

Policy & Procedure Statements

**Department of Communication Disorders
College of Health Professions**

**Texas State University
2019-2020**

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POLICY AND PROCEDURE STATEMENTS

Department of Communication Disorders

Introduction

This manual will outline the policies and general operating procedures of the Department of Communication Disorders. Faculty, staff, and students are responsible for knowing the information contained herein, as well as the information contained in the applicable Texas State University System, Texas State University, College of Health Professions, and other university policy and procedure statements and university catalog information. Texas State University System, Texas State University, College of Health Professions policies supersede those of this manual. Where there is conflict, those policies will take priority.

This manual is subject to revision at the discretion of the department. Faculty and students are encouraged to make suggestions as needed to the Department Chair regarding content and wording. Any policies that are revised during the year will be posted on the Department of Communication Disorders website at <http://www.health.txstate.edu/cdis/About/CDIS-Policies--Procedures.html>. In all cases, it is the faculty and student's responsibility to be aware of current operating policies and procedures.

This manual is to be retained for the 2019-2020 year of study in the Department of Communication Disorders.

Policy & Procedure Statements

General & Academic Section

1. Standards for Operation of the Department of Communication Disorders

- 1.1. **PURPOSE:** To define the standards by which the Department of Communication Disorders will operate
- 1.2. **POLICY:** The Department of Communication Disorders will abide by all standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) and be guided in decision making by adherence to the Departmental Strategic Plan. The Department also adheres to the University Policies & Procedures.
- 1.3. **PROCEDURES TO IMPLEMENT POLICY:** The Department Chair will be responsible for monitoring all aspects of the academic and clinical programs to ensure that CAA standards, state licensure requirements, SACS Student Learning Outcomes, and University and Departmental Policies and Procedures are met. A review of standards and their compliance will take place by August 1st of each year when the CAA annual report is due to ASHA.

2. Chain of Command

2.1. PURPOSE: To delineate the chain of command for seeking advice and resolution of problems

2.2. POLICY: Students and faculty should follow the chain of command in seeking advice or possible solutions to problems. All questions or problems that relate to CDIS should be answered or solved within CDIS as much as possible.

2.3. PROCEDURES TO IMPLEMENT POLICY:

2.3.1. Academic problems should be addressed first with the professor before proceeding to the Chair of the department.

2.3.2. In clinical work, students are first responsible to their immediate clinical educator for the management of clients. Clinical educators are assigned each semester that the student is enrolled in clinical practicum. If the student and/or clinical educator need assistance, the Clinic Co-directors should be consulted.

2.3.3. The academic advisor, who is assigned to the student upon entering the program, is the faculty member to talk with initially for advising, scheduling, or other problems that relate to academic work. In most cases, the advisor will be able to answer any questions the student may have. However, specific questions regarding course content etc. should be addressed with the pertinent instructor of record.

2.3.4. The next level is the Department Chair. The Department Chair is to be consulted only after an initial conference with the advisor and/or instructor of record. In most cases, the Chair will consult with the advisor and/or instructor of record prior to responding or taking any action so that all information is taken into consideration.

2.3.5. The Department Chair reports to the Dean of the College of Health Professions. The Dean is to be consulted only after the advisor and Department Chair have had an opportunity to answer questions. Students should not contact the Dean's office with routine questions or problems without first contacting the advisor, instructor of record and/or Department Chair. In the case of graduate students, the Dean of the Graduate College will be consulted only after the advisor, Department Chair, and academic Dean have had an opportunity to answer questions.

2.3.6. Each Academic Dean is responsible to the Provost. The Provost should not be contacted without first contacting the advisor, instructor of record, Department Chair and appropriate Dean.

2.3.7. The departmental administrative assistants report to the Department Chair for delegating responsibilities and prioritizing workload for academic matters. The clinic administrative assistant reports to the Clinic Co-directors for delegating responsibilities and prioritizing workload for clinical matters.

3. Contacting the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA)

3.1. PURPOSE: To inform students as to how they can contact the CAA

3.2. POLICY: Students do not have to follow the Departmental or University Chain of Command to contact the CAA. They are free to contact the CAA directly at any time.

3.3. PROCEDURES TO IMPLEMENT POLICY:

3.3.1. The Council on Academic Accreditation provides for student complaints to the Council. Students have an opportunity to voice their concerns if they believe accreditation standards are not being met.

3.3.2. The CAA can be contacted by 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 or call ASHA's Action Center at 1-800-498-2071 or (301) 296-5700 or accessing the documents on ASHA's Web site at <http://www.asha.org/academic/accreditation/accredmanual/section8/>.

4. Professional Certification and Licensure of Faculty

4.1. PURPOSE: To define the appropriate professional certification and state licensure of the faculty in the Department of Communication Disorders

4.2. POLICY: All faculty must hold appropriate clinical certification from the American Speech- Language-Hearing Association and be licensed to practice in the State of Texas.

4.3. PROCEDURES TO IMPLEMENT POLICY:

4.3.1 Professional credentials of each potential candidate for a faculty position will be reviewed by the search committee and Chair prior to interview.

4.3.2 Potential faculty will not be offered a contract without appropriate professional credentials.

4.3.3 Current faculty will provide copies of certification and licensure renewal annually to the departmental administrative assistant. Faculty will upload copies of their certification and licensure renewal into their account on CALIPSO.

5. Faculty and Student Travel

5.1. PURPOSE: To establish clear guidelines for faculty and student travel in the Department of Communication Disorders.

5.2. POLICY: CDIS faculty and staff will follow the established departmental procedures for the current fiscal year regarding travel and reimbursement.

5.3. PROCEDURES TO IMPLEMENT POLICY:

5.3.1. Faculty and staff must complete a travel request form available from the departmental administrative assistant as soon as possible but no less than two weeks prior to travel.

5.3.2. Students must have a faculty sponsor for the travel request.

5.3.3. Reimbursement amount will be based upon the current departmental and [University travel](#) procedures.

5.3.4. The expectation is faculty and students receiving travel funds are representing Texas State University and should participate in appropriate meetings, sessions, and/or workshops for which the funds were designated.

6. Faculty Supervision of Student Research and Awards

6.1. PURPOSE: To describe the requirements that students must meet to engage in faculty-sponsored research in the Department of Communication Disorders

6.2. POLICY: Students who engage in research must do so in an ethical and responsible manner.

6.3. PROCEDURES TO IMPLEMENT POLICY:

6.3.1. Students wishing to engage in faculty-sponsored research should approach the faculty member(s) with whom they are interested in working.

6.3.2. The faculty member(s) may accept student(s) or may not, depending on their workload and the degree to which their research interests overlap with those of the student(s).

6.3.3. Once a student has joined a faculty member's lab, the student must complete the Collaborative Institutional Training Initiative (CITI) training (found on the [training page](#) of the Office of Research and Sponsored Programs) and provide documentation to the faculty member in a timely manner.

6.3.4. If a student wishes to submit to a conference, a journal, or for an award, the student must notify the faculty member in advance, and allow the faculty member sufficient time to review his/her submission prior to the deadline.

6.3.5. The student must make all changes to any submission that are required by the faculty member and must identify the faculty member as a co-author. The order of authorship must be agreed upon by the faculty member and the student prior to any submission.

6.3.6. Faculty members reserve the right to withdraw submissions that students make to any conference, journal, or award committee that have not been adequately reviewed or in which authorship was not agreed on.

7. Academic Advising

7.1. PURPOSE: To identify the procedures to be followed for academic advisement for CDIS undergraduate and graduate students

7.2. POLICY: CDIS students must be advised in accordance with departmental, college, and university standards

7.3. PROCEDURES TO IMPLEMENT POLICY:

7.3.1. Assignment of Advisors

7.3.1.1. Undergraduate students prior to admission into the junior sequence are advised by advisors in the CHP Advising Center (Encino Hall, Room 234) or advisors at PACE. Once students are admitted to the junior sequence, they are assigned to a CDIS faculty member. This person remains the individual student's advisor until graduation.

7.3.1.2. The advisor list is maintained by the administrative assistant and is posted in the Departmental Office, Room 253, Willow Hall. The advisor list is updated throughout the year in order to add new students and delete those who have graduated or changed majors.

7.3.1.3. Every advisor and the departmental administrative assistant have a copy of the advisor list.

7.3.1.4. Undergraduate students can be assigned to any faculty member; graduate students are advised by the graduate advisor.

7.3.1.5. The Graduate College identifies the Graduate Program Coordinator as the Graduate Advisor who serves as liaison between the department and Graduate College. The Department Chair must sign the application for the Certificate of Clinical Competence, so it is imperative that the Graduate Program Coordinator in conjunction with the student and faculty carefully monitor the progress of graduate students.

7.3.1.6. It is the responsibility of the student to contact the advisor for appointments, especially if the student has received a letter to do so. The student and advisor work together to monitor and complete the degree plan. It is the responsibility of the **student** and advisor to know the regulations and requirements of the department, college, and university.

7.3.1.7. Under no circumstances are students to be advised or to be given academic approvals by any faculty member other than the assigned advisor for each semester.

7.3.1.8. If a student wishes to change advisors, the Department Chair must be consulted. Advisor changes are not encouraged but may be necessary on occasion and approved by the Department Chair.

7.3.2. Undergraduate students in CDIS will be advised as follows:

7.3.2.1. Students who express interest in the major of CDIS or who are transferring from another university/college are seen by an advisor in the College of Health Professions Advising Center (Encino Hall, Room 234; 512-245-3506).

7.3.2.2. All pre-CDIS majors will receive academic advising (pre-registration, etc.) each semester by personnel from the College of Health Professions Advising Center or through PACE (Personalized Academic and Career Exploration) Center for freshmen. Individual advising sessions are encouraged during the pre-registration period for these students during every long semester.

7.3.2.3. Students who have been admitted to the upper-division sequence will be assigned to a CDIS faculty member for individual advising. In rare cases, students may be assigned a different faculty member for a given semester. CDIS advisors help the students with course selection, registration, degree requirements, answer questions about the profession, academic tutoring/counseling referrals, etc. All students must meet with their CDIS faculty advisor a minimum of one time during each long semester. Special approval needed for registering for CDIS classes will be given only after this meeting.

7.3.2.4. The Degree Audit Report (DAR) is available to the student and the student's advisor online at any time via Cats Web and is used every semester to plan the academic program. Corrections, substitutions, or appropriate changes are done through the College of Health Professions' Advising Center.

7.3.2.5. It is very important that students are advised by their own assigned permanent faculty advisor. There will be no exceptions to this policy. The Department Chair will not make a decision concerning any student unless that student has seen the advisor first. Consequently, material will not be sent to the Dean's office without the signature of the advisor and Department Chair.

7.3.3. Graduate students in CDIS will be advised as follows:

7.3.3.1. Graduate students begin their CDIS academic plan of study during the fall semester.

7.3.3.2. The Graduate Program Coordinator notifies newly admitted graduate students of the orientation meeting conducted for all incoming CDIS graduate students. It is at this meeting that the incoming students are advised concerning their schedules for the fall and subsequent semesters.

