

Hampton University



Department of Communicative Sciences and Disorders

Graduate Program Student Handbook

2024-2026

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Graduate Program Student Handbook

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PREFACE

The purpose of this Handbook is to assist graduate students in the Department of Communicative Sciences and Disorders (CSAD) during their academic and clinical training program at Hampton University. It provides a description of academic requirements, qualities, and academic personnel associated with the graduate training program in Communicative Sciences and Disorders. It is essential that students, faculty, and staff in the Department of Communicative Sciences and Disorders familiarize

themselves with the contents of this Handbook. As changes in policies occur within the Department, they will be added to this Handbook. **This Handbook does not replace, but supplements the *Hampton University Academic Catalog*, which delineates general University policies and procedures.** It is your responsibility to know the procedures for this program and as well as the University policies and procedures outlined in the *Hampton University Academic Catalog*.

The Department of Communicative Sciences and Disorders at Hampton University has educated traditional and non-traditional graduate students from numerous states, and the countries of South Africa, Canada, Kuwait, and several Caribbean nations, to name a few. Our students represent an array of diverse cultural backgrounds, and our students have taken their knowledge and skills throughout the nation and world to serve as the future of our profession. Faculty and staff will make every effort to work with you to ensure your success within your program in CSAD just as others have achieved successes in the program.

FACULTY AND STAFF 2024-2026

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THE ACADEMIC TRAINING PROGRAM

Mission Statement

The mission of the Department of Communicative Sciences and Disorders is to prepare undergraduate and graduate students to meet the needs of children and adults with communication and/or swallowing impairments in a changing multicultural society. In keeping with the mission of the School of Science and Technology, our program disseminates current state of the art knowledge of speech, language, swallowing and hearing disorders, provides clinical experiences, and offers undergraduate and graduate training in the specialization of speech-language pathology.

Training Opportunities

The master's (M.A.) education program in speech-language pathology at Hampton University offers a training program that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850; 800-498-2071 or 301-296-5700. The Communicative Sciences and Disorders (CSAD) training program offers opportunities for faculty and students to engage in research activities related to communication, swallowing, speech science, and aural rehabilitation. Evidence-based practice is emphasized in the planning and delivery of intervention activities for clients served. The Department adheres to the University's mission and serves the student population by meeting communication needs, while also reaching out to the community by offering comprehensive preventive, diagnostic, and therapeutic services as part of the master's level training program.

Requirements for the Graduate Degree

The academic and clinical training requirements for the Master's (M.A.) degree at Hampton University provide the necessary knowledge and skills to qualify students for the Certificate of Clinical Competence (CCC) from the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The graduate degree (M.A.) is conferred by the Graduate College of the University.

In order to be eligible for the master's degree, a student must:

1. fulfill the requirements of an approved **plan of study***;
2. be admitted to **candidacy** for the master's degree;
3. complete the appropriate distribution of course work at the **500, 600, and 700 levels** for the chosen **plan of study**;
4. have a **minimum of one-half the required course work taken at the 600 level**, which is open only to graduate students;
5. remove all incomplete grades from the academic record; and
6. have an overall cumulative grade point average of at least 3.0.

***The approved plan of study must include a minimum of 49 semester hours of graduate coursework**

and the passing of the Master's Comprehensive Examination. A maximum of eight (8) semester hours of graduate work successfully completed at an accredited graduate program may be transferred to Hampton University as partial fulfillment of course requirements for the Master's degree if the following conditions are met:

1. credits have been earned **within five (5) years of date the student is admitted;**
2. **a grade of "B" or better has been earned** in courses for which transfer of credit is being sought;
and
3. **credits to be transferred are approved by the Graduate College.**

Degree Completion Timeline and Enrollment Continuation Requirements

- **All work for the Master's degree in Communicative Sciences and Disorders (CSAD) must be completed within a period of five (5) years from the start of the semester in which the student was admitted to the degree program.**
- **The minimum standard for graduate work leading to a Master's degree is a "B" average (i.e., 3.0 quality point average).** If a student's average falls below 3.0 at the end of any term, he or she is placed on probation and must raise this average to 3.0 by the time he or she completes **nine (9) additional hours. A student who fails to comply with this requirement will be subject to dismissal from the program.**
- **An accumulation of no more than eight (8) semester hours of grades below "B" may be counted toward degree requirements. Further, receipt of any grade below B- requires the course to be repeated. An accumulation of nine (9) semester hours of less than 'B' will automatically eliminate the student as a candidate for a graduate degree.**
- **All students must complete a research project on a topic in the area of speech-language pathology prior to graduation.** Students must receive faculty approval of the topic and research design prior to beginning the research. All students must be enrolled in CDS 699 to complete the research proposal and enrolled in CDS 700 to implement the research and complete the final research report.

Additional Requirements

A major course cannot be taken as an independent study without the approval of the course instructor.

A student is eligible to sit for the Master's Comprehensive Examination if he or she is within 50 hours or less toward completion of the 400 clinical hours required for graduation.

Credit by exam may be granted according to University policy. The "Application for Credit by Examination" form must be approved by the chairperson of the Department of Communicative Sciences and Disorders, the faculty member offering the examination, and the appropriate deans. Credit by examination shall not be attempted for a course previously taken or failed by the student. Credit hours will be awarded for credit by exam, but not letter grades.

