master's degree. Students, who have majored in speech-language pathology (also called Communication Sciences & Disorders, Communicative Disorders, and Speech & Hearing Sciences), etc., will typically have completed the pre-requisites listed above as part of their major. Students who have majored in the speech-language pathology area are given credit for pre-requisites by having the BS/BA in the speech-language pathology area. Note: Students wishing to become licensed in speech-language pathology in North Carolina must have 3 credits of Audiology and 3 credits of Aural Rehabilitation to be licensed; therefore, **students are responsible** for determining if they are deficient in this area.

Provisional Acceptance

Students who did not complete an undergraduate program in Communication Sciences and Disorders and who have not completed prerequisite courses, CAN apply for Provisional Acceptance to the Master's Program. Students follow the same application and admission process as traditional students but will designate their status as Provisional Acceptance within the application itself. This option is only offered through the campus model.

Orientation

An orientation is required prior to the student beginning classes in their first semester of enrollment. **Campus and ECU DE students are required to attend an on-campus orientation typically in mid to late August prior to their first semester.** Students in the joint program with University of Alaska – Anchorage and the Arizona State University cohorts do not have to attend the on-campus orientation if they participate in the orientation procedures required by UAA and ASU respectively. An online program orientation for UAA and ASU students will be required typically in mid-August. No student may begin clinic until an orientation is completed; students may be denied enrollment and admission deferred to the following Fall semester if orientation is not satisfactorily completed.

Sample Curricula

The speech-language pathology emphasis is offered in the traditional “on- campus (OC)” manner and through “distance education (DE).” The communication sciences emphasis is only offered in the traditional OC manner. **This is a sample ONLY and is subject to change.**

On-Campus MS in CSDI – speech-language pathology emphasis

This program traditionally takes 5-6 semesters to complete and offers a thesis and non-thesis option. Students are enrolled in didactic courses for 4 semesters and also have one semester of a full-time clinical internship. Students have clinic training for 3 semesters in the on-campus ECU Speech-Language and Hearing Clinic, along with one part-time internship, and one full-time internship.

Sample Curriculum

Courses for the thesis option would be added to this schedule if the student elected the thesis option.

Fall 1 st Year	Spring 1 st Year	Summer 1 st Year
CSDI 6100 Language Disorders CSDI 6104 Voice Disorders CSDI 6108 Artic/Phon Disorders CSDI 6106 Stuttering/Fluency Disorders CSDI 6320 Methods in SLP I CSDI 6226 Clinic	CSDI 6101 Lang & Learning Disorders CSDI 6114 Dysphagia CSDI 6110 Brain, Lang, & Aphasia CSDI 6321 Methods in SLP II CSDI 6226 Clinic **CSDI 6111 Infant Toddler (elective)	CSDI 6103 Research Design CSDI 6109 Motor Speech Disorders CSDI 6992 or CSDI 6226 (PT Internship or Clinic) **CSDI 6117 Aug/Alt Comm (elective)
Fall 2 nd Year	Spring 2 nd Year	Summer 2 nd Year
CSDI 6113 Linguistic/Cognitive Disorders CSDI 6112 Cranio-Facial Anomalies & Alaryngeal Rehab CSDI 6901 Professional Issues CSDI 6200 Multicultural Comm Disorders CSDI 6992 or CSDI 6226 (PT Internship or Clinic)	CSDI 6993 Fulltime Clinical Internship **CSDI 6111 Infant Toddler (elective)	Additional clinic, if needed or completion of master's thesis, if necessary

On-Campus PROVISIONAL Acceptance– speech-language pathology emphasis

This program adds 2 semesters of prerequisite courses to be completed on campus in addition to the 5 semesters of the Master's Program.

Fall 1st Year CSDI 3010 Phonetics CSDI 3020 Language Development CSDI 3040 Anatomy of Speech and Respiratory Mechanism CSDI 4440 Neural Processing in Speech	Spring 1st Year CSDI 3045 Speech Science CSDI 3050 Acquisition & Development CSDI 4100 Intro to Audiology CSDI 4110 Aural Rehabilitation	Summer 1st Year Any additional required pre-reqs *Bio/Phy Sciences * Behavioral/Social Sci * Stats
Fall 2nd Year CSDI 6100 Language Disorders CSDI 6104 Voice Disorders CSDI 6108 Artic/Phon Disorders CSDI 6106 Stuttering/Fluency Disorders CSDI 6320 Methods in SLP I CSDI 6226 Clinic	Spring 2nd Year CSDI 6101 Lang & Learning Disorders CSDI 6114 Dysphagia CSDI 6110 Brain, Lang, & Aphasia CSDI 6321 Methods in SLP II CSDI 6226 Clinic **CSDI 6111 Infant Toddler (Elective)	Summer 2nd Year CSDI 6103 Research Design CSDI 6109 Motor Speech Disorders CSDI 6992 or CSDI 6226 (PT Internship or Clinic) **CSDI 6117 Aug/Alt Comm (elective)
Fall 3rd Year CSDI 6113 Linguistic/Cognitive Disorders CSDI 6112 Cranio-Facial Anomalies & Alaryngeal Rehab CSDI 6901 Professional Issues CSDI 6200 Multicultural Comm Disorders CSDI 6992 or CSDI 6226 (PT Internship or Clinic)	Spring 3rd Year CSDI 6993 Fulltime Clinical Internship **CSDI 6111 Infant Toddler (elective)	Summer 3rd Year Additional clinic, if needed or completion of master's thesis, if necessary

Distance Education MS in CSDI – speech-language pathology emphasis

This program traditionally takes 8-9 semesters to complete. Students are enrolled in didactic courses for all semesters of the program and begin clinical internships in their geographical location during & after the third semester in the program. Students typically acquire their clinical hours in 4-6 clinical internships at a minimum of three different clinical sites. Distance Education students in the joint program with the University of Alaska and Arizona State University do their clinical work with the UAA and ASU respectively. These students would delete CSDI 6229 from this course schedule and would follow a 12 credit clinical schedule monitored by UAA or ASU.

Sample Curriculum

Fall 1st year	Spring 1st year	Summer 1st year
CSDI 6100 Language Disorders CSDI 6108 Artic/ Phonology Disorders CSDI 6320 Methods in SLP I	CSDI 6101 Language and Learning Disabilities CSDI 6110 Brain, Language & Aphasia CSDI 6321 Methods in SLP II	CSDI 6103 Research Design CSDI 6229 DE Clinical Internship
Fall 2nd year	Spring 2nd year	Summer 2nd year
CSDI 6104 Voice Disorders CSDI 6200 Multicultural Communication Disorders CSDI 6229 DE Clinical Internship CSDI 6113 Linguistic/ Cognitive Disorder	CSDI 6114 Dysphagia CSDI 6229 DE Clinical Internship **CSDI 6111 Infant Toddler (elective)	CSDI 6109 Motor Speech Disorders CSDI 6229 DE Clinical Internship **CSDI 6117 Aug/Alt Comm (elective)
Fall 3rd year	Spring 3rd year	Summer 3rd year (if needed)
CSDI 6112 Cranio Facial Anomalies & Alaryngeal Rehabilitation CSDI 6106 Stuttering CSDI 6901 Professional Issues CSDI 6229 DE Clinical Internship	CSDI 6229 DE Clinical Internship	CSDI 6229 DE Clinical Internship

UAA & ASU joint program students – eliminate CSDI 6229 from this schedule; you will have clinics at UAA or ASU.

ECU DE students: You should not attempt to work full-time during this program as you are expected to be available for clinical internships beginning in your third semester. If you are not available to complete internship requirements of the program, you may be terminated from the program. Exceptions are made in medical and other emergency situations but must be documented in writing and approved by the Director of Master's Education.

After your first year, we recommend that you do not attempt to work part or full-time. The intensity of both the academic and clinical components of the program will increase dramatically.

MS in CSDI – clinical sciences emphasis

This non-clinical program requires a minimum of 54 credits including 6 credits of CSDI 7000 Thesis. The course sequence for this emphasis area is individualized to the interests of the student.