- 7.3.3.3. Thesis and cognate choices are presented and discussed at this initial meeting. The Graduate Program Coordinator is responsible for working with the student in order to review and finalize the degree plans utilizing DegreeWorks during the fall semester. Students with special interests (Bilingual, Fluency, Autism, Versatility in Practice [VIP] and Neurogenics, Voice, and Swallowing [NVS]) will consult with faculty who has expertise in the special interest throughout the student's graduate work.
- 7.3.3.4. All tracking paperwork for ASHA (CAA Standards and Knowledge and Skills Acquisition [KASA] Summary Form) is reviewed with the students so the student knows exactly what is required for certification and the academic program can be planned appropriately. The Clinic Co-directors are responsible for checking to determine that the immunization record is complete for all students and that the number of observation hours is also checked.
- 7.3.3.5. The student contacts the Graduate Program Coordinator as soon as possible during the first three weeks of the semester to implement changes in his/her degree plan. The student will also be informed as to any background courses the student lacks. A final degree program outline is required by the Graduate College at the end of the first semester of graduate study. This time frame provides ample opportunity to complete the degree plan process. The proposed/revised graduate degree plan will be updated as needed by the Graduate Program Coordinator via DegreeWorks.
- 7.3.3.6. Students meet with the graduate advisor (Graduate Program Coordinator) at mid-term of each semester to discuss courses to be taken the subsequent semester. Students may schedule individual sessions with the graduate advisor to address academic issues.
- 7.3.3.7. Faculty members address academic, clinical, and professional progress for each student at the end of each semester after grades are submitted. The graduate advisor will hold a face-to-face meeting with students who need improvement in any of these areas.

8. Progression through the Undergraduate Pre-professional Sequence

8.1. PURPOSE: To identify the series of steps through the junior- and senior-level courses

8.2. POLICY: Progression and repeat course policy

8.3. PROCEDURES TO IMPLEMENT POLICY:

8.3.1. The Junior-/Senior-level courses (Bachelors of Science Degree in Communication Disorders academic sequence) begin during the fall semester only.

8.3.2. Courses must be taken in the sequence identified in the catalog.

8.3.3. After admission into the Junior/Senior sequence, failure to enroll in all of the recommended CDIS courses for that semester as identified by an advisor in conjunction with the Degree Plan, will result in removal from the program. CDIS students must receive a grade of “C” or higher in each CDIS class. If a grade below a “C” in a junior- or senior-level CDIS course is earned, the student will not be allowed to continue as a Communication Disorders major and must change majors to something other than CDIS. This change will be done in conjunction with the student’s CDIS academic advisor and the College of Health Professions’ Advising Center.

8.3.4. The student must earn no less than a “C” in support courses.

8.3.5. The student must have a GPA of 2.75 in the major to graduate.

8.3.6. The only reason a CDIS major may repeat a CDIS course is if the student has not earned the minimum major GPA requirement of 2.75 for graduation. The student will be allowed to re-take one or more CDIS courses only until the student achieves the GPA of 2.75.

9. Academic and Clinical Review of Students

9.1. PURPOSE: To identify students who need academic or clinical support

9.2. POLICY: Academic and clinical progress of each student enrolled in CDIS courses (3000 level or higher) will be reviewed at least once per semester by the faculty.

9.3. PROCEDURES TO IMPLEMENT POLICY:

9.3.1. At mid-term or earlier in appropriate circumstances, students who are experiencing difficulty in either academic or clinical work will be identified by a faculty member.

9.3.2. The student will be notified by their Academic Advisor, Undergraduate Program Coordinator, Graduate Program Coordinator, or the Clinic Co-directors depending on areas of difficulty exhibited by the student.

9.3.3. The student should contact his or her assigned advisor, or clinic co-director immediately when notified that he/she is experiencing difficulties.

9.3.4. The student's advisor will have a private conference with the student to discuss any academic problems. If a graduate student is identified as having academic, clinical, or professional difficulties, he/she will be placed on an Academic, Clinical, or Professional Growth Plan (refer to P & P addressing Growth Plans).

9.3.5. At the end of each long semester, faculty members meet to discuss the academic, clinical and professional progress of each student. If the faculty members are concerned about any of the students, then the student's advisor will request a meeting with the student to discuss faculty concerns with him or her.

10. Graduate Student Dismissal from the Department of Communication Disorders for Unsatisfactory Clinical and Professional Progress

10.1. **PURPOSE:** To specify the clinical and professional reasons for which students can be dismissed from the CDIS graduate program and to delineate the process/procedures used to affect the dismissal.

10.2. **POLICY:** Graduate students in the Department of Communication Disorders must develop the essential skills to work effectively with people with diverse needs. Students are expected to demonstrate professional skills in their interactions with others as outlined in the Department of CDIS Essential Functions document. Students are expected to conform to behaviors outlined in the Code of Ethics of the American Speech-Language-Hearing Association (ASHA) and the Texas Department of Licensing and Regulation (TDLR) as well as the policies and procedures outlined in this document. Any unethical or unprofessional conduct is cause for review and possible dismissal from the CDIS graduate program. A student's acceptance in the graduate program does not guarantee a student will remain in the program.

10.3. PROCEDURES TO IMPLEMENT POLICY:

10.3.1. **Evaluating Student Performance:** Members of the faculty, using their skilled, professional judgments, evaluate student performance toward ASHA's CFCC Standards of competence continuously. Students receive information and guidance related to their performance on knowledge and skills acquisition from faculty members, their advisors, and their clinical educators throughout an academic term. The criteria used by the faculty to make such judgments include instructor and clinical educator observations of course performance, evaluations of students' performances in simulated/clinical practice, observations of student interaction with faculty and peers, and a deepening knowledge about, and respect for behavior expected, as guided by the ASHA Code of Ethics and TDLR Administrative Rules . Students who are not making satisfactory progress or who are not meeting program standards have the option of withdrawing from the degree program. The term "satisfactory progress in the major" refers to a professional and/or clinical judgment made regarding the student's performance. Student Code of Conduct matters are referred to the Dean of Students.

10.3.2. **Student Review Process:** If a faculty member believes that a student is not making satisfactory progress toward professional standards, or meeting program or university standards, he or she should discuss the situation with the student. If appropriate, the student will receive a growth plan developed by the faculty member to help establish satisfactory performance. If the faculty member believes that the student's performance cannot improve to acceptable standards, the faculty member will refer the student to the Clinic Co-directors and the Graduate Advisor. The Clinic Co-directors and Graduate Advisor will make a referral to the Program Standards Committee. The Program Standards Committee consists of three CDIS faculty members (at least one of which is a clinical faculty member) and is appointed by the

Chair of the department.

- 10.3.3. The committee will notify the student of the referral and the reasons indicated. The committee will meet with the pertinent faculty members. The Program Standards Committee will give the student an opportunity to meet with the committee to respond and to present information to the committee. After considering the matter, and within 5 working days of meeting with the student, the committee will report in writing to the student and the Department Chair recommending the student either be allowed to remain in the program or be removed. The committee may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program. Within 5 working days of receipt of the faculty committee recommendations, the student will notify the Chair of the Department of Communication Disorders in writing of the acceptance of the committee's decision or of intent to appeal the committee's recommendations.
- 10.3.4. If the student appeals the committee's recommendations, the Department Chair, after considering the committee's recommendation and meeting with the student, will determine whether the student will be allowed to remain in the program. The Department Chair need not meet with the student before making a decision if the Department Chair has given the student a reasonable opportunity to meet and the student has either failed to respond or refused to meet. The student will be notified of the Department Chair's decision in writing within 5 working days of the Department Chair's receipt of the student's appeal of the committee recommendations.
- 10.3.5. If the student is dissatisfied with the Chair's decision, he or she may appeal to the Dean of the Graduate College. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the Department Chair within 5 working days from the date of the Chair's letter. The Dean will consider the matter based on results compiled by the Chair and notify the student of his or her decision within 5 working days of receipt of the appeal from the Chair.

11. Comprehensive Examination

11.1. **PURPOSE:** To delineate the policy and procedure for completing the comprehensive examination

11.2. **POLICY:** Graduate students must pass a comprehensive examination in communication disorders in accordance with Graduate College policy (see applicable Graduate Catalog).

11.3. PROCEDURES TO IMPLEMENT POLICY:

11.3.1. Students have an option in meeting the comprehensive examination requirement. The Praxis Examination in Speech-Language Pathology and Audiology or the departmental comprehensive examination may be taken. Most graduate students choose to take the Praxis examination as their comprehensive. They do not have to notify the Department Chair in advance of taking the Praxis examination. If a student wishes to take the department's comprehensive exam instead of the Praxis exam, he/she informs the Chair in writing within the first week of the fall semester of the student's last year in graduate school.

11.3.2. The department will accept scores for the comprehensive requirement only on examinations taken after December 1st of the student's second year of graduate study. A student must achieve a passing score or higher (score of 162 or higher).

11.3.3. Should the Praxis examination not be passed before February 1st of the student's second year of graduate study, the Department Chair will notify the student about preparing for the departmental comprehensive examination early in the final semester. The first departmental evaluation will be offered in early to mid-March. Failure to notify the Graduate Program Coordinator of an unsuccessful attempt with the Praxis examination may delay the student's graduation date.

11.3.4. Students electing to take the CDIS departmental examination as the comprehensive meet with the Graduate Program Coordinator early in the last semester of graduate study to review the required procedures mandated by the Graduate College and to set the date for the comprehensive examination. The examination consists of essay questions submitted by the faculty. The format for the examination may change from one administration to another, depending on a review of the examination by the faculty.

11.3.5. Each section of the comprehensive examination will be graded on a pass/fail scale. Each section must be passed in order to pass the entire departmental comprehensive examination.

11.3.6. Should the student not pass each area, the faculty who submitted questions will meet and decide if they want the student to clarify responses with an oral examination or engage in additional re-writing. The student will have the option of meeting with the faculty in order to review areas of weakness and receive assistance concerning

deficiency areas before participating in orals or re-writing

- 11.3.7. Should the student not pass the oral examination or the re-write, the student can request to re-take the examination and the faculty will have the option of submitting different questions. The date for the second examination will be made following consultation with the Graduate College concerning the deadline for graduation.
- 11.3.8. Should the student again not pass each area, the student may apply to the Graduate Program Coordinator to re-take the examination. The faculty will meet to determine requirements that must be met prior to the student retaking the examination during the subsequent semester. Requirements may include, but will not be limited to, additional course work, individual directed readings, clinical studies or review, individual research in specified areas, or other assignments that would be appropriate for assisting the student.
- 11.3.9. The third examination will be administered during the following semester. The examination will be developed by the faculty and may be written, oral, or both. Should the student fail the third examination, the student will not be eligible to receive the Master's Degree in Communication Disorders.
- 11.3.10. After each unsuccessful completion of the comprehensive examination, the student will be given a detailed analysis (oral, written, or both) of performance in each area covered on the test. This information will be used by the faculty to prescribe additional requirements as specified above and/or to counsel the student as to areas of strength and deficit.
- 11.3.11. When the student completes all comprehensive examination requirements, the Graduate Program Coordinator will provide the information to the Graduate College.