Department of Communicative Sciences and Disorders
M.A. Degree Curriculum Plan
2024 – 2026

FIRST SEMESTER – Fall	Credit Hours	FOURTH SEMESTER – Fall	Credit Hours
CDS 602 – Introduction to Clinical Practice	3	CDS 603 – Aphasia and Related Disorders	3
CDS 621 – Language Disorders in Children	3	CDS 625 – Motor Speech Disorders	3
CDS 530 – Pediatric Aural Rehab (elective)	3	CDS 618 – Advanced Clinical Practicum (Mod II)	1
Total Credit Hours for the Semester	9	CDS 699 – Independent Research I	1
		CDS Elective Options	2
		Total Credit Hours for the Semester	10
 SECOND SEMESTER - Spring	 Credit Hours	 FIFTH SEMESTER – Spring	 Credit Hours
CDS 523 – Early Intervene with Spec Populations	3	CDS 618 – Advanced Clinic Pract (Mod 3)	1
CDS 612 – Speech Sound Disorders	3	CDS 606 – Voice Disorders	3
CDS 618 – Advanced Clinical Practicum (Mod I)	3	CDS 630 – Augmentative and Alternative	
CDS 628 – Swallowing Disorders	3	Communication (AAC)	3
Total Credit Hours for the Semester	12	CDS 700 – Independent Research II	2
		CDS 702 – Master’s Comprehensive Exam	1
		CDS Elective Options	1
		Total Credit Hours for the Semester	11
 THIRD SEMESTER – Summer Session	 Credit Hours		
CDS 501 – Research Design in Sp and Hear Sc	3		
CDS 507 – Stuttering and other Fluency Disord.	3		
CDS 618 – Advanced Clinical Practicum – Sum Sess	1		
Total Credits for the Session	7		
		<u>Total Credit Hours Required for the Degree</u>	49

Elective Course Offerings for the Fall (Choose one): Pediatric Aural Rehab (3 credits); CDS 626 Aging and Communication (1 credit); CDS 634 Dialogues on Diversity (2 credit)

Pre-requisite Courses

Students without an undergraduate degree in Communicative Sciences and Disorders will be required to take all pre-requisite courses. Students admitted to the program with an undergraduate background in the field will be required to repeat any of the pre-requisite courses in which they earned a grade of “B-“or less. The pre-requisite courses include:

CDS 224 Phonetics (3)
 CDS 227 Anatomy and Physiology of the Speech Mechanism (3)
 CDS 228 Articulation Development and Disorders (3)
 CDS 300 Language Development (3)
 CDS 310 Clinical Observation (1)
 CDS 331 Introduction to Audiology (3)
 CDS 429 Aural Rehabilitation (3)
 CDS 431 Neuroscience for the Students in Communicative Sciences and Disorders (3)
 CDS 438 Introduction to Speech Science (3)

In addition to the Communicative Sciences and Disorders courses, students must have completed 18 general education courses with a grade of “C” or better. These include:

- A course in a biological science (3 credits)
- A course in a physical science (3 credits)
- A course in statistics (3 credits)
- Two courses in a social science (6 credits)

Standards for Oral and Written Communication

1. Each student's oral and written proficiency will be judged based on academic and clinical performance.
2. Each student must demonstrate proficiency in standard American English.
3. Each student who presents with a diagnosed communication disorder must demonstrate proficiency in oral communication. If he or she does not demonstrate proficiency, intervention will be provided. Intervention may consist of one-on-one tutoring and/or individual speech and/or language therapy.

Teaching Clinic

Teaching Clinic serves as the foundational clinical experience for graduate students in speech-language pathology. This closely controlled learning environment bridges the gap between classroom knowledge and clinical practice, providing supervised opportunities for students to develop essential clinical skills while working directly with clients. **All students enrolled in CDS 602 in the First Fall Semester will participate in the Teaching Clinic as student clinicians.**

Purposes of Teaching Clinic

The Teaching Clinic is designed to:

1. Provide a structured introduction to clinical procedures and protocols in a supportive, non-threatening environment
2. Allow students to practice assessment and intervention techniques through instructor-guided demonstrations, peer collaborations, and simulations
3. Develop professional communication skills, including clinical documentation and reporting
4. Receive immediate feedback from clinical educators on developing individual clinical skills
5. Build confidence and competence during classroom interactions and discussions that bridge the gap between didactic knowledge and clinical intervention skills gathered during Teaching Clinic experiences.

This preparatory experience ensures students develop foundational clinical skills while receiving close supervision and guidance from experienced clinical educators in a non-threatening environment.

Teaching Clinic Requirements

IMPORTANT: Completion of 25 guided and documented clinical observations is a prerequisite for earning clinical clock hours in Teaching Clinic.

All observations must be:

- Completed by September 1st of the first fall semester of enrollment in the graduate program
- Properly documented with signatures from the supervising clinician
- Include the supervisor's ASHA certification number

Students who fail to complete the required observations by the deadline will not be permitted to accumulate clinical clock hours until this requirement is fulfilled.

Advancements to Successive Clinical Assignments

Levels and natures of participation in future clinics will be determined by performances in each current clinic, per supervisor's assessments of knowledge, skills, and professionalism associated with the current semester's clinic.