A background of undergraduate courses in speech and hearing sciences is essential. For those students who do not have an undergraduate degree in the field, specific undergraduate courses must be taken prior to formally beginning the MS degree sequence. See prerequisite requirements and course descriptions. The application and admission process for students applying to the non-clinical track may be modified.

In the clinical sciences emphasis area, 15 credits of specific core courses are required as follows: CSDI 6100, 6103, 6121, 6101, 6523. The communication sciences emphasis also requires a completed research thesis. The communication science emphasis requires 6 credits of thesis (CSDI 7000).

Candidates are required to take and pass a final comprehensive examination, which may be taken upon completion of enrollment in all didactic courses required for the degree in the major area of study.

This emphasis area typically takes 5-7 semesters to complete depending upon the breadth and depth of the research thesis.

Students interested in the Communication Sciences emphasis area should contact the Director of Master's Education (mastersCSDI@ecu.edu) to determine if a mentor in the student's research area of interest is available.

Policies & Procedures Related to Covid-19

The Department of CSDI will be following the university, college, and departmental/clinic policies and guidelines related to COVID-19. Students should reference those specific resources for more information.

CastleBranch

The College of Allied Health Sciences is utilizing CastleBranch as its background screening and compliance management service for students. This secure online platform provides a mechanism to easily collect, store and share required documentation for the CSDI program, entry into clinical sites as needed, and graduation and career preparation. All CSDI master's students are required to use and submit required forms, as well as pay any expenses associated with CastleBranch.

Retention

Graduate School regulations for most academic issues are utilized and can be found at <http://catalog.ecu.edu/content.php?catoid=11&navoid=812>. For the purposes of retention in the master's degree programs in CSDI, the Department has developed and adopted stricter standards than the Graduate School.

Grade Requirements for Continuance in the CSDI Master's degree in Communication Sciences and Disorders program

The ECU Graduate School requires a 3.0 GPA for retention and graduation. In addition, the Department of CSDI requires that students earn no less than a grade of "B" in more than 1 course during their degree program. This includes all departmental courses including didactic, clinical, or research taught by any delivery method.

Upon receipt of the second grade of less than a "B," a review of the student's academic and clinical progress will be conducted by the Director of Master's Education and the Department Chair. Recommendations for continuance or termination will be made to the Master's Education Committee for consideration. If the decision of the Master's Education Committee is for termination, this will be communicated by the Director of Master's Education to the student and the Graduate School. If the decision is for continuation, this will be communicated to the student.

Upon the 3rd course with lower than a "B" grade, the Director of Master's Education shall notify in writing the student and the Graduate School that the student's degree program is terminated. The student can appeal this termination by writing a letter to the Director of Master's Education and asking the Master's Education Committee for reinstatement. The Director of Master's Education will convey the decision of the committee to the student and the Graduate School. If allowed to continue in the program, the student may not earn any additional credit hours of less than a "B" grade. If terminated at this point, the student may appeal the decision through the ECU Graduate School Appeals procedure. (Rev. September, 2011).

Remediation

Students in the Master's degree speech-language pathology program are expected to meet the requirements of both the program and the ECU graduate school to remain in good academic standing. According to the ECU Graduate School policies, "This requires a cumulative 3.0 GPA in all course work related to the student's program of study." Students obtaining a grade below a "B" in any didactic course (not clinical courses that provide internships or practicum) are required to complete a remediation procedure. In addition, if a student earns a grade of "A" or "B" but the course instructor believes there are competencies that have not been mastered (as outlined in the course syllabus), the faculty member reserves the right to require remediation for those specific competencies. Faculty are expected to provide reasonable assistance to aid students in determining the specifics of their deficiencies and guidance in reviewing and assessing competency of the material. Remediation may include repeating an entire course, parts of a course, or completing new assignments as provided by the course instructor. In all instances, the student and the faculty member of the course will meet and develop a remediation plan. This plan will be documented and submitted to the Director of Master's Education and a copy will be provided to the student and a copy will be placed in the student's academic file. Once the remediation is complete, the instructor of record will document the successful remediation and a copy will be placed in the student's academic file.

Students in the MS in Communication Sciences and Disorders program with a Communication Sciences emphasis will remediate "C" grades on an individual basis with the instructor of record.

Remediation Plan EXAMPLE

Remediation Plan - Required

Student Name	Suzy Q. Example
Course Instructor/Clinical Supervisor	Professor Name
Course Number/Semester Taught	CSDI 6112, Fall 2010
Competencies Not Reached During Course	Standard III-C – Articulation, Voice, Resonance Standard III-D = Articulation, Voice, Resonance
Remediation Plan (plan should be behaviorally descriptive, specific and demonstration action items for student)	Review all tests and quizzes from course. Re-read textbook & other readings as needed. Complete remediation quizzes by answering questions and providing rationales. Answers will be discussed online or in person meetings with instructor. Instructor will grade quizzes; if grades are lower than 80% overall, remediation will be repeated.
Due date for completion of remedial work	April 15, 20XX
Results of remediation	Comments: Competency Level Following Remediation Plan _____ Satisfactorily Completed

Signatures indicating agreement about plan:

Instructor/Supervisor Signature & Date

Student Signature & Date

Signatures indicating discussion about outcome has occurred:

Instructor/Supervisor Signature & Date

Student Signature & Date

Note: Student keeps original after meeting to create remediation plan. Copy placed in student file.
Student keeps original after meeting to discuss outcome. Copy placed in student file.

Procedures Followed for a Grade of C in a Clinical Course

A cumulative grade of C or below is considered to be failing in any clinical practicum course (i.e., CSDI 6226, 6227, 6229, 6992). Notification of the grade of C will be made to the Director of Master's Education. The Director will review the student's grades to determine if the grade of C puts the student in jeopardy of being dismissed from the program.

If the grade of C does not place the student in jeopardy of being dismissed from the program, then the clinical clock hours will be entered into the clock hours database. However, the student will be required to repeat the clinical course in the following semester. A plan of remediation will be developed for the student by all the clinical supervisors working with the student in the semester the C grade was earned. The SLP Clinical Program Coordinator will oversee the development and implementation of the remediation plan. When the remediation plan has been completed and a grade of B or better has been achieved in the following semester, the "Remediation" for the C grade will be eliminated by the Director of Master's Education. The student may graduate at least one semester later than expected due to this remediation. See (3) below for complete details.

The student cannot be placed in an off-campus site until a C grade earned in the on-campus clinic has been remediated.

Grade Disputes

A student should try to resolve grade disputes with the course director (if applicable) and the course instructor. Grade disputes that do not result in probation or dismissal from the program may be brought to the attention of the Department Chair and the Director of Master's Education. The Department Chair may elect to conduct an informal inquiry. Traditionally grade decisions remain within the jurisdiction and right of the course director (instructor of record). Students wishing to appeal grades are urged to speak with the course director, then the Department Chair. If a resolution is not satisfactory and the student wishes to appeal a grade, the student should follow the formal grade appeal process through the Graduate School. The Graduate School maintains a final course grade appeal policy that students can utilize in very specific situations; this policy can be reviewed at <http://catalog.ecu.edu/content.php?catoid=11&navoid=812#graduate-student-grade-appeals>.

Appeal of Termination

A student who has had their master's degree program terminated by the Graduate School for any reason may apply for readmission to the CSDI department within one year of their termination. The student must submit a complete application for readmission. The admissions decision will be communicated to the Graduate School which will then pass on the request to the Graduate Council for approval. The Dean of the Graduate School will then communicate the decision of the Graduate Council to the student and the Department of CSDI.

Dismissal from Off-Campus Internship

Dismissal from an off-campus clinical site is uncommon. However, if a student is dismissed from any clinical internship off campus, determination will be made by the Internship Coordinator as to whether this has occurred due to:

1. Difficulties at the internship site (e.g., loss of supervision),
2. A serious violation/misconduct by the student, or
3. Deficient clinical skills and abilities.

If dismissal is related to difficulties at the internship site unrelated to student performance, then the Internship Coordinator will work with the student to establish another clinical site, if possible.