12. Score Reporting for the Praxis Examination in Speech-Language Pathology

12.1. PURPOSE: To implement a means of comparing CDIS graduate students with comparable students across the state and the United States, and to comply with State and National University Accreditation Standards

12.2. POLICY: Graduate students are required to take the Praxis examination in speech-language pathology and provide the score to the Department Chair prior to the CCC application being signed.

12.3. PROCEDURES TO IMPLEMENT POLICY:

12.3.1. This examination must be taken whether or not the student elects the Praxis examination to substitute for the comprehensive examination.

12.3.2. The Praxis examination does not have to be passed in order to graduate if the student elects to take and passes the departmental comprehensive examination.

12.3.3. Praxis scores allow the department to compare graduates as a group with similar students from across the state and the United States.

13. Electronic Mail

13.1. PURPOSE: To identify policies and procedures for obtaining and use of electronic mail

13.2. POLICY: All students enrolled in a CDIS course must have a Texas State electronic mail account.

13.3. PROCEDURES TO IMPLEMENT POLICY:

13.3.1. All students enrolled in a CDIS course must have a Texas State Net ID and Texas State email account.

13.3.2. The student ID number (not the net id) is required to establish an account via Catsweb.

13.3.3. A Clinic Co-director submits a list of the graduate students in CDIS to the College of Health Professions Technology Support Person (TSP). The TSP provides access to the CDIS section of the server after a Texas State account has been established.

13.3.4. Messages will be written to students through their electronic mail account. Students enrolled in practicum are required to check their e-mail several times a day and respond to messages promptly. Students in academic classes are expected to check their e-mail daily.

14. Departmental Approval for CDIS Classes

14.1. PURPOSE: To identify the approval process for enrolling in CDIS classes

14.2. POLICY: Advisor approval must be obtained prior to enrolling a CDIS student for any course or changing an academic or clinical schedule.

14.3. PROCEDURES TO IMPLEMENT POLICY:

14.3.1. Students must see their advisor prior to changing an academic schedule.

14.3.2. Written approval from the advisor, in the form of a completed and signed CDIS Registration Ticket, must be presented before a student is allowed to register for a CDIS class.

14.3.3. Students who wish to change their schedule must obtain a new CDIS Registration Ticket before departmental approval will be given.

15. Facilities and Security of Departmental Space and Property

15.1. PURPOSE: To identify the rooms and laboratories in the department and the access to each

15.2. POLICY: All rooms and laboratories assigned to the Department of Communication Disorders will be treated as secure areas with limited access.

15.3. PROCEDURES TO IMPLEMENT POLICY:

15.3.1. Research Labs (WH 032, 252, 254, 255, 256, and 258) are used for research purposes. Only students engaged in ongoing research with faculty assigned to these labs are authorized to use these rooms. The labs must remain locked when not occupied and no items are permitted to be removed from the lab without appropriate authorization.

15.3.2. Clinical Instrumentation Lab (WH 031) this space is used for research and teaching purposes under faculty supervision. Significant research and clinical equipment is used and maintained in this room. Only students engaged in ongoing research and instrumentation activities are authorized to use this room.

15.3.3. Research Therapy Room: Room WH 257 is used for the collection of research data by faculty for their various research projects.

15.3.4. Faculty Workroom: Room WH 253C is the faculty workroom. Students and non-CDIS personnel do not have access to this room. Students who need to leave messages for the faculty should put the message in the designated box in the administrative assistant's area.

15.3.5. Graduate Student Work Room: The graduate student workroom is in Willow Hall 126. Computers and printers are available in this room and should be used for clinical work only. This room is accessible by swiping an authorized Texas State ID card, and available to graduate students 24 hours a day during each semester and finals.

15.3.6. Materials Room: Room WH 130 houses the clinical materials and all diagnostic instruments. It is mandatory that students follow all procedures for checking materials in and out and following universal precaution and infection control procedures when returning items. Failure to do so may result in suspension of checkout privileges.

15.3.6.1. Students are responsible for replacement and all associated costs for lost or damaged items.

16. Scholarships/Assistantships in Communication Disorders

16.1. PURPOSE: To identify the various forms of financial assistance available to students in CDIS

16.2. POLICY: The Department of Communication Disorders will maintain information regarding current financial resources for students in good standing.

16.3. PROCEDURES TO IMPLEMENT POLICY:

16.3.1. The Department of Communication Disorders has several sources of financial assistance. Listed below are the sources, eligibility requirements, and application procedures for departmental scholarships.

16.3.1.1. SERTOMA SCHOLARSHIP (Graduate Only): The SERTOMA Club of San Marcos has established a scholarship for a deserving graduate student. This scholarship is available on a competitive basis.

16.3.1.1.1. Requirements: Award determination is based on an individual's record of service to the community and unconditional admission to Graduate College.

16.3.1.1.2. Application Deadline To be determined.

16.3.1.1.3. The members of the departmental scholarship committee review applicants and determine recipient(s).

16.3.1.1.4. Funds Available: Amount is contingent on earned interest.

Application information may be obtained from the department administrative assistant or from the faculty member who serves as the SERTOMA liaison

16.3.1.2. TEXAS SPEECH-LANGUAGE-HEARING (TSHA) FOUNDATION EMPRESS ZEDLER SCHOLARSHIP: This scholarship is offered by the TSHA Foundation for graduate students only.

16.3.1.2.1. Requirements: Award determination is based on an individual's record of scholarly activities and service to the department and the community. The student must be in good standing in the graduate program.

16.3.1.2.2. Application Deadline: To be determined by TSHA

16.3.1.2.3. The Texas State CDIS Awards Committee members review applicants and determine the recipient.

16.3.1.2.4. Funds Available: To be determined by TSHA

16.3.1.3. GRADUATE ASSISTANTSHIPS: Departmental teaching and research assistantships are available on a competitive basis. Applicants should apply the semester prior to the semester in which assistance is desired. Application for the fall semester needs to be completed shortly after fall orientation in August. The deadline will be announced during orientation. Appointments of graduate assistants are determined by faculty review.

16.3.1.3.1. Requirements: Students must have a high overall grade point average (minimum 3.0 on 4.0 scale), documentation of academic strengths and clinical expertise (grade of B or better) in coursework and disorder area

requiring graduate assistant (courses vary by semester), and full-time on-campus enrollment (not participating in off-campus practicum).

- 16.3.1.3.2. Application Procedure: Completed application submitted to the Department Administrative Assistant by date indicated during orientation.
- 16.3.1.3.3. Application materials may be obtained from the Department Administrative Assistant or via TRACS.
- 16.3.1.3.4. Salary: Approximately \$600-\$750/month (varies).
- 16.3.1.3.5. Service requirements: Approximately 10 hours per week, 9-month position from September 1 to May 31.
- 16.3.1.3.6. All Graduate Assistants will be required to help with the Hooding Ceremony preparations starting with printing the invitations, certificates, etc.... Graduate Assistants are also expected to help the day of the Hooding Ceremony in greeting guests, handing out hooding brochure, setting up the refreshment tables, and whatever else is needed.

17. Student Representatives to Faculty Meetings

17.1. PURPOSE: To identify the scope and role of student representatives to the CDIS faculty meetings

17.2. POLICY: The CDIS student body has representation at CDIS faculty meetings.

17.3. PROCEDURES TO IMPLEMENT POLICY:

17.3.1. The student body in CDIS is represented at CDIS faculty meetings by a first year graduate, a graduate non-degree seeking, a senior undergraduate, and a junior undergraduate student.

17.3.2. The student representatives are elected by fellow students at the beginning of each academic semester to serve in this capacity.

17.3.3. The responsibilities of the student representatives are to convey student concerns regarding overall programmatic strengths and needs, provide input to the faculty and/or Department Chair when requested, and inform students of faculty decisions. However, the student representatives should represent all students and not just a select group of students.

17.3.4. The graduate student representative is responsible for posting graduate school opportunities and position vacancies in the student workroom.

17.3.5. The student representatives must be on campus for the entire academic semester.

17.3.6. The student representatives must be in good academic standing.

17.3.7. Specific student-related (confidential) issues addressed during faculty meetings are not discussed in the presence of the student representatives.

18. Student's Permanent File

18.1. PURPOSE: To identify the student's permanent file and the location of the file

18.2. POLICY: Each undergraduate and graduate CDIS major has a permanent file.

18.3. PROCEDURES TO IMPLEMENT POLICY:

18.3.1. All students in CDIS have a permanent file that is maintained by the Department Chair, Graduate Program Coordinator, and Clinic Co-directors.

18.3.2. A student has access to the file as long as a faculty member, preferably the student's advisor, CDIS administrative assistant or Department Chair, is present.

18.3.3. Students will not be allowed under any circumstance to add or delete information from their file without permission from the Department Chair.

19. Electronic Portfolio & the Knowledge & Skills Acquisition (KASA) Summary Form

19.1. PURPOSE: Each graduate student is required to develop and maintain a comprehensive portfolio reflecting academic efforts, progress in clinical training, and achievements within the Communication Disorders Program.

19.2. POLICY: Each graduate student maintains a portfolio which provides formative and summative evidence of knowledge and skills acquired through the student's academic career. Portfolio submissions, or artifacts, are added throughout the student's graduate career and progress is checked at the end of each semester by academic faculty (for academic KASA competencies) and the Clinic Co-directors assigned as faculty of record (for clinical, skills content). Specific portfolio submissions will be required as a part of the graduate academic and clinical courses. A final review of the portfolio is completed at final clinical checkout by the Clinic Co-directors and Graduate Program Coordinator prior to the Chair's signing of the certification page.

19.3. PROCEDURES TO IMPLEMENT POLICY

19.3.1. The portfolio should reflect a student's individual learning pathway and achievements. Each faculty member will provide the student with a list of materials to archive for each academic and clinical class.

19.3.2. Academic portfolio artifacts may include but are not limited to the following:

19.3.2.1. Course Syllabi

19.3.2.2. Course projects

19.3.2.3. Graded rubrics returned by the faculty member, etc.

19.3.3. Clinical portfolio: Content requirements are specifically outlined in the CDIS 5344 and 5689 course syllabi. Submission examples include: Course syllabus, cumulative hours summaries, cumulative clinical performance summaries, Self-reflection assignments, and any cognate-related items.

19.3.4. The student is responsible for gathering and organizing all the information in his/her e-portfolio. Software and hardware needed for the conversion of material into an electronic format and editing is supplied by the department for student use. This equipment is available in the clinic administrative office and clinic computer labs.