- ***Levels of clinics*** refers to the degrees of placements in clinics, ranging from full placements to varying levels of part time placement in clinics in successive clinical experiences. For example, students will enter their first clinical experience during Teaching Clinic in their first fall semester for basic clinical orientation and exposure to their first clinical experiences as therapists. At the end of Teaching Clinic (end of first semester), students will then advance to the next level of clinical training which is CDS 618 Advanced Clinical Practicum Modul I, whereby students continue serving clients and continue accumulating the required clinical clock hours for program completion. Students are expected to perform well enough in the first semester's clinical experiences to advance to full engagement in clinic for the following semester in CDS 618 Advanced Clinical Practicum Module I. However, students who struggle to demonstrate clinical skills appropriate for advancing to the next level of training (advancing to CDS 618 Advanced Clinical Practicum Module I) for full clinical placement may be placed in CDS 618 Advanced Clinical Practicum Module I for less than full engagement with clients. **Students may be recommended for less than full placements in ANY upcoming/successive clinics based on demonstrated student skills, thus, necessitating a level of clinical engagement that is variable per student.**
- ***The nature of clinic*** refers to the physical location or modality by which the student is serving the client. For example, clients may be served on campus in the Hampton University Speech, Language, and Hearing Clinic (HUSLHC), or in settings off-campus not under the direction of the HUSLHC. The nature of the clinical experiences may also refer to the modality for service delivery; for example, serving clients remotely versus serving them face-to-face. Students may be assigned to various clinical experiences such as extension of on-campus clinical experiences beyond the intended/ideal time allocated for on-campus clinics based on demonstrated student skills.

Levels and natures of clinical assignments, per student, may vary based on supervisors' perceived needs for the student's skills development in relationship to the student performances. **When the perceived needs of students dictate such, students may be placed on a Student Success Plan as a way of documenting, monitoring, and evaluating student success in clinical placements so that students may progress to future clinical placements as well-prepared as possible.**

Student Success Plan (Clinical)

The **Student Success Plan** is available to students who need additional support for successfully advancing from one level or nature of clinic to another. Student Success Plans are made available to students following consultation among clinical supervisors, including the Graduate Coordinator, and the Department Chair that result in recommendations for the student beyond the typical clinical training experiences. The Student Success Plan is visited in three stages (Initial Plan, Follow-Up, and Final Review):

1. **Initial Plan**: Areas of concern are identified and discussed with the student, and

remediation/intervention activities are discussed and shared with the student. An initial target date for Follow-Up is established, and a clinical supervisor is assigned as the person responsible for monitoring the Student Success Plan. Follow-up or Final Review dates are established, and a written copy of the Plan is signed by all parties present, including the student, and disseminated for future reference.

2. **Follow-Up:** A follow-up meeting is arranged by the clinical supervisor assigned to monitor the Student Success Plan. Initial areas of concern are reviewed and discussed to determine progress, to date, for the Student Success Plan. After diligence in all points of discussion, the committee, including the student, determines next steps for the student's success plan. Options include (a) continuation of the plan as originally developed, (b) declaring success in portions of the original plan, awarding credit for the completed portions, and continuing remaining portions of the original plan as originally developed, or (c) declaring success in the entire original plan, awarding credit for the completion of the original plan, but developing a second/additional Student Success Plan based on concerns identified subsequent to development of the original Student Success Plan.
3. **Final Review:** A final review meeting is arranged by the clinical supervisor assigned to monitor the Student Success Plan. Initial areas of concern are reviewed and discussed to determine progress, to date, for the Student Success Plan. After diligence in all points of discussion, the committee, including the student, declares success in the entire original plan, and awards credit for the completion of the original plan. Completion dates of the plan are documented on the Student Success Plan form and signify agreement that the student has accomplished resolution of concerns listed on the original Student Success Plan and any Follow-up requirements of the original Student Success Plan. The student is recommended for continued participation in subsequent clinics under routine clinical assessments as appropriate.

Independent Research Project

Each student is expected to complete a three-course sequence that provides opportunities to learn about and apply knowledge of research principles in the implementation of a research project in Communicative Sciences and Disorders. This learning experience should expand each student's understanding of how scientific evidence is produced and used for defining and solving clinical problems. **The three-course sequence includes CDS 501, CDS 699 and CDS 700.** Through these courses, graduate students in Communicative Sciences and Disorders will be introduced to advanced study in the preparation, design, and evaluation of scientific research studies. Students will also work under the direction of graduate faculty to produce a scholarly research paper from which the derived research findings shall be submitted for publication and/or presentation.

CDS 702: The Master's Comprehensive Examination

Students are expected to sit for the Master's Comprehensive Exam (MCE) for the first time during the semester in which they expect to complete all requirements for graduation. Students must have completed a minimum of 300 approved clinical hours in order to take the MCE. The student must also be enrolled in **CDS 702 Master's Comprehensive Examination**, and have an approved *Application to Take the Comprehensive Examination* from the Graduate College in order to sit for the examination. The Master's Comprehensive Examination (MCE) is a 2-hour standardized web-based, computerized examination which includes 132 multiple choice questions. Questions cover the nine (9) clinical practice areas, basic communication processes, research methods, ethics and professional practice behaviors. The

test is designed for students to demonstrate that they have achieved the following competencies:

1. Describe the basic processes of speech, language, swallowing and hearing and how they contribute to human communication, its disorders and swallowing impairments.
2. Explain the major theories of speech, language and hearing development.
3. Describe, compare and contrast the primary etiology and characteristics of organic and non-organic speech, language, swallowing and hearing disorders.
4. Demonstrate the ability to assess and diagnose a variety of disorders of human communication and swallowing.
5. Relate the basic concepts of prevention and treatment to a diverse population of the communicatively disordered and those with swallowing disorders.
6. Demonstrate writing skills consistent with existing departmental requirements and professional standards.
7. Demonstrate the skills and knowledge for entry into professional practice and for subsequent professional certification by the American Speech-Language-Hearing Association, and for state licensure and teacher certification.
8. Express attitudes conducive to the highest professional quality in performance as well as ethical practices as established by the American Speech-Language-Hearing Association.
9. Acknowledge awareness of and sensitivity to multicultural differences and their effect on the prevention, assessment and treatment of speech, language, swallowing and hearing disorders.