If dismissal is related to a serious violation/misconduct by the student clinician, then an Internship supervisor should complete an Incident Report and submit to the Internship Coordinator. The Internship Coordinator will convene a meeting which will include the Director of Master's Education and Department Chair. The SLP Clinical Coordinator may be included if there is any effect to the campus program. The Committee will determine the most appropriate consequence based on the severity of the misconduct. This may include remediation which could carry over into following semester (s) and may affect the student's graduation date. This may also include reporting the incident to ECU's offices of compliance including HIPAA, Prospective Health, Institutional Review Board, etc., which may result in additional sanctions. The Department of Communication Sciences & Disorders will comply with all ECU regulations on reporting incidents of misconduct/violations.

If dismissal from the internship is related to deficient clinical skills and abilities, then the Internship Coordinator will convene a meeting with the internship supervisor and the student. A remediation plan will be developed by the Internship Coordinator. A grade of "incomplete" will be given at the end of the semester in which the dismissal occurred, and the student will remain enrolled in that course throughout the next semester for remediation. Decisions regarding upcoming internship placements will be made following successful completion of an individually determined remediation plan. Internship placements will be assigned based on clinical performance. The student will graduate at least one semester later than expected in this instance. If a student does not obtain a "B" or better during the remediation period, he/she/they will be dismissed from the program if this grade is the second (or third) "C" grade in the program. If this is the first "C" grade in the program, the student will be given one more on-campus remediation experience (i.e., one more semester of on-campus clinic). If the student does not earn a B or better, the student will be dismissed from the program.

If the student is a Distance Education student (excluding UAA and ASU), the first remediation will be completed in the student's geographical location if a clinical supervisor in that area is agreeable to a remediation program. If no clinical supervisor in the student's geographical location can be found to conduct remediation, the student will attend ECU on-campus clinic the first semester he/she/they is able to arrange living accommodations/travel, etc. The student will not have any clinical internships in his/her/their geographical location until remediation at ECU is completed or until a clinical supervisor in his/her/their geographical location is found who is willing to accommodate a remediation experience.

If the student is enrolled in the joint UAA or ASU Distance Education program, then the Program Liaison will be consulted and will chair the remediation and discussions that include the UAA or ASU off-campus supervisor and the ECU Director of Master's Education. The availability of

sites in Alaska or Arizona will play a role in whether or not the student can obtain remediation in an off-campus site. The student may be required to attend the summer campus (Arizona or Alaska) for remediation. No off-campus internships will be scheduled until remediation is complete. Due to the unique nature of Alaska and Arizona, remediation plans and timelines will be highly variable for each individual student

Minimal Technical Standards (Essential Functions)

The minimal technical standards (also called essential functions) of speech-language pathologists and communication scientists are requisite abilities considered necessary for successful employment. Students in the ECU Department of CSDI are to achieve the level of competency required for graduation and practice. It is recognized that degrees of ability vary widely among individuals. Admitted students who believe they do not possess or may not be able to acquire the essential functions are encouraged to contact the Director of Master's Education. Any admitted student who may require academic accommodations to fulfill the minimal technical standards due to a disability are encouraged to contact the Office of Disability Support Services at <http://www.ecu.edu/cs-admin/accessibility/>. The CSDI Department seeks to ensure that qualified persons with disabilities are not denied admission or subject to discrimination in admissions. The following Minimal Technical Standards (Essential Functions) are consistent with the American Speech-Language-Hearing Association's clinical skills performance guidelines:

- Critical Thinking
- Communication Skills
- Auditory/Visual Ability
- Mobility and Fine Motor Skills
- Interpersonal Ability

All students in the MS program must sign a copy of the Minimal Technical Standards at the beginning of each fall semester they are enrolled or discuss with the Director of Master's Education why this is not possible (see form in Appendix 1a).

If at any point you are determined by faculty and/or clinical site supervisors to be deficient in meeting any relevant minimal technical standard(s), you will be notified of the deficiencies by the graduate program director. At that time, you may immediately be removed from your clinical experiences, academic classes and/or be dismissed from the program. In the alternative, you may be allowed, temporarily at least, to continue some or all of these activities. In either case, the graduate program committee will convene to make an academic decision with regard to your status in relation to the program. In making its determination, the committee will follow guidelines outlined within this Handbook, and any applicable Graduate School Policies. To the extent that any procedure outlined in this Handbook is determined to be in conflict with an applicable Graduate School Policy, then the Graduate School Policy shall apply.

The Department of Communication Sciences and Disorders (CSDI) fully supports and is guided by East Carolina University's (ECU) policy to ensure nondiscrimination. As outlined at: <https://oed.ecu.edu/policies/nondiscrimination/>, ECU and subsequently CSDI “promotes a diverse, respectful and inclusive environment for the university community”. ECU is committed to providing a diverse academic community where the exchange of ideas, knowledge and perspectives are part of the learning process. Consequently, “the university seeks to create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff and administration.”

CSDI specifically creates academic and clinical experiences (both on-campus and off-campus) for students that reflect our respect for and appreciation of the individual diversity of our student clinicians and the clients they engage. As outlined in our Master's program student handbook (p.15 and appendix A1), students are required to have minimum communication standards to ensure they are able to “speak, to hear, and to observe clients in order to elicit information. Graduate student clinicians must be able to communicate effectively and efficiently in oral and written forms.” In addition, the Department of CSDI is guided by the ECU Graduate School policy that non-native English speakers that “have not completed at least one year of education (minimum of 18 credit hours) at a United States school, are required to take a standardized English language exam or complete the ECU Language Academy (ECULA) (see information at: http://catalog.ecu.edu/content.php?catoid=11&navoid=812#Language_Requirement). Acceptable tests include: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum scores are: TOEFL score of 20 on each section for a total minimum score of 80, IELTS score of 6.5, or PTE score of 65 (with 60 on each section).

Student Services

Student Counseling Services

ECU has a several locations for personal counseling services for students.

<http://www.ecu.edu/counselingcenter/>

ECU Writing Center

ECU has a writing center to assist students in developing writing skills. Each year they have hours on the Health Sciences campus or students can visit the Center on main campus as well.

<https://writing.ecu.edu/uwc/>

Information Technology & Computing Services (ITCS)

The ITCS department houses the help desk for all technology including ECU email, passphrases, difficulties with online technologies, and personal laptops (if in Greenville). Much of their assistance can be done online or remotely. <http://www.ecu.edu/itcs/>

Financial Aid

The Financial Aid office should be consulted if a student wishes to enquire about loans and scholarships for graduate school <https://financialaid.ecu.edu/>. Students who would like to inquire to the department about funded research thesis projects (Clinical Scholars), department scholarships (offered each year in February/March), or graduate assistantships, should contact the Director of Master's Education after the student is admitted to the program.

Registration

Students will register themselves for classes each semester using the university software, Banner. Students register for all classes except certain clinic courses (CSDI 6229, 6990, 6991, 6992, 6993). Students will be enrolled each semester in clinic (if appropriate) by the department. Students taking CSDI 7000 need to consult with their research mentor about which section in which to enroll and for how many credits. The department will handle the registration once the student and/or advisor notifies the department about the section and number of credits.

Advising

The Directors of Master's Education will serve as the advisor to all students in the MS in Communication Sciences and Disorders Program.

Identification

Campus students are required to have a current, active One Card (ECU ID) and it is to be used for their clinical identification badge during their on-campus and off-campus clinical experiences. DE students are able to request a DE student identification card during their first semester in the program: <https://1card.ecu.edu/obtaining-ecu-1-card/>. Students are also required to utilize any identification badges assigned to them by off-campus internships sites as directed. Alaska and Arizona students are required to use the UAA and ASU ID respectively if given one. Inappropriate use of identification badges will be considered a violation of the ECU Student Conduct Code.