19.3.5. At the completion of each academic and clinical course each semester, the student submits the e-portfolio to the faculty members so they can review the contents and then indicate whether the academic and clinical competencies have been met.

19.3.6. Once the faculty members have indicated the academic and clinical competencies met, the Graduate Program Coordinator will update the student's KASA form on CALIPSO. The competencies and KASA form will be in read only format for the students.

20. Undergraduate Admission Procedures

20.1. PURPOSE: To identify the procedures used to admit undergraduate students to the CDIS major

20.2. POLICY: Undergraduate students must be admitted to the CDIS major prior to taking CDIS classes that start in the fall semester of the junior year.

20.3. PROCEDURES TO IMPLEMENT POLICY:

20.3.1. Students are initially considered Pre-professional Communication Disorders majors. Under this designation, the student is expected to complete the requirements for admissions into the Junior/Senior sequence and the Communication Disorders Major. The Pre-professional Communication Disorders majors take all the 1000-level and 2000-level courses listed on the degree plan in addition to Psychology 3300: Lifespan Development, ENG 3303: Technical Writing, and Health Professions 3302: Biostatistics.

20.3.2. Admission to the Junior/Senior-level courses and the Bachelors of Science Degree in Communication Disorders is **competitive and selective**. Enrollment is limited by student/faculty ratios in both academic and clinical components of the program.

20.3.3. To be considered for admission to the Junior/Senior-level courses and the Bachelors of Science Degree in Communication Disorders, the following is required:

20.3.3.1. An overall GPA of 3.0 and in good standing academically.

20.3.3.2. Completion of a minimum of 50 hours of coursework from the 1000-level and 2000-level courses listed on the CDIS Undergraduate Degree Plan. The 50 hours must be completed by the end of the Summer 1 session in the same calendar year in which the student wishes to begin the Junior/Senior sequence.

20.3.3.3. The following courses must be taken in the 50 hours:

20.3.3.3.1. PHYS 1310: Elementary Physics

20.3.3.3.2. CDIS 1331: Introduction to Communication Disorders

20.3.3.3.3. BIO 2430: Human Anatomy and Physiology

20.3.3.3.4. HP 3302: Biostatistics

20.3.3.3.5. PSY 3300: Lifespan Development

20.3.3.4. These classes must be completed by the end of the Summer 1 session in the same calendar year in which the student wishes to begin the Junior/Senior sequence.

20.3.3.5. A minimum grade of C in support and major classes listed as part of the freshman/sophomore years on the Degree Plan (HIM 2360: Medical Terminology; BIO 2430: Human Anatomy and Physiology; HP 3302:

Biostatistics; PSY 3300: Lifespan Development; CDIS 1331: Introduction to Communication Disorders; ENG 3303: Technical Writing).

20.3.3.6. Students are ranked by their GPA in the five required classes (CDIS 1331, HP 3302, PHYS 1310, PSY 3300 and BIO 2430) and admittance in the Junior/Senior year is based on this ranking. We accept up to 60 students each year into the sequence. Preference for admission is given to students who have not repeated any of the five courses.

20.3.3.7. The application for admission is submitted to the department by May 15th. Admission decisions are made after the end of Summer I. All students will be notified by email of the CDIS Undergraduate Admission Committee's decisions. Student selection is made on academic performance and not on the basis of race, color, religion, gender, age, or national origin. Students who are not admitted into the junior/senior sequence should consult with the CHP Advising Center in Encino Hall for planning their future educational needs.

21. Non-Degree Seeking Program (also known as the Leveling Program)

21.1. PURPOSE: To define and provide information regarding the Non-degree Seeking program in the Department of Communication Disorders at Texas State University.

21.2. POLICY: The Non-Degree Seeking Program (also known as the “Leveling Program”) is a sequence of courses that is completed by individuals who have undergraduate degrees in majors other than Communication Disorders. It allows them to complete the required background work for admission into a graduate program. This sequence of courses must be completed within two long semesters.

21.3. PROCEDURES TO IMPLEMENT POLICY:

21.3.1. For individuals holding degrees in majors outside of Communication Disorders, the Non-Degree Seeking program must be completed prior to applying to the regular CDIS Graduate Program.

21.3.2. Admission to the Non-degree Seeking Program is competitive and selective; interested students must apply for admission and be accepted into the Non-degree Seeking Program. The application deadline will be as posted each year, typically April 1.

21.3.3. If accepted, a student may transfer up to 6 hours of background Communication Disorders classes from another university to substitute for 6 hours of leveling courses at Texas State (typically Aural Rehabilitation and/or Phonetics). This is done in conjunction with the Graduate Advisor once a student has been admitted.

21.3.4. The Non-degree Seeking program is a full-time program; all courses must be completed in two semesters (fall & spring).

21.3.5. The background courses taken during the Non-degree Seeking Program (i.e., Leveling Year) do not count towards a master’s degree at Texas State University. Any background work must be completed prior to starting the regular Graduate Program.

21.3.6. Upon successful completion of the required background work, individuals may apply to admission to the regular graduate program to start during a fall semester. Successful completion of the background requirements in the Department of Communication Disorders at Texas State DOES NOT GUARANTEE admission to the regular Graduate Program.

21.3.7. Federal financial aid is not available for the Leveling Program. Students are encouraged to contact Financial Aid and Scholarships for further assistance.

22. Zero Tolerance: CDIS Departmental Policy Regarding Harassment.

22.1. PURPOSE: To describe and provide information regarding the departments Zero Tolerance Policy

22.2. POLICY: The Department of Communication Disorders DOES NOT TOLERATE any harassment or bullying.

22.3. PROCEDURES TO IMPLEMENT POLICY:

22.3.1. The Office of Equity and Access at Texas State University is responsible for the overseeing and enforcing of the University's equal opportunity policies and for investigating discrimination, harassment and retaliation complaints.

22.3.2. Texas State prohibits discrimination and harassment on the basis of race, color, religion, sex, age, national origin, disability, veterans' status, or sexual orientation. Additionally, Texas State prohibits retaliation against a person who files a harassment or discrimination complaint, or who assists or participates in the investigation of a report. The university has policies for Sexual Misconduct ([Texas State University System Sexual Misconduct Policy and Procedures](#)) and [Prohibition of Discrimination \(UPPS No. 04.04.46\)](#). To access the complaint form, click [here](#).

22.3.3. Employee and Supervisor Responsibilities

22.3.3.1. Employees of the University are required to comply with policies that prohibit discrimination, harassment, and retaliation. Administrators and supervisors who, in good faith, become aware of or suspect discrimination, harassment, or retaliation policy violations are responsible for reporting them to their supervisors and to the Office of Equity and Access immediately.

22.3.4. Where to Report Discrimination/Harassment - Faculty, Staff, & Visitors

22.3.4.1. Faculty, staff, and guests of the University may report suspected violations of the University's discrimination and harassment policies; including sexual harassment and retaliation by faculty, staff, contractors and students; to the Office of Equity and Access.

22.3.5. Where to Report Discrimination/Harassment – Students

22.3.5.1. Students who believe they have experienced discrimination, harassment, or retaliation by faculty, staff, or contractors should report their concerns adhering to the Chain of Command or go directly to the Department Chair if they have a concern. Students who believe they have been harassed or discriminated against by other students or student organizations should report their concerns to the Dean of Students.

22.3.6. How to Report

22.3.6.1. A report of suspected discrimination, harassment, or retaliation may be made in person in the Office of Equity and Access or one of the other offices mentioned above, or by forwarding a [complaint form](#) to the Office of Equity and Access. All reports will be reviewed by the Office of Equity and Access to determine whether an investigation is warranted. The Department of Communication Disorders does maintain, as relevant, a record of both internal and external complaints, charges, and litigation alleging violations of the policies mentioned earlier and ensures that appropriate action has been taken. The Department Chair documents an internal or external complaint and notifies the Office of Equity and Access. The Chair's documentation of the complaint is kept in a locked file in the Department Chair's office and the Chair and the administrative assistant are the only individuals with access to the key to that file. The Office of Equity and Access will recommend the corrective action after an investigation and reported findings and recommendations.

23. Graduate Admission Procedures

23.1. PURPOSE: To identify the procedures used to admit MA/MSCD graduate students to the CDIS graduate program

23.2. POLICY: MA/MSCD graduate students must be admitted to the CDIS Graduate Program prior to taking CDIS classes.

23.3. PROCEDURES TO IMPLEMENT POLICY:

23.3.1. Admission to the Texas State graduate program in communication disorders is selective and competitive. The graduate sequence begins in the fall semester. The typical program spans two academic years and one summer session.

23.3.1.1. To be considered for regular admission, applicants must have the following:

23.3.1.2. An undergraduate degree in communication disorders (a degree in another field is permissible if leveling/background communication disorder courses are completed).

23.3.1.3. Completion of at least two disorder courses (e.g., Language disorders, Articulation/Phonology disorders, etc.) in communication disorders

23.3.1.4. A minimum 3.0 GPA for undergraduate academic courses in communication disorders

23.3.1.5. A minimum 3.0 GPA on the last 60 hours of undergraduate course work leading up to the degree.

23.3.2. Each applicant must submit the following to the Graduate College (Deadline of January 15 of each year):

23.3.2.1. the online Graduate College application through ApplyTexas

23.3.2.2. application fee

23.3.2.3. one transcript from each college or university attended (applicants currently taking courses should not submit transcripts until after the fall semester grades are posted)

23.3.2.4. completed one page résumé

23.3.2.5. statement of intent form (Do not exceed the space provided after each question.)

23.3.2.6. three letters of reference

23.3.2.7. completed prerequisites form

24. Nomination and Application Process for CDIS Departmental Awards

24.1. PURPOSE: To define and provide information regarding the nomination and scoring processes that are used to determine CDIS award recipients.

24.2. POLICY: CDIS undergraduate and graduate students can be nominated for the following CDIS Awards: Outstanding 1st and 2nd Year Graduate Students, Outstanding Undergraduate Student, Undergraduate Research Awards and Graduate Research Awards, and Outstanding first and second year graduate clinicians.

24.3. PROCEDURES TO IMPLEMENT POLICY:

24.3.1. Any Department of Communication Disorders student can be nominated for his/her respective Outstanding Award category (undergraduate senior, 1st or 2nd year graduate student or undergraduate and graduate research awards).

24.3.2. Students may be nominated by any CDIS faculty, staff, peer, or self-nominate.

24.3.3. Nominators must complete a brief [nomination form](#).

24.3.4. All nominees will be notified that they were nominated and must submit a brief [award packet](#) in order to be considered for the award.

24.3.5. Each CDIS Faculty member will rate each nominee based on his or her submitted packet according to the award rubric. (This can be modified by the members of the award committee)

24.3.6. Faculty members will select award winners from finalists in each category by a vote.

24.3.7. The criteria for nomination, applications, and scoring rubrics to determine the Outstanding Graduate Students, Outstanding Undergraduate Student, and Undergraduate and Graduate Research Awards are available [here](#).