The MCE is first offered to eligible students in the fifth semester (second spring) of their program. To pass the examination, students must earn a minimum of 70% on this standard multiple-choice computer-based exam. However, students who fail the multiple-choice MCE may provide the graduate faculty with evidence of a passing **PRAXIS II Score** by submitting an official copy of their **PRAXIS II Score Report before** the official last day of the final examination period for the semester. **This passing PRAXIS II Score will be used as a substitute for the failed MCE score (a score below 70%).**

Students who do not earn 70% on the standard multiple-choice computer-based Master's Comprehensive Exam and do not present a passing **PRAXIS II Score Report before** the official last day of the final examination period during the fifth (second spring) semester, **may take the standard Master's Comprehensive Exam a second time in the standard format (2-hour examination which includes the 132 multiple choice computer-based questions) during this semester. *Students are encouraged to engage in focused study in areas of weaknesses based on results of the initial MCE before taking the comps a second time.*** Students who score at *less than 70% on this second trial* of the examination and still have not presented a passing score on PRAXIS II will be offered **an additional period of time for study and intervention based on identified weaknesses shown on the first two attempts at passing the computer-based Master's Comprehensive Exam.** Following this study and intervention period, students may take a **focused areas multiple-choice form of the computer-based Master's Comprehensive Exam in this same semester**, which will be based on computer generated questions in perceived areas of topic weaknesses. **Students who do not pass the computer-based focused Master's Comprehensive Exam following intervention will have had three opportunities to pass the MCE in their fifth (second spring) semester and are not offered additional opportunities to pass the Master's Comprehensive Exam in that same spring semester.**

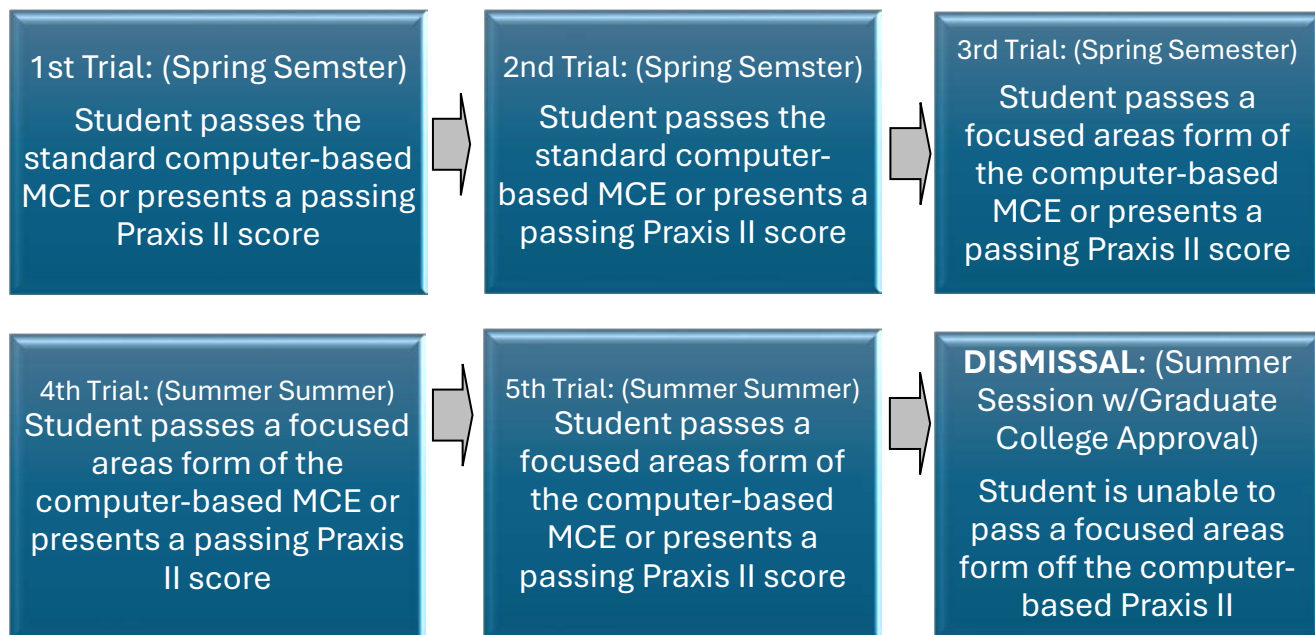
In the event that students **do not pass the Master's Comprehensive Exam and do not present a passing score for PRAXIS II before the official last day of the final examination period for the fifth (second spring) semester**, they must re-enroll in CDS 702 in summer and re-take the focused areas form of the computer-based Master's Comprehensive Exam during the summer session. **Thid re-enrollment my require permission from the Graduate College. Students will not be permitted to take the focused areas form of the examination based on perceived weaknesses more than two times in this subsequent second summer session.**

In the event that students **do not pass the Master's Comprehensive Exam and do not present a passing score for PRAXIS II before the official last day of the final examination period for the sixth (second summer) semester**, they will be recommended for dismissal from the program.