Dr. Jesse R. Peele LGBTQ Center

As part of the Department of Intercultural Affairs within Student Involvement and Leadership at ECU, the LGBTQ Center works in conjunction with the Ledonia Wright Cultural Center, the Women and Gender Office, and the Center for Leadership and Civic Engagement to cultivate a transformative and culturally competent community centered in intercultural learning. <https://lgbtq.ecu.edu/>

Standards for the Certificate of Clinical Competence

ASHA requirements

The ECU Master's program in Speech-Language Pathology is guided by the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. Detailed information about those standards are available at:

<https://www.asha.org/certification/2020-slp-certification-standards/>

As each student progresses through the Master's program they will acquire the necessary requisite skills for the Certificate of Clinical Competence (CCC); the recognized entry-level certification by the American Speech-Language Hearing Association. Each student is expected to familiarize themselves with the 2020 Standards during the program in preparation for the certification process. Guidance regarding these standards are provided throughout the Master's program. The specific standards are as follows:

[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—SLP Clinical Fellowship](#)

[Standard VIII—Maintenance of Certification](#)

During the course of the Master's program, specific competencies must be achieved or demonstrated. These are both competencies of knowledge (obtained via coursework) and clinical application (obtained via clinical experiences). Students are ineligible to graduate or apply for the CCC-SLP unless all competencies have been demonstrated and recorded by the Dept of CSDI.

To ensure that students are making adequate progress towards the completion of knowledge and clinical competences, the Director of Master's Education will communicate with course instructors/clinical supervisors to be determined when remediation is warranted. Additional information on the remediation process along with the Remediation Plan can be found on pages 11-14 in this handbook.

CALIPSO Clock Hours Program

In addition to ongoing monitoring of process towards completion of required competences, students have ongoing access to the clinical clock hours achieved during the Master's program via the Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO). Students can access their program progress through CALIPSO at: www.calipsoclient.com/ecu at any time. Students will be enrolled in CALIPSO prior to their first semester. Student accounts may be provided for free through the Technology fee paid for with tuition. However, the student may be required to purchase an online account to CALIPSO which is a graduate school management software. This software will be used to manage both the clock hour information for the student's master's degree experience.

Thesis Information

The thesis option is available in the speech-language pathology (SLP) emphasis area and is a **requirement** of the non-clinical, communication sciences (CS) emphasis area. Students in the clinical SLP area can count no more than 3 credits of CSDI 7000 towards the degree. Students in the non-clinical CS area can count no more than 6 credits of CSDI 7000 towards the degree.

Approval for the thesis option is given by the Director of Master's Education and the participating advisors. The guidelines and time requirements for completion of the thesis described herein are in accordance with the regulations of the Department of CSDI and the general requirements of the Graduate School. Students in the thesis option must comply with these requirements in order to complete their degree and be eligible for graduation in the semester they prefer. In addition to the general requirements found in the ECU Graduate Catalog and on the ECU Graduate School website, <https://gradschool.ecu.edu/thesis-dissertation/>, the following is a departmental timetable, in accordance with the official university calendar, for events leading to a successful completion of a research thesis. These dates represent the absolute latest day that thesis tasks may be completed in order for the student to submit their thesis and be eligible to graduate at the Spring Commencement following their second year of full-time study (for non-clinical CS emphasis area and on campus students; DE students will typically graduate in the Spring of the 3rd year). Please be aware that these requirements may be successfully completed prior to the dates specified below. Failure to complete this schedule on time will result in a graduate date later than Spring Commencement of the student's second year.

It is the responsibility of the student to read the CSDI Master's Degree Handbook, the ECU Graduate Catalog, and Guidelines for Thesis Preparation.

DATE	TASK	RESPONSIBILITY
Last day of class, Fall semester in first year	Letter Acknowledging Thesis Director and research area to Director of Master's Education	Student & Director
Last day for schedule changes, spring semester, first year	Make any necessary changes to class/schedule (e.g., ensure a student completing a thesis is enrolled in CSDI 7000 in the section of the thesis director)	Student & Director
Last day of January, Spring Semester, first year	Letter acknowledging Thesis Committee and short abstract outlining research area to Director of Master's Education	Student & Director
By Spring Break, first year	Select thesis committee based on ECU code, three (3) committee members, with appropriate graduate faculty status. See Graduate School policy. Completion of CITI Modules and ePIRATE training (Human subjects or appropriate equivalent)	Student & Director
Second to last week of classes, spring semester, first year	Preparation and submission of IRB forms for human subjects research	Student & Director
Last week of classes, spring semester, first year	Department Prospectus Presentation Discuss when student will take at least 3 credits of CSDI 7000. Can be 1 credit for 3 semesters of 3 credits in 1 semester. Can be done in final semester while on internship.	Student
Summer Semester	Data Collection	Student
Fall Semester, second year	Data Collection	Student
Spring Semester, second year	Thesis Preparation	Student & Director
Three weeks prior to thesis defense	Submit unbound copies of defense thesis to Thesis Committee members	Student & Director
No less than two weeks prior to thesis defense	Set thesis defense date	Student & Director
Two weeks prior to thesis defense	Public announcement of thesis defense**	Student & Director
No less than 25 days prior to last day of classes, Spring Semester, second year	Thesis Defense	Student & Thesis Committee
No less than 20 days prior to last day of classes, Spring Semester, second year	Submit revised thesis to Thesis Committee	Student
No less than 15 days prior to last day of classes, Spring Semester, second year	Revised thesis returned to the student by Thesis Committee	Thesis Committee
Ten days prior to last day of classes, Spring Semester, second year ** (based on Graduate School timelines)	Submit signed copies of thesis to Dean of the Graduate School; Complete UMCIRB closure of study form.	Student
<p align="center">NOTE:</p> <p>**Public Announcement of Thesis Defense must be made to the university community. Students must comply with submission deadlines in order that the announcement of the defense appears at least two weeks prior to the defense. Public defense of the thesis cannot occur without published announcements of the title, date, place, time and name of the defender.</p> <p>***There are two dates for Commencement (In May and December). Please consult the University Calendar for the last date to submit copies of the thesis to the Graduate School for completion of the degree in the spring, fall, or summer term.</p> <p>Students completing a thesis must review the academic calendar carefully to determine university deadlines for submitting the thesis at the end of the project. Review www.ecu.edu and click on Academic Calendars for each individual semester.</p>		

Comprehensive Examination in MS Program

Candidates for the MS degree(s) in the Department of CSDI at ECU are required to take and pass a final comprehensive examination, which may be taken upon completion of all didactic courses required for the degree in the emphasis area.

In the speech-language pathology emphasis, the final comprehensive examination is a departmental comprehensive examination. There is an opportunity to have the comprehensive exam waived in the speech-language pathology emphasis area. Students may submit a passing score on the PRAXIS II Subspecialty Examination in speech- language pathology (www.ets.org) no later than 8 weeks prior to the expected date of graduation. Once the Director of Master's Education verifies a passing score, the departmental comprehensive examination is waived. The passing score is determined by the current passing score required for the CCC-SLP as dictated by the American Speech-Language-Hearing Association. As of August 2014, the minimal passing score was 162. **Students are encouraged to take the PRAXIS 2-3 months prior to their expected graduation date or after coursework is completed.** This is typically in January/February if graduation is May or April if graduation is July, or August, if graduation is December. **Official PRAXIS scores must be sent to East Carolina University (code RA 0216).**

If the student fails to submit a passing score on the PRAXIS by 8 weeks prior to graduation, then a departmental comprehensive examination is required to complete the program and graduate. The departmental examination will contain multiple choice questions covering information from each of the didactic courses the student completed toward the degree. The student must pass this examination with scores no lower than 80% in each of the class topic areas. This examination must be taken and passed by April 20th for a May graduation, by July 1 for a July graduation and November 10 for a December graduation. Professors will submit departmental comprehensive examination questions for the Director of Master's Education. For each 3-credit hour course (required and electives), 15 questions will be submitted; for each 1 credit course, 5 questions will be submitted.

If the student does not pass the exam in all areas, she/he/they will not be able to take the exam again for at least 90 days, but no later than 6 months after the first attempt. During this waiting period, the student will be required to remediate in the areas in which a score of at least 80% was not achieved. Retake of the examination will be in the failed areas only. It is the student's responsibility to ensure that she/he/they participates in all recommended remediation. The student must complete all designated remediation to re-take the departmental exam. Failing the departmental examination of a second time will result in termination of the student's program of study.