25. Academic, Clinical, and Professional Growth Plans

25.1. **PURPOSE:** To assure that every student is making appropriate progress in his/her academic and/or clinical learning and that any student clinician who is not meeting the minimum departmental expectations is targeted and provided with clear, systematic goals to achieve the minimal level expected.

25.2. **POLICY:** A student having difficulty with academic material or achieving clinical competency with the knowledge and skills outlined on the Knowledge and Skills Acquisition Form (KASA) will be placed on either a Clinical, Academic, or Professional Growth Plan until he or she achieves mastery of the knowledge and/or skills, or it is demonstrated that the student is unable to meet the knowledge and skills. Students will be identified by their faculty or clinical educator(s) and an Academic and/or Clinical Growth Plan with specific goals will be outlined with the student, faculty, clinical educator and Clinic Co-directors.

25.3. PROCEDURES TO IMPLEMENT POLICY:

25.3.1. Students requiring the implementation of an Academic and/or Clinical Growth Plan are identified by one of the following: clinical educator, faculty and/or the Clinic Co-directors. Individual situations are discussed at faculty meetings so that multiple inputs are utilized to define problem areas.

25.3.2. Situations requiring consideration of an Academic and/or Clinical Growth Plans include, but are not limited to:

25.3.2.1. Student is identified by clinical educator(s) and is receiving clinical ratings lower than a 3 in any of the knowledge/skill areas at any time during the clinical experience in CDIS 5344.

25.3.2.2. A student participating in off-campus practicum is identified by a clinical educator having clinical ratings of 1-2 at mid-term. The student must achieve a 3 or higher by the final.

25.3.2.3. Student is identified by faculty as being at risk of not maintaining a graduate GPA of 3.0 or a student who earns a "C" in a graduate academic class.

25.3.3. The clinical faculty members in this department recognize that clinical ratings will vary by site as the clinician enters each new experience. The goal of each student is to achieve sufficient improvement and demonstrate adequate competency at each site across a semester.

25.3.4. Clinical Growth Plans are written by the clinical educator and the Clinic Co-directors and Academic Growth Plans are written by the graduate advisor and academic faculty. Professional growth plans can be written by either or both academic and clinical faculty. Growth plans are considered an agreement between the student

and the faculty and are monitored closely by the graduate advisor and the Clinical Co-directors.

25.3.5. If a student does not successfully complete Academic, Professional or Clinical Growth Plans, he/she may be referred to the Program Standards Committee for dismissal from the program for non-academic reasons.

25.3.6. Students requiring a clinical growth plan at any time during their first 3 clinical semesters on campus are not eligible for out-of-area or out-of-state off campus rotations.

Policy & Procedure Statements

**Speech-Language-
Hearing Clinic**

26. Clinical Program Objective

26.1. PURPOSE: To specify the objective of the Speech-Language-Hearing Clinic at Texas State University

26.2. POLICY: The objective of the Speech-Language-Hearing Clinic at Texas State University is to provide an on-campus practicum facility for the purpose of student clinical practice. The clinical training needs of students will have priority in client selection for evaluation and treatment.

26.2.1. The objective of the clinical program shall be consistent with the overall mission, goals, and objectives of the Department of Communication Disorders, the College of Health Professions, and Texas State University as stated in the various strategic plans.

26.2.2. The objectives of the clinical program are consistent with the Council on Academic Accreditation (CAA) and Council for Clinical Certification (CFCC) standards for entry into practice as a speech-language pathologist.

26.3. PROCEDURES TO IMPLEMENT POLICY:

26.3.1. The objectives of the clinical program, along with the Policies and Procedures Statements, are reviewed annually by the faculty.

26.3.2. The student representative(s) who attend the faculty meeting provide(s) student input.

26.3.3. Revisions to the clinical program are noted in the minutes of the faculty meeting, which are available on the network.

26.3.4. The entire clinical program is reviewed with all incoming students during clinic orientation prior to beginning any clinical activities. Individual policies are also revisited and reviewed with students throughout their graduate careers as specific needs arise.

27. Students Prohibited from Representing the Department

27.1. **PURPOSE:** To specify those areas/topics in which the student may not represent the university, college, department, or clinic.

27.2. **POLICY:** Under no circumstances shall any student represent the university, college, department, or clinic to the public, or a private entity, in arranging clinical activities, supervising practicum, observing or shadowing for an academic class, discussing fees for service, interpreting academic or clinical policies, or committing the department, students, clients or faculty to any course of action regarding clinical activities of any description. An Affiliation Agreement must be in place for any university-sanctioned activity to occur at an affiliation site.

27.3. PROCEDURES TO IMPLEMENT POLICY

27.3.1. Students should immediately contact the Department Chair or the Clinic Co-directors if they are asked to give information or make commitments on behalf of any entity of the university.

28. Academic Prerequisites for Clinical Practicum

28.1. **PURPOSE:** To specify the academic prerequisites for direct-client contact experiences during speech-language pathology practicum (CDIS 4344, 5344, 5689) and audiology practicum (CDIS 5321)

28.2. **POLICY:** Students are eligible to participate in practicum experiences for which they have had adequate academic training that provides the theoretical bases for direct-client contact.

28.2.1. Undergraduate students are eligible for direct-client contact during the CDIS 4344 aiding experience once they have successfully completed the junior year in the CDIS academic sequence.

28.2.2. Students must successfully complete CDIS 4420 and CDIS 4370 or their equivalents prior to audiology practicum course (CDIS 5321).

28.2.3. Students must successfully complete CDIS 4370 or equivalent before ASHA clinical hours may be accrued in aural rehabilitation/hearing intervention during CDIS 5344. In some cases, students may be assigned hearing-impaired clients for work on speech and language skills provided the student has had adequate academic background.

28.2.4. Graduate students must successfully complete appropriate academic courses in various disorders so the Clinic Co-directors may appropriately assign students to clients with disorders for which the students are academically prepared. In addition, all background courses must be completed prior to students beginning off campus clinical practicum.

28.2.5. Prior to enrolling in CDIS 5689, graduate students assigned to a bilingual off-campus placement must have successfully completed the Graduate Bilingual Phonology and Phonological Disorders Course (CDIS 5335), CDIS 5350 and CDIS 5390 (Second Language Acquisition which may be taken concurrently with CDIS 5689).

28.3. PROCEDURES TO IMPLEMENT POLICY:

28.3.1. The Graduate Program Coordinator has the responsibility of verifying that each new graduate student has either an undergraduate degree in communication disorders or has completed the background/leveling courses or has a written plan to complete any course deficiencies in communication disorders prior to allowing each student to register for CDIS 5344 for the first time.

28.3.2. The Clinic Co-directors are responsible for verifying from the student's permanent folder that a graduate student has had adequate academic training in his/her assigned client's disorder(s).

28.3.3. The audiologists, in consultation with the Clinic Co-directors, are responsible for verifying that the student has successfully completed CDIS 4420 and CDIS 4370 or equivalents.

29. Mandatory Enrollment of Graduate Students in Clinical Practicum

29.1. PURPOSE: To specify when graduate students must enroll in clinical practicum courses

29.2. POLICY: Graduate students must enroll in a clinical practicum course every semester they are enrolled for graduate work toward the CDIS degree.

29.2.1. Graduate students in their first year of study must enroll for On-campus Practicum (CDIS 5344) every semester.

29.2.2. Graduate students in their first year of study must enroll for the Audiology On-campus Practicum (CDIS 5321) one semester. This is in addition to CDIS 5344.

29.2.3. Graduate students in their second year of study enroll for CDIS 5689 (Off-campus Practicum) every semester.

29.2.4. Unless authorized by the faculty, graduate students who are on academic probation, (defined as less than 3.0 grade point average in the major) are not allowed to enroll for Clinic or to accrue ASHA hours. If authorized by faculty, the practicum is restricted to on-campus experiences only.

29.3. PROCEDURES TO IMPLEMENT POLICY

29.3.1. Graduate clinical enrollments will be verified by the graduate advisor.

Policy & Procedure Statements

General Administrative Section

30. Department of Communication Disorders – On Campus and Contact Hours

Philosophy – The business of the department is conducted by the full participation of the faculty and staff of the department. The culture of the department is created and maintained intentionally by the faculty, staff, and students to exemplify departmental and university values. Expectations should be in place and communicated to facilitate the ongoing delivery of the curriculum, decision making, and efficient and effective operation of the department. The expectations should exist in relation to the physical location of the department and are independent of the people in positions in the department.

Expectations for faculty physical presence on campus

Faculty should be in attendance on campus a minimum of four or five days a week given the nature of the faculty assignment. Upon negotiation with the department chair, one day a week may be recognized as a research productivity day and can be used for research writing, data collection, project management, etc. There will continue to be flexibility in negotiations with the chair for variation in scheduling of the four days at the chair's discretion. For example, if research necessitates time out of the office; if there is an extensive project requiring periods of uninterrupted work time; or for assignments from the Chair or Dean. Faculty are expected to be flexible with scheduling their research productivity day to ensure that the work of the department is a priority. There is no expectation for how long one is expected to be in attendance each day, however, it should be sufficient to meet the needs of the individual, the collective faculty and department, the chair, and the staff. Collectively, faculty should ensure that adequate coverage exists in the office Monday through Friday.

Accountability is ensured through several mechanisms. Faculty will be expected to include in the narrative section of the Annual Evaluation self-assessment a statement about the use of the productivity day and/or the use of release time assigned for scholarship or administrative responsibilities. Faculty will provide periodic updates at faculty meetings about the focus of productivity day work away from the department.

Contact hours expectation

CDIS is recommending no change to the current five-hour expectation. However, we are recommending that there be a minimum of 3 hours in person on campus each week and two additional hours available electronically (phone, computer connection, etc.) or in person. Office hours are to be scheduled to meet the needs of students, and to support the unexpected nature of requests for advising, and must be posted and shared with faculty, students and staff.

Presented for discussion – April 28, 2017; follow-up discussion May 11, 2017; Approved May 11, 2017; Next review 5/2019

31. Terminal Degree Policy

Terminal Degree Policy Template
REVISED 2.15.2017**Terminal Degree Policy**
Department of Communication Disorders**Policy Statement**

It is the policy of the Department of Communication Disorders to hire faculty holding a terminal degree. The terminal degree for Communication Disorders education is the Ph.D. in Communication Sciences and Disorders or Speech-Language Pathology or related disciplines. The terminal clinical practice degree for speech-language pathology is a graduate degree in Communication Disorders. The required degree for faculty teaching graduate clinical practicum courses is a graduate degree in Communication Disorders or Speech-Language Pathology. In addition, All Communication Disorders faculty must be licensed in the state of Texas as Speech-Language Pathologists and/or Audiologists. They are required to obtain and maintain the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association.