Students are dismissed from the program if they are not successful on their final attempt to pass the focused areas computer-based MCE in their second summer semester (sixth semester).

A Flow Chart of proceedings for accomplishing a passing score on the Master's Comprehensive Examination is presented below:

Figure 1-1. Flow Chart of proceedings for accomplishing a passing score on the passing score on the Master's Comprehensive Examination.



Tracking the Acquisition of Skills and Knowledge

The American Speech-Language Hearing Association's (ASHA) recommended knowledge and skills needed by program graduates for successful entry into the profession are fully aligned with the student learning outcomes of the department's courses and clinical practicum experiences. **(Please refer to course syllabi and the Competency – Based Evaluation and Grading Scale [CBEGS].)** Documentation of achievement of student learning outcomes is made by the student's advisor in the **Graduate Record of Academic and Clinical Progress**.

Tracking the acquisition of knowledge and skills is provided to ensure that graduate students are making steady and satisfactory progress toward meeting the certification standards throughout their matriculation. A review of each student's progress toward achievement of student learning outcomes will occur every fall and spring semester during the advisement period and her/his Graduate Record of Academic and Clinical Progress will be updated at that time and placed in the academic record. Students should come to this meeting prepared to discuss his or her performance and plan for subsequent semesters. The tracking process begins in the first semester of the students' graduate program and continues until they have obtained the degree, having met both the academic and clinical requirements for the CCC-SLP.

Each semester, the Graduate Review Committee (GRC) consisting of the student's academic advisor, course instructors, Graduate Coordinator, and when applicable, the Department Chair, will use the Graduate Record of Academic and Clinical Progress as part of the process of assessing each graduate student's progress toward program completion. Standards are assessed using the following rating scale that ranges from 0 to 1: 0 = Not Competent; 1=Competent

Students who are not making satisfactory progress in one or more competency areas will be referred to the GRC and required to participate in remediation through uses of the Student Success Plan. The nature and length of remediation will be determined on a case-by-case basis. By the end of their matriculation, students are required to have achieved a rating of "1" (competent) on the standards in all competency areas.

CAP: Clinical and Academic Proficiency

The *Clinical and Academic Proficiency System (CAP)* is an internal assessment initiative developed to monitor and support the academic and clinical progress of first-year graduate students in the Speech-Language Pathology program.

Administered through **TrueLearn**, CAPS consists of a **50-question standardized exam** delivered at the **end of each semester** during the first year. The exam integrates content from foundational coursework and clinical learning experiences, with a focus on knowledge application, clinical reasoning, and readiness for advanced clinical practice.

The purpose of CAPS is to provide an **early and objective measure** of student proficiency across core competencies aligned with ASHA standards. Results are used to identify strengths and potential areas of concern, allowing faculty to offer **targeted interventions and support** well before students reach the comprehensive examination phase.

CAPS is a proactive assessment strategy that enhances student success by providing real-time data to guide **advising, remediation planning, and individualized learning support**. By leveraging TrueLearn's analytic capabilities, the program can track trends, improve instruction, and ensure all students are on a trajectory toward clinical and academic excellence.

Preparation for Graduation

Admission to Candidacy

Admission to the Graduate College does not mean that the student has been accepted as a candidate for the Master's degree. A student must complete the appropriate application form for admission to candidacy and submit it to the Graduate College. The applicant must have:

1. Attained regular admission status;
2. Completed a minimum of nine (9) semester hours of graduate course work with an overall average of at least 3.0;
3. Removed all "incomplete" grades from the transcript (excluding research and thesis grades);
4. Applied for and admitted to candidacy at least one semester before the term in which the degree is to be conferred.

Application for Graduation

Candidates entering their final semester or summer session must have met the following requirements:

1. Admission to candidacy prior to the semester or summer session during which the degree is to be awarded;
2. No “incomplete” course work (excluding research or thesis);
3. An earned grade point average of at least 3.0

If the requirements for graduation are not completed during the approved semester, the student must re-apply for graduation in order to be considered for any subsequent semester.

Application for the Master’s Comprehensive Examination

Each student must complete an Application for the Master’s Comprehensive Examination (one semester prior to the planned examination date) after the following requirements have been met:

1. An approved application for candidacy;
2. No “incomplete” course work other than approved exceptions such as ongoing research projects;
3. An overall grade point average of 3.0 or better,
4. Completion of at least 375 clinical clock hours including 325 clock hours accrued through the graduate program.

Optional Requirements

State Licensure Requirements

As part of CDS 618 Module III, students are required to obtain the state licensure requirements for their home state or the state in which they plan to reside. State licensure requirements and information for the Commonwealth of Virginia may be obtained at www.dhp.state.va.us/aud. (Additional state licensure information will be provided as part of CDS 618 Advanced Clinical Practicum Module III.)

Teacher Certification Requirements

Teacher certification requirements differ from state to state. Students are required to review these requirements for the state in which they plan to reside as part of CDS 618-Module III. (Additional state teacher certification information will be provided as part of CDS 618 Advanced Clinical Practicum Module III.)