The Director of Master's Education will work directly with the student to inform him/her/their of the departmental comprehensive examination process, schedule the exam, report the results, and oversee the remediation process in conjunction with the student's advisor. Distance Education students who must take the departmental comprehensive exam will either come to campus or will find a suitable proctor with whom to take the exam. The proctor must be approved by the Director of Master's Education. In the Communication Sciences emphasis area, the final comprehensive exam is an oral thesis defense and submission of the final thesis document to the Graduate School. This must occur by the published deadlines of the Graduate School during the semester the student intends to graduate.

Academic Integrity

The Department of CSDI will not tolerate violations of academic integrity and violations will be pursued to the fullest extent. East Carolina University has a clearly stated policy on academic integrity at <https://osrr.ecu.edu/policies-procedures/>.

Graduation

The student is eligible to graduate after she/he/they have completed the Master's degree curriculum with a GPA of at least 3.0. In addition, there may be other requirements beyond 54 credits that are necessary for graduation including but not limited to: clinical clock hours, defending a master's thesis, passing comprehensive examinations, etc.

Application to Graduate

Application for graduation must be completed online at least one semester prior to completing the requirements of the degree as stated by the Graduate Catalog. Instructions on how and where to apply are available on the Registrar's website

[How to Apply to Graduate | Office of the Registrar | ECU](#)

State Licensure and Teacher Certificate Forms

Ultimately, it is the student's responsibility to know which forms need to be completed regarding their state license and teaching certificates. The Director of Master's Education will assist students with announcements about the NC licensure forms and the Form V required for Teaching Certification by the North Carolina Public Schools. Students in other states must obtain licensure/teaching forms and have them completed **prior to graduation** to ensure that the department can review and sign when appropriate. The Director of Master's Education will ensure that all appropriate paperwork is signed for each student prior to or after graduation, as mandated by the licensing agency.

Transfer Credit

In some instances, the Department accepts graduate transfer credits into the master's degree programs. **All graduate transfer credit requests should be initiated through the Director of Master's Education during the first semester of enrollment, if not already discussed during admission.** Transfer credits can only be accepted if the ECU Graduate School has received an official transcript of those credits. "C" grades will not be accepted for transfer credits. The Graduate School mandates that only 30% of the degree can be transferred into the program. The actual credit amount will depend on whether the student intends to earn 54 or 60+ credits in their individual program.

Clinical Hours Requirements

The Clinical Hours Requirements pertain to students in the speech- language pathology emphasis; it is not part of the non-clinical communication sciences emphasis.

Each graduate student in the speech-language pathology track of the Master's degree in Communication Sciences & Disorders is required to accrue clinical clock hours through clinical courses. There are slightly different requirements for the different types of students in the program: On-Campus (OC), Distance Education (DE), and UAA and ASU DE cohorts.

Guided Observation Hours (25 clock hour minimum)

In accordance with the 2020 ASHA standards, CCC-SLPs who are clinical educators/supervisors involved in the clinical preparation (including guided observation) of student clinicians must meet the following requirements: a) current CCC-SLP, b) 9 months of full time, post-certification clinical experience, c) completed 2 hours of professional development in supervision and d.) attested on ASHA's website that they have completed the 2 hours of supervision training. Therefore, **all guided observation hours earned on or after 1/1/2020 must be completed in accordance with the 2020 Standards.** Students who are admitted and enrolled in the ECU MS program must submit the Supervision Attestation Verification Letter with their observation hour record. Students can obtain this letter by following the steps listed below:

Go to:

<https://www.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=ccchome>

Type in Supervisor's ASHA #

Click on Supervisor's Name

Scroll down to Generate Verification Letter

Enter name, Street Name, City, State, Zip Code

Click on Generate Verification Letter

Print and attach to observation log

Observation Hours WILL NOT be counted unless the required documentation is provided.

Please note: Clinical practicum and observation hours earned on or before 12/31/2019 need to have only met the 2014 Standards.

All students (campus or ECU DE) are required to submit documentation of at least 25 guided clock hours observation of SLP or Audiology sessions. Campus students are required to submit documentation by July 15th before the Fall semester of enrollment. ECU DE Cohort are required to submit documentation by December 1st (end of first semester of enrollment). UAA and ASU DE Cohorts should follow the specific protocols for the submission of observation hours outlined by each respective program. Failure to submit documentation by deadlines will result in a delay in starting clinical hours. Students must submit the following documentation to the Director of Master's Education for verification and approval.

No more than 10 hours of indirect observation will be accepted; this includes video observation, such as masterclinician.org. At least 15 hours must be direct (face to face/teletherapy) observation.

Clinical Clock Hours in Speech Language Pathology (375 hour minimum)

Clinical internships and on-campus clinic are used to accrue clinical clock hours. **On campus students** are enrolled in clinic each semester of the program (typically five semesters). On-campus students typically have 3 semesters of on-campus clinic, one part-time internship, and one full-time internship. Alterations of this schedule may occur based on the needs of the student and the clinical case load in the on-campus clinic. Alterations typically require students to add additional semesters to the program.

DE students complete clinic hours through clinical internships in their geographical location. In extreme circumstances, students may be required to return to Greenville for clinical placement (e.g., deficient skills or lack of sites in geographical location is delaying program). DE students are required to obtain a minimum of 12 credits of clinic, at 3 separate sites; one clinical internship must take place in the final year of the program. Typically, students achieve >400 hours by completing 4-6 rotations across 4-6 semesters. The Director of Master's Education and the Internship Coordinator will make the final decision about when/if DE students will be required to come to Greenville for a clinical rotation.

UAA joint program DE students follow the clinical program of the University of Alaska - Anchorage.

ASU joint program DE students follow the clinical program of Arizona State University.

All students (campus or DE, UAA and ASU cohorts) are required to obtain a minimum 375 clock hours of speech-language pathology diagnostics and/or treatment sessions during their program; 375 is a minimum and 400-500 is recommended. Students may request up to 50 hours accrued at the undergraduate level be counted in their 375 total. Hours worked as a speech-language pathology assistant cannot be counted. Students must submit proof of up to 50 hours to the Director of Master's Education prior to their first semester of enrollment for verification and approval.

Required Hours for Out of State DE Students

All out-of-state DE students (including UAA and ASU DE) must review state licensure requirements of the state in which they plan to seek licensure; it is the student's obligation to ensure they meet all state licensure requirements including those related to clock hours before they apply for a state license.

Clinical Clock Hours in Audiology / Hearing Screening Hours

ASHA requires students to demonstrate competency in the area of "hearing."

On campus and in-state DE students must have hearing screening hours supervised by an audiologist (CCC-A) in order to count those hours towards your 400 total.

Out-of-state DE and UAA and ASU cohorts may have hearing screening hours supervised by an audiologist or speech-language pathologist, depending upon licensure laws in that state. It is the student's responsibility to determine if they need CCC-A or CCC-SLP supervision for their hearing screening hours to count towards the 400 total if living outside of NC. Alaskan and Arizona students are required to follow the policy of the UAA and ASU regarding hearing screenings.

Hours of observation	Minimum 25
Speech-language pathology hours (50 at undergraduate level, if applicable)	Minimum 375
Minimum Total (Department may require additional hours beyond this minimum)	Minimum 400
All hours listed above are MINIMUMS. The Department of CSDI reserves the right to require additional hours based on student performance, state licensure requirements, and ASHA certification requirements. We reserve the right to require additional clinical internships/course credits/remediation even if a student has in excess of 400 hours. Students will be allowed to complete clinic based on hours accrual and appropriate demonstration of clinical competencies as judged by the off-campus supervisors, campus supervisors, and the Director of Master's Education.	