Acceptable Degrees

Due to the interdisciplinary nature of fields of study within Communication Disorders, the following degrees are also considered acceptable terminal degrees for faculty teaching graduate and post-baccalaureate course work:

- Ph.D. in Gerontology
- Ph.D. in Linguistics
- Ph.D. in Modern Languages
- Ph.D. in Music
- Ph.D. in Psycholinguistics
- Ph.D. in Psychology
- Ph.D. in Neuropsychology
- Ph.D. in Neuroscience
- Ph.D. in Special Education

Exceptions (if applicable)

Special circumstances may require employment of faculty who do not hold the terminal degree, but are appropriate based on The Southern Association of Colleges and Schools Commission on Colleges standards. Exceptions are justified as outlined in the exceptions below.

The research doctorate (Ph.D.) is the terminal degree for Communication Disorders educators. Faculty in the Department of Communication Disorders who hold a graduate degree may teach some of the undergraduate courses and graduate clinical practicum. They may teach some graduate courses as appropriate with appointment to the Graduate Faculty by the Graduate College. Per course faculty teaching certain non-disorder courses and who do not have clinical supervision assignments, may not be required to be licensed as a speech-language pathologist and/or audiologist nor must the individual hold the Certificate of Clinical Competence from the American Speech-Language-Hearing Association.

32. Annual Review Procedures for Reappointment, Performance, and Merit for Tenure-Track, Tenured, Non-Tenure Track, and Clinical Faculty

ANNUAL REVIEW PROCEDURES

Important Note: This document applies to ANNUAL REVIEW, not consideration for tenure or promotion.
Annual Review addresses only the CALENDAR YEAR (January-December).

The Department of Communication Disorders requests that the Personnel Committee consider nominating, or making recommendations for nomination to the Chair of the Department of Communication Disorders, qualified faculty for College of Health Professions awards in teaching, scholarship, and service.

TEACHING

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member, based on work performed from January-December. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member's self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Tenure-track faculty should request that tenured faculty conduct three peer evaluations of their classroom teaching every year (tenured, tenure-track and non-tenure track faculty may also request peer evaluations). Clinical faculty should request one peer evaluation per year.

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five office hours per week for students enrolled in classes, maintaining competency in the profession by obtaining instructive CEUs, maintaining licensure, and mentoring students.

Required Teaching Elements: All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards
 excellent =3.75+ on 5-point scale; high quality =3.5; adequate quality = 3.25
 OR
 Clinical supervision standards of excellent = 3.75+ on a 5-point scale; high quality = 3.5;
 adequate quality = 3.25
- Maintain at least five office hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs

- Maintain ASHA certification and Texas state licensure

Additional Teaching Elements: Elements which further demonstrate teaching quality are listed below in no particular order:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student research
- Teaching overloads, large classes (> 35 students), writing intensive courses, or summer
- Teaching courses by distance education strategies
- Guiding independent studies or student research
- Chairing or co-chairing student theses
- Developing library or other learning resources
- Developing or using instructional methods over and above normal classroom expectation (such as audio production or software development)
- Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
- Presenting invited guest lectures/seminars on campus
- Presenting invited guest lectures/seminars off campus (i.e., short course)
- Recipient of a teaching award
- Demonstrating progress toward a relevant advanced degree
- Providing input into curriculum development in Oversight Committees
- New course development
- New cognate development
- Preparing currently offered course for first time
- Substantial reworking of previously taught course (such as new textbook adoption)
- Teaching enhancement activities
- Clinical supervision overloads
- Developing initiating new protocols in clinic
- Expanding therapy to different disorders or populations
- Introducing new pedagogy for the training of students
- Completing additional certifications, workshops, or CEUs to enhance teaching skills
- Other elements as approved

TEACHING LEVEL I

A Level I rating in Teaching indicates that all of the following elements were above standard.

- The average of student evaluations reflect a excellent quality of teaching (3.75+ on a 5-point scale)*

OR

Clinical supervision evaluations that reflect a excellent quality (3.75+ on a 5-point scale)*

*If lower than 3.75, then positive peer evaluation will be taken under consideration.

- All other **Required Teaching Elements** (see above list) are strongly evident.

To achieve Teaching Level I, the faculty person, additionally, must demonstrate at least three (3) **Additional Teaching Elements** (see above list) as determined by the Personnel Committee and the Chair.

TEACHING LEVEL II

A Level II rating in Teaching indicates that all of the following elements are evident.

- The average of student evaluations reflect a high quality of teaching (at least 3.5)*
OR
Clinical supervision evaluations that reflect high quality of supervision (at least 3.5)*

*If lower than 3.5, then positive peer evaluation will be taken under consideration.

- All other **Required Teaching Elements** are clearly evident

In addition, the faculty person, to achieve Teaching Level II, must demonstrate at least two (2) of the **Additional Teaching Elements** as determined by the Personnel Committee and the Chair.

TEACHING LEVEL III

A Level III rating in Teaching indicates that all of the following elements are evident.

- The average of student evaluations reflect quality teaching (at least 3.25)*
OR
Clinical supervision evaluations that reflect an adequate quality of supervision (at least 3.25)*

*If lower than 3.25, then positive peer evaluation will be taken under consideration.

- All other **Required Teaching Elements** are evident

In addition, the faculty person, to achieve Teaching Level III, must demonstrate at least one (1) of the **Additional Teaching Elements** as determined by the Personnel Committee and the Director.

TEACHING LEVEL IV

A Level IV rating in Teaching indicates negative peer evaluations have been received or the faculty member has failed to meet any two (2) of the following criteria:

- Presenting a majority of student evaluations that reflect acceptable quality teaching (at least 3.0+)

OR

- Clinical supervision evaluations that reflect an acceptable quality of supervision (at least 3.0+)
- Any of the other **Required Teaching Elements**

TEACHING LEVEL V

A Level V rating in Teaching indicates a failure to meet any three (3) of the following criteria:

- Presenting a majority of student evaluations that reflect an unacceptable quality of teaching (at least 3.25+) or clinical supervision evaluations that reflect an unacceptable quality of supervision (at least 3.25+) or significant concern documented in peer evaluations.
- Any of the other **Required Teaching Elements**

SCHOLARLY AND CREATIVE ACTIVITY

Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research.

In no case will "equivalent activities" be considered to replace completely traditional refereed scholarly activities. Refereed means blind peer review in the case of a journal article. In the case of a book, chapter in a book, or monograph, it means peer review, but not necessarily blind peer review.

Articles, books, or monographs "in press" can be counted in annual review only once. (For example, a document cannot be counted "in press" during one annual review cycle and counted again in subsequent years when it is actually in print. The faculty member must indicate in which annual review cycle he or she wants the document "in press" to be counted and must document its status.)

In addition to the quantitative requirement, there is an important qualitative requirement. The Chair and Personnel Committee will provide a qualitative assessment of the candidate's scholarship based on such factors as acceptance rates of journals in which articles have appeared, prestige of organizations to which papers were presented, and opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, and the source, award amount, and educational or research significance of any grant or contract.

The categories below are assigned recommended values. If a faculty member provides justification for alternate interpretation of the assigned value, the personnel committee may take that into consideration.

Elements Demonstrating Scholarly and Creative Activity

Category 1 (5 points each)

- One (1) funded external grant or contract

- One (1) scored external grant or contract
- One (1) submitted external grant or contract
- One (1) Single or multi-authored book
- One (1) publication in a refereed book or an article in a refereed journal
- One (1) personnel preparation grant
- One (1) Published annotated work (The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source's central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include some or all of the following: An explanation about the authority and/or qualifications of the author; scope or main purpose of the work; any detectable bias; intended audience and level of reading; a summary comment).
- One (1) chapter in a book, textbook, or monograph
- One (1) technical report or monograph based on grant activity
- One (1) Peer-reviewed, published research note
- Editing one (1) book
- Development of patented software or product
- One (1) submitted article that will get published within a minimum of two years.

Category 2 (3 points each)

- One (1) funded internal grant
- Scholarly presentations as a first author (international, national, regional, or state)
- One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
- Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
- Serving as a peer-reviewer for journals or grants (with documentation to demonstrate substantial activity)
- Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
- Book review and/or newsletter articles
- Editorials in peer-reviewed publications
- Invited scholarly presentations off campus (i.e., short-course)
- Serve as peer-reviewer for national or state conferences
- Presenting a poster as a co-author at university research forums
- Presenting a poster as a co-author at local and state conferences
- Preparing a course packet

Category 3 (1 point)

- Assistance of any doctoral faculty (within or outside the university) with procuring of research data through administration of assessments or treatment techniques designated by the Ph.D. faculty member for research.
- Invited scholarly presentations on campus (i.e. presentation of research in a colloquium)

SCHOLARLY AND CREATIVE ACTIVITY LEVEL I

At least one element from Category 1 and any two elements from Category 2. (at least 10 points)

OR

For clinical faculty, one of the Category 1 or 2 scholarly activities or any two of the Category 3 elements. (at least 2 points)

SCHOLARLY AND CREATIVE ACTIVITY LEVEL II

At least one element from Category 1 and one element from Category 2 (at least 8 points).

OR

For clinical faculty, any of the elements (at least 1 point).

SCHOLARLY AND CREATIVE ACTIVITY LEVEL III

At least one element from Category 2 and at least one element from Category 3. (at least 4 points)

NOTE- Because clinical faculty are not required to perform research as a minimum job requirement, no research is required to maintain “acceptable” performance standards. In order to achieve “merit”, if a clinical faculty member does not have a Scholarly Level of I or II, he/she must have both Teaching **and** Service Levels of I or II.

SCHOLARLY AND CREATIVE ACTIVITY LEVEL IV

Attaining at least 2 points. (N/A for clinical faculty)

SCHOLARLY AND CREATIVE ACTIVITY LEVEL V

No activity documented in the Scholarly and Creative area. (N/A for clinical faculty)

SERVICE

The Texas State Department of Communication Disorders defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member’s role as a communication sciences and disorders educator. For a faculty member to receive a ranking of adequate or above during the annual review process, he/she must demonstrate service and/or leadership at the departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the departmental level, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with agencies and organizations, 4) student/peer mentorship beyond the scope of the classroom.

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member's documentation of same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Each faculty member must provide documentation of the following (or its equivalent as determined by the Chair and Personnel Committee):

Service Categories

Category 1- Chair/Leadership at the University, College, department, professional organization or community level

Category 2- Active participation at the University, College, department, professional organization or community level

Category 3- Membership at the University, College, department, professional organization or community level

Category 4- Expert consultation

Category 5- Received or nominated for service honors or awards

Category 6- Sponsoring an on-campus student organization

Category 7- Completion of a departmental service role or project

Category 8- University or departmental mentorship

SERVICE LEVEL I

One position with category 1 and one in category 2 and one in the remaining categories (minimum of total of three positions or activities)

OR

Clinical faculty must hold one Category 1 position, and four positions or activities in any of the other categories.

SERVICE LEVEL II

One position in category 2 and two in any of the other categories (minimum of total of three positions or activities)

OR

Clinical faculty must hold one category 2 and any four positions or activities in any of the other categories.