Student Assessment and Intervention

In addition to the student assessments conducted by individual faculty members and clinical supervisors, the program assesses the progress of all students in the Masters' program to ensure that learning outcomes are being achieved and documented. The Graduate Review Committee (GRC) is responsible for reviewing the progress of students as they matriculate through the Master's program. The GRC meets at the end of each semester to review the Graduate Record of Academic and Clinical Progress that was updated during the period of academic advisement for each student currently enrolled in the graduate program. At the same meeting, a review of the Competency – Based Evaluation and Grading Scale (C-BEGS), an evaluation of clinical proficiency, also occurs. This overall performance review is used to document the extent to which student-learning outcomes have been met, assist with academic advising, determine clinical practicum placements for the upcoming semester, and identify the need for remediation. Should the GRC identify a student as needing intervention, the student is asked to meet with their academic advisor, clinical instructor or an individual faculty member depending on the student's individual needs.

The purpose of the meeting is to establish the need for intervention and to establish the goal(s) and content of the student's individual remediation plan, the ***Student Success Plan***. As indicated for the Student Success Plan for Clinical intervention needs (pp. 10–11), the Student Success Plan for academics similarly is required for students demonstrating academic difficulty.

The **Student Success Plan** is available to students who need additional support for successfully matriculating academics of the program. Student Success Plans are made available to students following consultation among clinical supervisors, including the Graduate Coordinator, course instructors, and the Department Chair that result in recommendations for the student beyond the typical academic training experiences. The Student Success Plan is visited in three stages (Initial Plan, Follow-Up, and Final Review):

1. **Initial Plan**: Areas of concern are identified and discussed with the student, and remediation/intervention activities are discussed and shared with the student. An initial target date for Follow-Up is established, and a faculty member is assigned as the person responsible for monitoring the Student Success Plan. Follow-up or Final Review dates are established, and a written copy of the Plan is signed by all parties present, including the student, and disseminated for future reference.
2. **Follow-Up**: A follow-up meeting is arranged by the faculty member assigned to monitor the Student Success Plan. Initial areas of concern are reviewed and discussed to determine progress, to date, for the Student Success Plan. After diligence in all points of discussion, the committee, including the student, determines next steps for the student's success plan. Options include (a) continuation of the plan as originally developed, (b) declaring success in portions of the original plan, awarding credit for the completed portions, and continuing remaining portions of the original plan as originally developed, or (c) declaring success in the entire original plan, awarding credit for the completion of the original plan, but developing a second/additional Student Success Plan based on concerns identified subsequent to development of the original Student Success Plan.
3. **Final Review**: A final review meeting is arranged by the faculty member assigned to monitor the Student Success Plan. Initial areas of concern are reviewed and discussed to determine progress, to date, for the Student Success Plan. After diligence in all points of discussion, the committee, including the student, declares success in the entire original plan, and awards credit for the completion of the original plan. Completion dates of the plan are documented on the Student Success Plan form and signify agreement that the student has accomplished resolution of concerns listed on the original Student Success Plan and any Follow-up requirements of the original Student Success Plan. The student

is recommended for continued participation in subsequent clinics under routine clinical assessments as appropriate.

A fully developed Student Success Plan contains the following information:

1. selected student-learning goals and action plans, based on perceived student needs;
2. evaluation procedures and criteria for successful accomplishment of goals/action plans;
3. timeline for activities that document/support successful accomplishment of goals;
4. selected date for follow-up to evaluate accomplishment of goals/action plans; and
5. the name and title of the person designated to be responsible for over-seeing and managing the Student Success Plan.

The Student Success Plan (intervention plan) is a written document. All parties involved in the Student Success Plan development receives a copy of this written document. The managing person for the Student Success Plan conducts follow-up meetings with those involved in the initial preparation of the Student Success Plan according to the timelines established on the initial plan. The student, their advisor, and any other involved faculty member meet to further develop the plan, discuss the feasibility of the plan, and to sign the document indicating agreement with the content and the designated responsible person(s). Student Success Plans are stored in the student's academic file. Once the intervention has been successfully completed, the attained skills and knowledge must be documented on the student's Graduate Record of Academic and Clinical Progress by the designated responsible person for managing/overseeing the Student Success Plan. Students who maintain a Student Success Plan for more than one semester may be advised to remain in the HUSLHC clinic until skills are properly developed for externship placements, depending on needs of the student.

Dismissal from the Program

It is the intent of the Department of Communicative Sciences and Disorders to provide every student a reasonable opportunity to complete its graduate program. In concurrence with the regulations promulgated by Hampton University's Graduate College, the Department adheres to the following:

1. The minimum standard for graduate work leading to a Master's degree is a 3.0 grade point average (GPA).
2. A student whose overall GPA falls below 3.0 at the end of any term will be placed on academic probation and must raise this average to 3.0 by the time he or she completes nine (9) additional hours. A student who fails to comply with this requirement will be subject to dismissal from this degree program or from the Graduate College by the Graduate Council based on the recommendation of the Department Chairperson or Dean of the Graduate College.
3. Grades below "B-" carry no credit. However, such grades will be used in computing the overall GPA. An earned grade below "B-" in any course requires that the course be repeated.
4. An accumulation of no more than eight (8) hours of grades below "B" may be counted toward degree requirements.
5. The University reserves the right to terminate the registration of any student whose record falls below the standard acceptable to Hampton University. The Department, with the concurrence of the Graduate Dean, can recommend to the Graduate Council that a student be withdrawn from the degree program for unsatisfactory performance.