Rev. May, 2017. Approved June 2017

Proctors

The Use of Proctors in CSDI courses Utilizing Online Test Taking Technologies and other Instructional Technologies

The Department of Communication Sciences and Disorders strives to provide education that is state of the art in theory, application, and technology. This often includes implementing tools that allow for online assignments and assessment mechanisms. All students are expected to abide by the ECU Student Code of Conduct and additionally there are some academic activities that may require a proctor. East Carolina University utilizes proctors for examinations in the distance education or online modalities. To ensure the integrity of exams and other academic activities, this is also true for on-campus students who are completing tests online and on-campus tests in classrooms. The Department of Communication Sciences and Disorders pledges to:

1. Ensure that all students are aware of the proctoring policies of the UNC system by including this statement in student handbooks (undergraduate, master's degree, and doctoral).
2. Ensure that faculty members are educated on the UNC policies and procedures.
3. Encourage faculty that wish to use the UNC proctoring system to ensure that students are notified of the procedures in the syllabus.
4. Encourage faculty to utilize an electronic learning management system (e.g., Canvas, Blackboard, Moodle) course site and include the information on the UNC proctoring system and course-specific specifications about proctoring.
5. Encourage faculty members to consider the complexities of proctoring when designing the syllabus to ensure that students have ample time to arrange for and complete the course activity.
6. Require all students to sign an Academic Integrity Pledge to demonstrate a commitment to academic honesty and completing work individually.
7. Require all DE students to complete 5 online orientation tutorials to learn how to find, invite, and use proctors through the UNC proctoring system.
8. Request feedback from students routinely about the use of the UNC proctoring system via course evaluations and other feedback mechanisms.
9. Ensure that students are aware they may submit concerns regarding the use of the UNC proctoring system to the course instructor, appropriate director (Undergraduate Education, Master's Education, Doctoral Education) or the Department Chair at any time.

ECU Resources for Proctoring

<https://online.ecu.edu/students/welcome-aboard/new-current-students/test-taking/>

NOTE: Each CSDI professor will decide whether to utilize proctors for examinations in their respective courses. Policy Created 2/2012; Implemented 3/2012

Grievance and Complaint Procedures

The Dept. of Communication Science and Disorders (CSDI) is one of eight programs within the College of Allied Health Sciences (CAHS). CSDI students are referred to the following websites for information on ECU's policies and procedures for filing of student grievances and complaints.

Information Regarding:	Resources
Appealing a Grade	Grade Appeal Policy and Process Office of the Registrar ECU Academic Regulations - East Carolina University - Acalog ACMS™ (ecu.edu)
Academic Appeals (except grade appeal)	Student Academic Appeals Office of the Registrar ECU
Retention Standards for Doctoral Programs	Program: Rehabilitation Sciences, PhD - East Carolina University - Acalog ACMS™ (ecu.edu)
Privacy of Student Educational Records	Academic Regulations - East Carolina University - Acalog ACMS™ (ecu.edu)
Refund Policy	Expenses and Financial Assistance - East Carolina University - Acalog ACMS™ (ecu.edu)
Affirmative Action/ Equal Opportunity Policy	Notice of Nondiscrimination and Affirmative Action Policy Version 2 (Current Version) Policies, Rules and Regulations (ecu.edu)
Notice of Nondiscrimination	Notice of Nondiscrimination and Affirmative Action Policy Version 2 (Current Version) Policies, Rules and Regulations (ecu.edu)
Sexual Harassment Prevention Plan, Policy, and Grievance	Title IX Compliance and Resolution Regulation Version 1 (Current Version) Policies, Rules and Regulations (ecu.edu) University Regulation on Reports of Prohibited Interpersonal Violence and Related Misconduct Version 1 (Current Version) Policies, Rules and Regulations (ecu.edu)
Grievances again ECU Students	Incident Reporting Form (Non-Academic) (maxient.com)
Grievances against ECU Staff	Student Grievance Version 2 (Current Version) Policies, Rules and Regulations (ecu.edu) Complaints & Grievances Office of the Dean of Students ECU Report Concerns Office for Equity and Diversity ECU
Grievances against ECU Faculty	Student Grievance Version 2 (Current Version) Policies, Rules and Regulations (ecu.edu) Complaints & Grievances Office of the Dean of Students ECU Report Concerns Office for Equity and Diversity ECU
Student Grievance (sexual discrimination, race, color, religion, sexual orientation, or disability)	Student Grievance Version 2 (Current Version) Policies, Rules and Regulations (ecu.edu) Complaints & Grievances Office of the Dean of Students ECU Report Concerns Office for Equity and Diversity ECU
Procedure for Filing an Ethics complaint to ASHA	Board of Ethics Complaint Form for Alleged Violation of the ASHA Code of Ethics
Procedures for complaints against graduate education program to CAA	Complaints (asha.org)
Procedures for complaints against the Council on Academic Accreditation	Complaints (asha.org)

Grievance and Complaint Procedures Related to the Program and CAA

The CAA is obligated by federal regulations to review complaints it receives about any accredited program or program in candidacy status. A complaint process is also in place for considering complaints filed against the CAA.

The CAA will address concerns via the complaint process that are clearly related to a program's compliance with accreditation standards. The CAA cannot intervene in disputes between individuals and programs, and cannot affect outcomes such as grade changes, reinstatement to the graduate program, employment, etc., as part of this complaint process.

Before filing a complaint, it is strongly recommended that you read Chapter XIII: Complaints in the [Accreditation Handbook](#).

<https://caa.asha.org/programs/complaints/>

CSDI Records Retention & Destruction Standard Operating Procedure

The Department of CSDI complies with the [General Standards of the state of North Carolina](#) regarding the retention of student academic and clinical records. Specific information for students is described below to ensure all students are aware of the procedures for future record keeping of their academic and clinical credentials.

1. The master's degree program in CSDI is accredited by the Council on Academic Accreditation (CAA) of ASHA. CAA does not have a specific policy that mandates the timing or method for retaining student records however offer considerations for programs [Maintaining Student Records \(asha.org\)](#)
2. The General Standards of NC indicate that student academic files (including clinical clock hours, practicum records, clinical evaluation forms, etc.) may be destroyed 5 years after the student graduates. It is the common practice of CSDI to destroy academic records 8 years after a student graduates.
3. Students are advised that the Department of CSDI will not have copies of clinical evaluation forms, GRE scores, PRAXIS scores or any other academic documentation 8 years after the date of graduation. We will retain the 2-3 page clock hour summaries (from the clock hours online program or CALIPSO) in digital form indefinitely.
4. Students are able to obtain copies of PRAXIS and GRE scores from the ETS organization (www.ets.org) according to their records retention policy. Students should request copies of their scores when these tests are taken and retain a personal copy for future use. CSDI will not make copies of these test forms to disperse to students.

5. Select student academic records in the Department of CSDI prior to 2020 are kept in paper form in an academic folder in a locked file room in the CSDI main office (Health Sciences Bldg, Suite 3310). Post 2020, academic records are housed digitally on a secure drive and within the Office of the Registrar, DegreeWorks, and CastleBrach to name a few. Clinical clock hours records are housed on ECU secure servers online via the CALIPSO portal. Online clock hour records are stored on ECU secure servers at www.ecu.edu/clockhours and in secure CALIPSO servers. All of these records will be destroyed 5 years after a student's graduation date, except for the digital clock hours summary pages.
6. Any electronic records will be destroyed on a regular basis per the methods recommended by ECU ITCS employees who are responsible for electronic data destruction. CALIPSO electronic records are not destroyed.
7. These standard operating procedures will be published yearly in the academic handbooks of the department and on an ongoing basis on the departmental website www.ecu.edu/csd. Records retention will also be discussed annually at department orientations for incoming students.
8. All paper records will be destroyed per the university's policy for shredding documents. This includes contracting a university-approved document destruction service annually to shred records.
9. A log of all records destroyed will be maintained by the Department Chair and/or his/her/their designee. This log will include general information about groups of students i.e., Graduates for May 2014 were destroyed on 9/30/2019. 64 files were destroyed. No student names or identification numbers will be kept in this log.
10. Students will be able to obtain their transcript through the University Registrar at any time per the rules and regulations of the University Registrar.