SERVICE LEVEL III

Two positions or activities in any category

OR

Clinical faculty must hold any four positions or activities in any of the categories.

SERVICE LEVEL IV

One position or activity in any category

OR

Clinical level faculty must hold any two positions in any of the categories.

SERVICE LEVEL V

No positions held

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty is keeping university and departmental missions, including the free exchange of ideas as well as CAA and ASHA regulations and requirements at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider “collegiality” while evaluating a faculty for re-appointment, annual review and for promotion and tenure.

In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive criticism or differing ideas as uncollegial. Criticism given in a manner that is personal, malicious and slanderous would be considered uncollegial. Constructive criticism is meant for the improvement of the department, college, or university and would be considered collegial.

Evaluation of Adjunct Faculty Teaching on a Per Course Basis

Adjunct Faculty teaching courses on a “per course” basis will be evaluated by the Chair based on student teaching evaluations and a review of course materials including course syllabi, sample assignments, and/or class exams. The adjunct faculty member can request a peer teaching evaluation to be included as well. A summary evaluation by the Chair will be mailed to the faculty member after completion of the review. A face-to-face meeting will be held if desired by either the Chair or the faculty member.

Notification of Evaluation Findings

Upon receipt of notification from the Dean that the review has been completed at that level, the Chair will provide each faculty member with a copy of the Chair’s Evaluation Form and the Personnel Committee Evaluation Form. A face-to-face meeting may be held at either the Chair’s or Faculty member’s request to review the completed evaluation form and any available feedback from the Personnel Committee, Chair, and/or Dean.

33. Annual Evaluation of Faculty Performance and Merit Salary Adjustments for Tenure-Track, Tenured, and Clinical Faculty

The primary method for awarding salary raises at Texas State is based upon the annual evaluation for performance and merit salary adjustments (PPS 7.10). To complete this performance and merit salary adjustment form, the personnel committee will refer to and import their evaluations from the Department of Communication Disorders Annual Review Procedures for Reappointment, Performance, and Merit For Tenure-Track, Tenured, Non-Tenure Track, and Clinical Faculty document.

Faculty members are evaluated annually for the purposes of reappointment, tenure, promotion, and performance and merit salary adjustments. A faculty member is evaluated in the areas of teaching, scholarly/creative activity and leadership/service, including his/her collegial contributions to the university community.

Eligibility for salary adjustment – all percentage-contract faculty are eligible for performance and merit raises awarded through this process.

Performance is defined as meeting departmental expectations as outlined in the following document. Performance raises will, to the extent possible, track cost of living increases. Performance salary increases are based on a faculty member's annual evaluation.

Merit is defined as additional salary in recognition of performance that is clearly exceptional during the preceding merit evaluation period. Merit salary increases are made every two years when funds are available. Merit adjustments are based on a faculty member's annual evaluations for the period defined by the President.

All faculty will be considered meritorious if they achieve the following criteria:

Tenure track

Low – I in Teaching & IIs in other areas

Medium – I in Scholarship & IIs in Teaching and Service

High - I in Scholarship & I in either Teaching or Service

Non-tenure track

Low – I in Teaching or Service; IIs in other areas

Medium – I in Teaching / Clinical supervision and Service & III in Scholarship

High - I in Teaching or Service and II in Scholarship

34. Procedures for Tenure and Promotion for Tenure-Track Faculty

PROCEDURES FOR TENURE AND PROMOTION

To maintain the excellence of the faculty, CDIS has a thorough and rigorous academic personnel review process which spans the entire career of each faculty member. The review process involves contributions from the individual, the department, the Dean, the Provost, and the President. This multi-level procedure is designed to ensure that colleagues and administrators evaluate the professional achievements of the individual in a balanced way and in accordance with clearly-defined procedures. Advancement to tenure is not guaranteed or automatic.

TEACHING

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member's self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Tenure-track faculty should request that tenured faculty conduct three peer evaluations of their classroom teaching every year (and tenured faculty seeking promotion may also request peer evaluations).

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five contact hours per week (see CDIS Contact Hours policy) for students enrolled in classes, maintaining competency in the profession by obtaining CEUs, maintaining licensure, and mentoring students.

**Minimum Requirement for Tenure and Promotion to Associate Professor:
Elements Demonstrating Teaching**

All faculty are expected to show, by their final pre-tenure review, that they:

- Exhibit high achievement in teaching, defined as an average of 3.75 or above, averaged across all students in all classes over years 3, 4, and 5
- Maintain at least five contact hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs
- Maintain ASHA certification and Texas state licensure

**Minimum Requirement for Promotion to Full Professor:
Elements Demonstrating Teaching**

All faculty are expected to show, by their promotion review, that they:

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured tenure.)

- Exhibit high achievement in teaching, defined as an average of 3.75 or above, averaged across all students in all classes over the three years preceding application for promotion
- Maintain at least five contact hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs
- Maintain ASHA certification and Texas state licensure

SCHOLARLY AND CREATIVE ACTIVITY

Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research. Satisfying the minimum requirement standards for scholarly and creative activity does not guarantee tenure and promotion.

Minimum Requirement for Tenure and Promotion to Associate Professor: Elements Demonstrating Scholarly and Creative Activity

- One submitted internal or external research grant
- A minimum of 5 peer-reviewed publications, as listed below in Category 1

Minimum Requirement for Tenure and Promotion to Full Professor: Elements Demonstrating Scholarly and Creative Activity

- One funded internal or external research grant
- One submitted external research grant
- A minimum of 5 peer-reviewed publications, as listed below in Category 1 since the last promotion

Category 1

- One (1) funded external grant or contract
- One (1) scored external grant and contract
- One (1) funded internal grant
- One (1) Single or multi authored book
- One (1) publication in a refereed book or an article in a refereed journal
- One (1) personnel preparation grant
- One (1) Multi-author book
- One (1) Published annotated work
- One (1) chapter in a book, textbook, or monograph
- One (1) technical report or monograph based on grant activity
- One (1) Peer-reviewed, published research note
- Editing one (1) book
- Development of patented software or product

(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured tenure.)

SERVICE

The Texas State Department of Communication Disorders defines service as any professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. In addition to the requirement that the faculty member must engage in service at various levels, the Personnel Committee and Chair also assess the quality of the service, based on the documentation that the faculty member provides.

The Chair and the Personnel Committee assess the quality of leadership based on the faculty member's documentation of same. Examples of leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Minimum Requirement for Tenure and Promotion to Associate Professor: Elements Demonstrating Service Activity

- Participation at the University, College, Department, Professional Organization, or Community Level

Minimum Requirement for Promotion to Full Professor: Elements Demonstrating Service Activity

- Chair and/or Leadership at the University, College, Department, Professional Organization, or Community Level

External Peer Review

When eligible for tenure and promotion to associate or full professor, candidates must be reviewed by at least two qualified peers (at the rank the candidate is seeking) outside the University selected by both the candidate and the unit Chair/Director. The outside reviewers will assess the faculty member's contributions and performance in: a) Teaching, b) Scholarly and/or Creative Activity, and c) Service to the Department/School/Program, College, University, Profession and the Community. External review will begin prior to the time of the Personnel Committee's review of the candidate's material.

Faculty must inform the Chair of their intent to become candidates for tenure and promotion to associate or full professor no later than June 1st, of the year that they wish to be considered for tenure and promotion.

External reviews cannot be solicited from the candidate's thesis/dissertation advisor, co-authors, former students, or former professors. In addition, external reviewers must be at or above the rank that the candidate is pursuing. External reviewers will provide feedback on the quality and significance of the candidate's performance in the areas of teaching, scholarship, and service. The department chair will solicit four names of potential external reviewers from the candidate and four ***(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured tenure.)***

names of potential external reviewers from the CDIS Personnel Committee. The candidate will have the opportunity to review the names submitted by the CDIS Personnel Committee, veto any or all of them, and request that a list of other nominees be names. No more than two sets of nominees may be vetoed by the candidate. The department chair will then select two individuals from the candidate's list and two individuals from the CDIS Personnel Committee's list to contact and request them to serve as an external reviewer until at least two external reviewers are obtained. The department chair will contact the remaining external reviewers until a minimum of two reviewers are obtained.

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty member is keeping university and departmental missions, including the free exchange of ideas, as well as ASHA regulations and requirements, at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider "collegiality" while evaluating a faculty member for re-appointment, annual review and for promotion and tenure.

In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive criticism or differing ideas as uncollegial. Criticism given in a malicious, slanderous way would be considered uncollegial. Constructive criticism is meant for the improvement of the department, college, or university and would be considered collegial.

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(These expectations are minimum expectations. A faculty member who meets or exceeds these expectations is not assured tenure.)

35. Summative Review Procedures for Promotion of Faculty from Lecturer to Senior Lecturer

PROMOTION DOCUMENT FOR LECTURERS

Important Note: This document applies to Promotion of faculty from the position of lecturer to Senior Lecturer

Criteria for promotion: A faculty member who meets performance criteria after three consecutive years will be promoted to Senior Lecturer.

SERVICE

The Texas State Department of Communication Disorders defines service and service leadership as professionally related activity, other than teaching or scholarship, which contributes to the Department, University, community, or profession. Service activities encompass those performed using competencies relevant to the faculty member's role as a communication sciences and disorders educator. For a faculty member to receive promotion from Lecturer to Senior Lecturer, he/she must demonstrate service and/or leadership at the departmental level.

In addition to the requirement that the faculty person must engage in service and/or service leadership at various levels, including the departmental level, the Personnel Committee and Chair also assess the quality of the service or leadership, based on the documentation that the faculty member provides. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) active membership on committees, 3) training, volunteering, supervising, and consulting with agencies and organizations, 4) student/peer mentorship beyond the scope of the classroom.

The Chair and the Personnel Committee assess the quality of service leadership based on the faculty member's documentation of same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) directing University, College, or departmental committees, 3) organizing a task force, 4) initiating a special project, 5) engaging in legislative or public sector advocacy.

Each faculty member must provide documentation of the following (or its equivalent as determined by the Chair and Personnel Committee):

Service Categories

Category 1- Chair/Leadership at the University, College, department, professional organization or community level

Category 2- Active participation at the University, College, department, professional organization or community level

Category 3- Membership at the University, College, department, professional organization or community level

Category 4- Expert consultation

Category 5- Received or nominated for service honors or awards

Category 6- Sponsoring an on-campus student organization

Category 7- Completion of a departmental service role or project

Category 8- University or departmental mentorship

CRITERIA FOR PROMOTION IN THE AREA OF SERVICE

Faculty member must demonstrate sustained quality of service characterized by obtaining an average of Level II performance (holding one category 2 and any four positions or activities in any of the other categories) over a period of three years based on Annual Reviews.