PLEASE NOTE: Unsatisfactory performance in accomplishing degree requirements is deemed to constitute one or more of the following:

1. **Failure to receive a grade of B or better for a required course after (3) attempts.**
2. **Failure to successfully progress through the required clinical practicum modules. This includes:**
 - a. failure of the student to obtain the required total number of clinical clock hours required through the graduate program.
 - b. failure of a student to demonstrate a level of independence in performance of clinical skills as determined by evaluation through the C-BEGS. **This includes the abandonment of a clinical practicum assignment or removal from a clinical practicum assignment at the request of the Clinical Supervisor.** Any student who fails to successfully complete any level of the clinical program will be subject to intervention at that Level. For example, **if intervention for a student is deemed unsuccessful as determined by the Clinical Supervisor, the Graduate Review Committee will review the student's overall performance and make a recommendation to The Graduate College for dismissal.**

3. **Failure to pass the Master’s Comprehensive Examination (MCE) after the fifth and final attempt.** (See pages 11 – 13, CDS 702: The Master’s Comprehensive Examination.)
4. **Plagiarism, falsification of data, and/or other instances of academic dishonesty** (See the Code of Student Conduct, page 26).
5. **Failure to maintain satisfactory progress on or complete the required research project** as determined by the designated Research Advisor.

Statement from the Office of Compliance and Disability Services

Hampton University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. In class accommodations may be provided for students with a documented physical or learning disability. It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. To obtain accommodations or to receive more information please contact the Office of the Director of Compliance and Disability Services at 757-727-5493 or visit the office located in The Assessment Center, Armstrong Slater Building 1st floor. See the Disabilities web page [http:// www.hamptonu.edu/compliance/](http://www.hamptonu.edu/compliance/) and the Title IX webpage <http://www.hamptonu.edu/compliance/title9/>.

Artificial Intelligence

Artificial Intelligence (AI) in the most simplistic terms “combines computer science and robust datasets, to enable problem-solving” (IBM, 2024). In the field of Communication Sciences and Disorders AI has many uses which can include natural language processing, meaning programs read, written and communicated in human language. This can also comprise “speech recognition, speech synthesis, machine translation, information extraction, information retrieval, and question answering” (Russell & Norvig, 2021). AI will be allowed for research purposes but appropriate

citations must be utilized. You must acknowledge through citations that you have used AI for class assignments to receive credit. AI is not allowed for clinical purposes such as writing reports, SOAP notes, or any information that includes confidential information related to a client. References: <https://www.ibm.com/topics/artificial-intelligence> Russell, Stuart J.; Norvig, Peter. (2021). Artificial Intelligence: A Modern Approach (4th ed.). Hoboken: Pearson. ISBN 978-0134610993. LCCN 20190474.

Confidentiality Statement

The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996. HIPAA regulations prioritize the confidentiality of Protected Health Information (PHI), ensuring that personal and private information regarding individuals participating in health care processes and programs is protected and kept private. HIPAA ensures that patient's information is not disclosed to unauthorized individuals or processes based on national standards for protecting medical records and other identifiable health information. The HIPAA Privacy Rule specifically defines PHI, limits its uses and disclosures, and provides individuals with rights to access and control their health information. The Hampton University Speech, Language and Hearing Clinic (HUSLHC) SLP Program holds patient confidentiality as a high priority for all associations related to patient/student/client care. This applies to HUSLHC and any educational, medical, or private sites with which HUSLHC associates for student training. Students in the Hampton University SLP Program who are engaged in clinical practice and externships will be trained in HIPAA during orientations, and during classroom discussions. Externship sites for Hampton University's SLP students may also require additional HIPAA training.

Additional information on HIPAA: <https://www.asha.org/practice/reimbursement/hipaa/>
<https://www.hhs.gov/hipaa/index.html>

Grievance Procedures for Graduate Students

Meetings with graduate students provide an open forum to express concerns about or dissatisfaction with program policies, procedures and/or practices. Students are informed through various forums that they may voice complaints either formally or informally with no effect on clinical or academic standing. If concerns cannot be resolved via discussion at the graduate student meeting, they will be brought to the grievance committee at the next scheduled meeting. The departmental response will be communicated to the appropriate student at the subsequent graduate student meeting.

In accordance with the University's current academic catalog, a student may elect to bring a formal complaint to the Department's grievance committee by initiating the following process:

1. The student should file a written complaint with the Coordinator of Graduate Studies or Department Chair.
2. Within two weeks the student should receive a response from the Director of Graduate Studies/Department Chair regarding a suggested solution/resolution or forwarding of the complaint to the grievance committee.
3. Within two weeks of the complaint being forwarded to the grievance committee, the student should receive a response from the grievance committee. The committee reviews complaints to assess its nature, determine how the complaint impacts the program's compliance with accreditation standards, the effect on student(s) and explore possible departmental responses

to the complaint. The grievance committee's response will inform the student of the procedures to appeal to the Grievance Committees housed in the School of Science or in the Graduate College if appropriate.

Grievance committee responses that relate to all students or to the program will be relayed to students through the graduate student meeting when appropriate. The grievance committee will consist of two faculty members appointed by the Department Chair. A record of complaints and departmental responses will be filed in the main office. Students may contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) if they are not satisfied with the response of the department/University to his or her concern. Students may write:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association 2200 Research Boulevard, #310,
Rockville, MD 20850

Student Resources and Facilities

The Graduate Study Lounge

The Graduate Room is located in room 218 in the Science and Technology Building. This room is available for students as a clinical preparation space and study lounge.

Medical Speech Pathology Lab

The medical lab contains instrumentation used in medical-based clinical settings (e.g., acute, sub-acute, etc.). Students are permitted to check out portable equipment and/or equipment manuals or gain access to the laboratory only under the supervision of the Director of the Speech Science Laboratory or an instructor.