Locations Where Students Can Work/Congregate in Health Sciences Building

Laupus Library Computer Lab

Room 2502 (2nd floor) should not be used to complete clinic reports in this lab. Clinical reports should be completed in the computer lab within Suite 1310 in the clinic.

All other academic work can be completed in the computer lab within the Laupus Library. Students have access to the internet as well as their Pirate drive. [Resources of the Laupus Library](#).

Individual Study Rooms

Individual study rooms are available on a daily basis for students to use on the 4th floor of the library. These should be utilized to meet with classmates when small group discussion is needed including planning therapy (as long as no protected health information is utilized), academic class projects, and studying. These rooms would also be appropriate for preparing therapy materials and are located near the student-accessible photocopiers in the library. This link provides more information on photocopying: <https://hsl.ecu.edu/using-the-library/> Group study rooms are also available in the library.

CSDI Department

The student computer lab in the Speech-Language and Hearing Clinic (1310) is to be utilized primarily for computer work that is specifically clinically related such as investigating treatment methods, preparing treatment plans, preparing evaluation and treatment reports, and printing therapy materials.

Academic work is permitted; however, clinical work takes precedence and students who are doing work other than clinical work can be asked to move if all terminals are full and someone requires a computer for clinical work.

Students are also welcomed to use empty therapy rooms in the clinic. Clinicians requiring use of the room should notify students using the room for studying at least 10 minutes prior to a session so that the student can vacate the room for the clinician.

Licensure & Professional Contact Information

North Carolina Licensure

NC Board of Examiners in Speech-Language Pathology &
Audiology 336-272-1828

www.ncboeslpa.org

ASHA Membership & Certification

800-498-2071

[Speech-Language Pathology and Audiology Certification \(asha.org\)](http://asha.org)

Teaching Certification in NC

Department of Public Instruction, Division of Exceptional
Children 919-807-3300

www.ncpublicschools.org

Other states

[State-by-State \(asha.org\)](http://asha.org)

The PRAXIS (ASHA Exam)

[Praxis Exam in Audiology and Speech-Language Pathology \(asha.org\)](http://asha.org)

[Praxis \(ets.org\)](http://ets.org)

State Professional Organization

North Carolina Speech-Hearing-Language Association (NCSHLA)

www.ncshla.org info@ncshla.org

National Student Organization

National Student Speech-Language-Hearing Association (NSSLHA)

[NSSLHA - National Student Speech Language Hearing Association](http://nsslha.org)

Amendments to this Handbook

This amendment section was added to the handbook in September, 2014.

1. Additions to pages 28-29, inserted new wording regarding screening hours counting as diagnostics and overall hours accumulation. Updated Table of Contents, Index & Faculty listing. 9/24/2014
2. Additions to pages 30-32. Inserted formatting and new wording for Alaska program. 9/24/2014 Addition to pages 35-36. Updated links on grievances & complaints. 9/24/2014
3. Added Arizona or Arizona State University to appropriate places in entire handbook. 7/22/2015
4. Revised faculty pp. 2-3. November 22, 2016
5. Added admission information regarding CSDCAS to p.5. February 1, 2016.
6. Added information regarding nondiscrimination pp.8-9. February 1, 2016.
7. Added revised sample curriculums pp.12-13. February 1, 2016.
8. Revised thesis timeline p.16. February 1, 2016.
9. Revised minimum passing PRAXIS scores p. 20. February 1, 2016.
10. Revised transfer credit deadline. p. 24. February 1, 2016.
11. Revised Graduation Section. p. 21. November 22, 2016.
12. Appendix of Forms added p. 34-45. November 22, 2016
13. Links updated throughout. November 22, 2016
14. Added new pre-thesis research form Appendix B1 May 2, 2017.
15. Revised faculty members and titles, pp. 2-3. June 21, 2017
16. Revised orientation section, pp. 13. June 21, 2017.
17. Revised remediation, pp. 17. June 21, 2017
18. Revised Admission section, pp. 5. July 5, 2017
19. Added Provisional Acceptance section, pp. 6 and pp.16; Added Provisional Acceptance Sample Curriculum, pp. 18, July 28, 2017
20. Added CAA complaint/grievance process information pp.29 February 10, 2018
21. Revised all statements that include “academic advisor” and replaced with Director of Master’s Education, July 17, 2018.
22. Revised Sample Curricula pp 15-17, July 17, 2018
23. Removed Appendix C Graduation Forms, July 17, 2018
24. Added Seat deposit statement to admissions requirements pp 5.
25. Updated Sample Curriculum Sequence pp 7-8 and Guided Observation Hours Documentation requirement pp 22. March 4, 2020
26. Updated to add statement related to COVID-19 Policies pp 9. June 15, 2020.

27. Updated to remove the 20 hr distribution requirements previously required by NCBOE. Pp. 22-23 July 23, 2020.
28. Updated all hyperlinks to reflect website changes September 9, 2021
29. Updated faculty members and titles, pp 2-3, June 27, 2022
30. Updated admissions information for 2022-2023 cycle. Added course names beside numbers, p 5, June 27, 2022
31. Reference to the University of Alaska at Anchorage and Arizona State University were streamlined to use the appropriate acronyms after the first full use of the name, throughout the handbook, June 27, 2022
32. Reviewed and updated links for Student Grievances; fixed formatting and font issues June 29, 2022
33. Reviewed and updated the Proctor and Record Retention sections for updated links and information, June 29, 2022
34. Table of Contents page numbers were updated to align with page number where information is found, June 29, 2022
35. Added 'they/their' as pronoun option where applicable; added information to access the Dr. Jesse R Peele LGBTQ Center pg 21, July 25, 2022

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Appendix A

A.1 Minimal Technical Standards

Minimal Technical Standards (Essential Functions)

The minimal technical standards (also called essential functions) of speech-language pathologists and communication scientists are requisite abilities considered necessary for successful employment. Students in the ECU Department of CSDI are to achieve the level of competency required for graduation and practice. It is recognized that degrees of ability vary widely among individuals. Admitted students who believe they do not possess or may not be able to acquire the essential functions are encouraged to contact the Director of Master's Education.

MINIMAL TECHNICAL STANDARDS

Critical Thinking

All students must possess the intellectual, ethical, physical, and emotional capabilities required to participate in a clinical setting and to achieve the levels of competence required by the faculty supervisors. The ability to solve problems, a skill that is critical to the practice of Speech-Language Pathology and Audiology, requires the intellectual abilities of measurement, calculation, reasoning, analysis, and synthesis. Graduate clinicians must be able to integrate academic knowledge into practical skills need for clinical work.

Communication Skills

Graduate Clinicians should also be able to speak, to hear, and to observe clients in order to elicit information. Graduate clinicians must be able to communicate effectively and efficiently in oral and written forms.

Auditory/Visual Ability

Student clinicians must be able to observe a client accurately, both at a distance and close at hand.

This ability requires the functional use of audition and vision.

Mobility and Fine Motor Skills

Graduate clinicians should be able to execute movements reasonably required to move from area to area, maneuver in small places, calibrate and use small equipment as appropriate, and provide patients with general care.

Interpersonal Abilities

Graduate clinicians must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of clients, and the development of mature, sensitive, and effective relationships with patients, families, and colleagues.

I have read these standards and I am able to conduct these minimal technical requirements.

Student Signature	Date
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Appendix A

A.2 Orientation Handouts

FERPA Memorandum related to Clinical Practicum

According to FERPA, information on student coursework and/or performance may not be shared with individuals other than faculty members with a legitimate educational interest. This means that information related to your coursework and/or performance can be shared with other faculty supervisors.

You are asked to sign this FERPA permission to allow the appropriate Clinic Coordinator to discuss your coursework and/or performance with off- campus supervisors. The purpose of that type of communication is to allow off- campus supervisors to determine whether you have the skills and knowledge to succeed at their site and the types of clinical activities in which you might participate at that site. Failure to permit this information exchange could result in a supervisor refusing your participation at their clinical site.