TEACHING

The Personnel Committee of the Department of Communication Disorders and the Chair annually evaluate the teaching of every department faculty member, based on work performed from January-December. That evaluation is based on 1) evidence of scholarly preparation, 2) dedication as measured by commitment to class attendance, office hours, and course duties, 3) official peer evaluations by tenured faculty members, 4) official student class evaluations, and 5) the faculty member's self-evaluation. Such evaluation may also include 6) examination of teaching web site materials, and 7) review of handouts, testing activities, course assignments, and other course materials prepared by the faculty member. Clinical faculty should request one peer evaluation per year of their classroom teaching every year.

The Department defines teaching as including not only classroom performance, but other factors such as preparing courses, creating effective testing strategies, developing curriculum, preparing syllabi and teaching materials, maintaining a minimum of five office hours per week for students enrolled in classes, maintaining competency in the profession by obtaining instructive CEUs, maintaining licensure, and mentoring students.

Required Teaching Elements: All faculty are expected to show, in their annual reviews, that they:

- Have a majority of student evaluations which reflect acceptable teaching standards
excellent = 3.75+ on 5-point scale; high quality = 3.5; adequate quality = 3.25
OR
Clinical supervision standards of excellent = 3.75+ on a 5-point scale; high quality = 3.5;
adequate quality = 3.25
- Maintain at least five office hours per week and are accessible to students as needed
- Maintain professional competence by securing appropriate CEUs
- Maintain ASHA certification and Texas state licensure

Additional Teaching Elements: Elements which further demonstrate teaching quality are listed below in no particular order:

- Positive peer evaluations of teaching by tenured faculty members (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student research
- Teaching overloads, large classes (> 35 students), writing intensive courses, or summer
- Teaching courses by distance education strategies
- Guiding independent studies or student research
- Chairing or co-chairing student theses
- Developing library or other learning resources

- Developing or using instructional methods over and above normal classroom expectation (such as audio production or software development)
- Successfully procuring grants for student stipends or curriculum development (such as leading study tours)
- Presenting invited guest lectures/seminars on campus
- Presenting invited guest lectures/seminars off campus (i.e., short course)
- Recipient of a teaching award
- Demonstrating progress toward a relevant advanced degree
- Providing input into curriculum development in Oversight Committees
- New course development
- New cognate development
- Preparing currently offered course for first time
- Substantial reworking of previously taught course (such as new textbook adoption)
- Teaching enhancement activities
- Clinical supervision overloads
- Developing initiating new protocols in clinic
- Expanding therapy to different disorders or populations
- Introducing new pedagogy for the training of students
- Completing additional certifications, workshops, or CEUs to enhance teaching skills
- Other elements as approved

CRITERIA FOR PROMOTION IN THE AREA OF TEACHING

Over a period of three years based on Annual Reviews, the faculty member must demonstrate sustained high quality of teaching and/or supervision characterized by:

- The average of student evaluations reflect a high quality of teaching (at least 3.5)*
OR
Clinical supervision evaluations that reflect high quality of supervision (at least 3.5)*

*If lower than 3.5, then positive peer evaluation will be taken under consideration.

- All other **Required Teaching Elements** are clearly evident

In addition, the faculty person must demonstrate at least two (2) of the **Additional Teaching Elements** as determined by the Personnel Committee and the Chair.

SCHOLARLY AND CREATIVE ACTIVITY

Faculty in the Department of Communication Disorders recognize that their commitment to teaching cannot be fulfilled apart from a similar commitment to scholarship. Scholarship is defined as original research (quantitative or qualitative), applied research, and pedagogical research. While research is not required for lecturers or to maintain senior lecturer status, it is encouraged and may be taken into account when examining the summative performance of non-tenure track faculty.

The categories below are assigned recommended values. If a faculty member provides justification for alternate interpretation of the assigned value, the personnel committee may take that into consideration.

Elements Demonstrating Scholarly and Creative Activity

- One (1) funded external grant or contract
- One (1) scored external grant or contract
- One (1) submitted external grant or contract
- One (1) Single or multi-authored book
- One (1) publication in a refereed book or an article in a refereed journal
- One (1) personnel preparation grant
- One (1) Published annotated work (The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source's central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include some or all of the following: An explanation about the authority and/or qualifications of the author; scope or main purpose of the work; any detectable bias; intended audience and level of reading; a summary comment).
- One (1) chapter in a book, textbook, or monograph
- One (1) technical report or monograph based on grant activity
- One (1) Peer-reviewed, published research note
- Editing one (1) book
- Development of patented software or product
- One (1) submitted article that will get published within a minimum of two years.
- One (1) funded internal grant
- Scholarly presentations as a first author (international, national, regional, or state)
- One (1) international, national, regional, or state-level recognition for scholarly contribution through a variety of media (such as developing software)
- Serving on one (1) editorial board of a national journal (with documentation to demonstrate substantial activity)
- Serving as a peer-reviewer for journals or grants (with documentation to demonstrate substantial activity)
- Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
- Book review and/or newsletter articles
- Editorials in peer-reviewed publications
- Invited scholarly presentations off campus (i.e., short-course)
- Serve as peer-reviewer for national or state conferences
- Presenting a poster as a co-author at university research forums
- Presenting a poster as a co-author at local and state conferences
- Preparing a course packet
- Assistance of any doctoral faculty (within or outside the university) with procuring of research data through administration of assessments or treatment techniques designated by the Ph.D. faculty member for research.

- Invited scholarly presentations on campus (i.e. presentation of research in a colloquium)

CRITERIA FOR PROMOTION IN THE AREA OF SCHOLARSHIP AND CREATIVE ACTIVITY

The area of Scholarship is considered voluntary and optional for senior lecturers, lecturers, and clinical supervisors. It is encouraged and may be taken into account when examining the summative performance of non-tenure track faculty. As long as the lecturer is meeting promotional criteria in the areas of Service and Teaching, Scholarship does not need to be considered in terms of criteria for promotion.

Collegiality

Collegiality is interpreted as a behavioral/attitudinal construct where a faculty is keeping university and departmental missions, including the free exchange of ideas as well as CAA and ASHA regulations and requirements at the forefront of his/her teaching, scholarship, and service. The personnel committee will consider “collegiality” while evaluating a faculty for re-appointment, annual review and for promotion and tenure.

In the consideration of collegiality, it does not include fundamental disagreements in theoretical, political, or practical standpoints or issues. However, one has to be careful about misconstruing constructive criticism or differing ideas as uncollegial. Criticism given in a manner that is personal, malicious and slanderous would be considered uncollegial. Constructive criticism is meant for the improvement of the department, college, or university and would be considered collegial.

Notification of Evaluation Findings

Upon receipt of notification from the Dean that the review has been completed at that level, the Chair will provide each faculty member with a copy of the Chair’s Evaluation Form and the Personnel Committee Evaluation Form. A face-to-face meeting may be held at either the Chair’s or Faculty member’s request to review the completed evaluation form and any available feedback from the Personnel Committee, Chair, and/or Dean.

Appendices

Criteria for Outstanding Students

Outstanding Graduate Student

1. The nominee must be a currently enrolled graduate student in the graduate program (separate awards for 1st years and 2nd years)
2. Demonstrates academic excellence as judged by his/her GPA and the strength of his/her curriculum (entails graduate coursework GPA)
3. Demonstrates evidence of research which include but not limited to publications, and/or paper and/or display presentations (heaviest weight = publications, then presentations, volunteer= lowest weight)
4. Contributes to the department, university, and community through participation in departmental organization membership (NSSLHA, SerToma, BIG, etc.)
5. Demonstrates leadership within the student club or professional association(s) (4 & 5 combined into 1 score-higher score denotes leadership)
6. Demonstrates outstanding clinical skills and applies knowledge and feedback in exceptional ways.
7. Any other notable or outstanding characteristics that make the nominee exceptional. (written in comment section)

Outstanding Undergraduate Student

1. The nominee must be a currently enrolled senior in the CDIS undergraduate sequence (only one award given).
2. Demonstrates academic excellence as judged by his/her GPA and the strength of his/her curriculum (entails both CDIS coursework and overall GPA)
3. Demonstrates evidence of research which include but not limited to publications, and/or paper and/or display presentations (heaviest weight = publications, then presentations, volunteer= lowest weight)
4. Contributes to the department, university and community through participation in departmental organization membership (NSSLHA, SerToma, BIG)
5. Demonstrates leadership within the student club or professional association(s) (4 & 5 combined into 1 score-higher score denotes leadership)
6. Any other notable or outstanding characteristics which make the nominee exceptional. (written in comment section)

**Texas State University
Department of Communication Disorders
Award Nomination Form**

1. Please circle the award for which you wish to make a nomination

Outstanding Undergraduate (seniors only please) Outstanding 1st Year Graduate Student

Outstanding 2nd Year Graduate Student

2. Please name the person you wish to nominate:

3. Please describe your relationship to the nominee (instructor, clinical educator, peer, self, etc.):

4. Please explain in 5-6 sentences why you believe this person should be considered for this award. Note that being an Outstanding Undergraduate or Graduate Student generally requires strong academic performance, strong clinical work/aiding, involvement in research, and involvement in departmental or other service organizations.

Texas State University
Department of Communication Disorders
Application for CDIS Student Awards

1. Your name:
2. Please circle one: Undergraduate Senior 1st Year Graduate 2nd Year Graduate
3. What is your current GPA in CDIS? _____
4. What is your overall Texas State GPA? _____
5. Have you been involved in research at Texas State? _____
6. Who is/are your research mentor(s)? _____
7. Are you a co-author on a paper submitted for publication in a professional journal? If so, please provide the reference for your submission/publication.

8. Have you submitted a presentation or completed one to a national professional conference such as ASHA, NBASLH, SRCLD, etc. or to a state conference such as TSHA? Please provide the title, date, and place of your presentation(s).

9. Have you submitted a professional grant application to ASHA, the Texas State SURF program, or any other organization? Please provide the name of your project, the submission date, and whether your application was funded or not.

10. Have you submitted a presentation or completed one to a local professional or campus conference such as the CHP Research Forum? Please provide the title, date, and place of your presentation(s).

11. Please describe any other research experience you have completed at Texas State.

12. Are you an officer of NSSLHA, Sertoma, BIG, or other CDIS organization?

13. Are you a current, active member of NSSLHA, Sertoma, BIG, or other CDIS organization?
14. Please describe the activities you have led or participated in with NSSLHA, Sertoma, BIG or other CDIS organizations.
15. Are you an officer or active member of any other Texas State organization(s)?
16. Please describe any community service you have led or performed as a member of this/these Texas State organization(s).
17. Please provide the name of a faculty/staff sponsor who can verify your answers to #12- 16.
18. Are you an active volunteer with any community organizations that are not affiliated with Texas State University? Please describe your role and your work in these community organizations.
19. Please provide the name, phone number, and email of someone associated with this organization who can verify your involvement.
20. Please describe any other qualifications or circumstances that contribute to you being an Outstanding Student in the CDIS department at Texas State.