Audiology & Speech Science Lab

The audiology & speech science lab is located in the Science and Technology Building. The speech science laboratory contains instrumentation used in academic, clinical and/or research pursuits by faculty and students. In addition, the audiology lab functions as both a research and clinical laboratory.

Diagnostic & Treatment Lab

The diagnostic & treatment lab is located in room 240 in the Science and Technology Building. The lab contains assessment materials, therapy materials for instructional and/or clinical use by students and staff. Students are prohibited from removing diagnostic assessments from the lab. In addition, students are prohibited from taking therapy materials home. Resource materials must be stored on campus.

The Harvey Library

Adapted from www.hamptonu.edu/universityservices/library

The William R. and Norma B. Harvey Library, located at 130 Tyler Street near the entrance to Hampton University's campus is a repository for both on site and online educational and cultural resources. The library's resources are expanded through the extensive use of interlibrary loan, consortium borrowing privileges, shared cataloging of materials, and access to online bibliographic databases on the local state and national levels. Of course, the services of the Harvey Library can be accessed remotely on line with services such as Ask-A-Librarian and Instant Message a Librarian for Help available to assist students, faculty, researchers and scholars. Library instruction is also available for classes, small groups and individuals to assist novice researchers to efficiently use the resources of the Harvey Library.

Additional student resources and facilities include the **Student Success Center**, the **Counseling Center**, the **Title IX Office**, and the **Wellness Center**

Professional Organizations

Students are encouraged to seek membership and participate in the following professional organizations:

ASHA

The American Speech-Language-Hearing Association is a scholarly and professional organization of persons in the fields of speech-language pathology, audiology, and/or speech, language and hearing science. The Association awards and sets standards for the Certificate of Clinical Competence (CCCs) and provides continuing education. The Association publishes the Journal of Speech and Hearing Research (JSHR), the American Journal of Audiology: A Journal of Clinical Practice, the Journal of Speech-Language Pathology: A Journal of Clinical Practice (AJSLP), and Language Speech and Hearing Services in the Schools (LSHSS) in addition to directories, reports and guides of professional interest. Contact ASHA at www.asha.org

NSSLHA

The National Student Speech, Language and Hearing Association is the student affiliate of the American Speech-Language-Hearing Association. It is a pre-professional organization with membership open to students who are interested in or are currently studying communicative sciences and disorders. NSSLHA publishes the NSSLHA Journal and the Clinical Series.

NSSLHA members receive the professional journals sent to ASHA members in addition to the NSSLHA Journal. An additional benefit of NSSLHA membership is reduction of initial ASHA membership and certification fees. Contact NSSLHA www.nsslha.org

SHAV

The Speech and Hearing Association of Virginia is a professional and educational association of speech and hearing personnel in the state of Virginia. The association is concerned with enrichment of the professional and educational opportunities of its members. Student membership is available and students are encouraged to attend and participate in the annual statewide convention. Contact SHAV at www.shav.org

NBASLH

The National Black Association for Speech, Language and Hearing is a nonprofit charitable, scientific and educational association developed to meet the needs and aspirations of Black speech, language and hearing professionals, and individuals with communication disorders. Contact NBASLH at www.nbaslh.org

Appendices

Hampton University
Department of Communication Sciences and
Disorders

Graduate Student Conduct Agreement

I have read and agree to abide by the codes, policies, and procedures outlined in the Communication Sciences and Disorders Academic Graduate Handbook.

I understand that failure to abide by these codes, policies, and procedures of the Department of Communication Sciences and Disorders, as well as state and federal laws governing the provision of health care services will result in disciplinary action by the program including possible dismissal from the program and/or legal liability.

Name: _____ Name: _____ Date: _____
(Printed) (Signed)

* This form must be signed and the original will be filed in the student's departmental advising folder.

Hampton University
Department of Communicative Sciences and Disorders
External Clinical Practicum Placements
Refusal to Accept an Assigned Extern Practicum Site

TO: _____

FROM: _____

DATE: _____

RE: Student's Refusal to Accept an Assigned Extern Practicum Site

You are, hereby, advised that failure to accept an assigned externship placement site results in consequences that may negatively impact your ability to graduate at the time originally designed in your program of study. As indicated in the **2017-2018 Edition of the Graduate Handbook for the Department of Communicative Sciences and Disorders, Hampton University, (page 23)**:

“The student who elects not to accept the assigned extern practicum site as offered, or is not available to accept the assigned practicum, will be asked to drop CDS 618 for that semester. If the student does not drop CDS 618, he or she will be given a grade of “F” in CDS 618 for the semester. The student will not be eligible for another external practicum placement until the following semester.”

This communication serves as official notice of the advertised consequences of failure to accept an assigned clinical practicum site, and as of the Department's efforts at due diligence for informing you of the consequences of your decision.

Please indicate your receipt of this information by signing below:

Name: _____ Signature: _____
Printed

Position: _____ Date: _____

Witness: _____ Signature _____
 Printed _____

Position: _____ Date: _____

**Hampton University
Department of Communication
Sciences and Disorders**

Student Academic Handbook Acknowledgement Form

I, _____, acknowledge receipt and understanding of the printed copy of the Hampton University's Speech-Language Pathology Graduate Program Student Handbook. I agree to abide by the policies and guidelines outlined within and I declare that I understand all concepts presented therein as pertaining to my enrollment in the Speech-Language Pathology graduate program at Hampton University.

Printed Name

Student Signature

Date