Please indicate below whether you will or will not offer permission to the Clinic Coordinator to share information from written documentation pertaining to your coursework and/or performance. If you do offer permission, that permission will remain in force until one year after the date on this signed form unless you formally request to change that and deny permission.

_____ I do permit the sharing of information pertaining to my coursework and/or clinical performance.

_____ I do not permit the sharing of information pertaining to my coursework and/or clinical performance and I understand that it may lead off- site clinical supervisors to refuse my placement at their sites.

Student Clinician Signature and DATE

Print Name Legibly

Hepatitis B Vaccine Information/Declination Form

Hepatitis B Information:

I have had, or am currently in the process of having, the Hepatitis B vaccine administered to me and will provide the Dept. of Communication Sciences and Disorders with a copy of my vaccination record.

Signature_____

Date_____

Hepatitis B Declination:

I understand that due to my occupational exposure to blood and other potentially infectious body substances that I may be at risk of acquiring hepatitis B virus (HBV) infection. For personal reasons, I choose not to have the hepatitis B vaccination. I understand that by declining, I remain at risk of acquiring hepatitis B, a serious disease. If I decide to obtain this vaccination in the future, I will notify the Director of Clinical Operations and provide a copy of the vaccination record to the CSDI department.

Signature

Date

Witness

PRINT NAME LEGIBLY: _____

ECU Dept. of Communication Sciences & Disorders
Student Confidentiality Statement

I understand and acknowledge that as a student of ECU- CSDI that I have an obligation to protect and keep confidential all patient data/information whether printed, written, spoken, or electronically produced, and to access this information for appropriate and authorized purposes such as patient care and records processing.

I understand that patient information must be accessed, maintained, and released in a confidential manner. I accept complete responsibility for my actions, and I understand that any violation of the confidentiality of patient information or unauthorized access may result in disciplinary or corrective action up to and including immediate dismissal from the CSDI program for student misconduct. I understand that each patient must sign a Release of Information form before any information is mailed, faxed or given to any party, including the patient or his/her parent.

I understand that I am not to discuss patient names, addresses and medical or financial information with any individuals other than those who are directly involved with care of the patient. This includes any public forum such as the classroom, clinical conferences, and seminars either on or off- campus. I understand that patients must sign consent forms before they can be video- taped, audio- taped, or observed by any other party.

Date

Signature

Printed Name:_____

CSDI Student Request for Access to on-line Courses

Note: ASHA requires an assessment of your skills before you can take an on- line class in the CSDI department. If you have not had a previous on- line course, CSDI retains the right to require you to participate in a training exercise prior to obtaining access to any on- line courses. The Program Director will review this form and determine if you require any training before you are given access to any courses.

1. Date:
2. Name (first, last, and middle initial):
3. Banner#:
4. ECU Email address:

5. Which courses are you requesting access to? All courses in CSDI curriculum for MS program

6. Purpose of request: Coursework assigned as a part of the MS program.

7. You MUST have high speed internet. Who is your provider?

8. What other courses have you taken via the internet?

9. If you have taken previous courses via the internet, what, if any, difficulties did you have?

10. Computer skills: Circle YES if you are proficient in the use of the item. Circle NO if you have very limited exposure to the item.
 - a. Sending Email YES NO
 - b. Using word processing programs YES NO
 - c. Using attachments YES NO
 - d. Making PowerPoint presentations YES NO
 - e. Previous online courses: YES NO
 - i. If yes, did you use Blackboard? YES NO
 - f. Do you know how to use Banner? YES NO
 - g. Have you used SPSS, PASW, or other statistical software? If so, what? YES NO
 - h. Do you use search engines to find information via the internet? YES NO
 - i. Please list any other computer skills that you have.

Appendix A

A.4 Receipt of MS Degree Handbook Form

RECEIPT OF MS DEGREE STUDENT HANDBOOK

I _____ acknowledge that I have received a copy of the MS Degree Student Handbook.

_____ electronic copy

_____ hard copy

Signature

Date

Appendix B

B.1 Pre-Research Approval Form

Master's Pre-Thesis Research Approval Form

Before beginning master's thesis research, and at least one semester before defending a thesis, this check list must be completed by the master's candidate in conjunction with the thesis director. Please NOTE: Student is required to provide a copy to all committee members; all thesis research must be approved by the thesis director and the Unit Graduate Program Director. All students whose thesis projects involve human subjects must have their proposed research approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning the studies involving those subjects. Likewise, all students whose projects involve animals must have their proposed research approved by the Institutional Animal Care and Use Committee (IACUC) before beginning those studies. A copy of the appropriate approval must be included in the Appendix of the completed thesis. **The Graduate Program Director completes and submits this form to Marquerite Latham (bassm@ecu.edu).**

NOTE: You may have to select "enable editing" in order to fill in this form.

Date: [Click here to enter a date.](#)

Student Name:

Phone Number:

Email Address:

Degree Program/Dept.:

Banner ID:

Working Title of Thesis Research:

Mentor/Director of Master's or Doctoral work:

1.

☐ Graduate or Associate Graduate Faculty

(Type or print name and Banner ID Here)

All Graduate Student Advisory Committees must have at least three ECU Graduate or associate Graduate Faculty members (some ECU Programs may require more, please check with your Graduate Program Director), which

includes the mentor/director. Requests for External members need to be submitted by the Graduate Program Director, as defined in the Faculty Manual ([Faculty Manual, Part II, Section IV, subsection F](#))

Tentative Graduate Student Advisory Committee members:

If so, please list:

2.

☐ Graduate or Associate Graduate Faculty
(Type or print name and Banner ID Here)

3.

☐ Graduate or Associate Graduate Faculty
(Type or print name and Banner ID Here)

4.

☐ Graduate Teaching Faculty
(Type or print name and Banner ID Here)
☐ Associate/Full time Graduate Faculty

☐ External Member

5.

☐ Graduate Teaching Faculty
(Type or print name and Banner ID Here)
☐ Associate/Full time Graduate Faculty

☐ External Member

Has your proposed research been reviewed and approved by your director? Choose an item.

Does your research involve human subject? Choose an item.

Has it been approved by the UMCIRB? Choose an item.

Does your research involve animals? Choose an item.

Has it been approved by the IACUC? Choose an item.

If not, when will it be reviewed for approval?

Does your research involve potential biohazards such as recombinant DNA, viral vectors, infectious agents, human blood products, etc.? Choose an item.

Has it been approved by the Biosafety Committee? Choose an item.

If not, when will it be reviewed for approval?

Approvals:

[Click here to](#)

Thesis Director Signature

Date

[Click here to](#)

enter a date.

Unit Graduate Program Director Signature

Date

Acknowledgement of Receipt by Graduate School:

[Click here to](#)

enter a date.

Dean of the Graduate School or designee

Date

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Appendix B

B.2 Thesis to Non-Thesis Change Form

The Graduate School
East Carolina University
THESIS - NON THESIS CHANGE FORM

TO: The Graduate School

FROM: _____
Department/School/College

SUBJECT: _____
Student's Name BANNER ID

A change from the thesis to the non-thesis option is approved for the above named student. The student is aware of the academic consequences of making this change. An updated graduate summary is attached.

Signature: Graduate Program Director Date

Signature: Thesis Director Date

I understand that all previously earned credits and grades for 7000/7001 thesis courses will remain on my record but will **not** count toward the degree. I may be required to enroll in additional course credits to meet the requirements for the non-thesis degree as indicated on the attached graduate summary. Any grades of "Q" assigned under the former grading system will be changed to "S" or "U" as appropriate by the professor of record through submission of a grade change form to the Registrar's Office. If enrolled in a thesis course for the current term, I may drop the course prior to the last day to drop a graduate course according to the published academic calendar. A statement will appear on my transcript noting the transfer from the thesis to non-thesis track with the effective month, day and year.

Signature: Student Date

For Graduate School / Registrar Use

TO: Graduate Registrar
RE: Transcript comment

Please add the following comment to the above named student's transcript:

"Transferred from thesis to non-thesis option effective _____"
Month Day Year

Signature: Dean of the Graduate School or Designee Date

CC: Dept/school
Registrar

