

Policy & Procedure Statements

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

**Texas State University
Updated 2026**

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Introduction

This manual outlines 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 Policy and Procedure Statements and the University Catalog. Texas State University System, Texas State University, and the 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

<https://www.health.txst.edu/cdis/about-us-our-history/cdis-policies-procedures.html>.

In all cases, it is the faculty and students' responsibility to be aware of current operating policies and procedures.

This manual is to be retained starting in 2026 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, SACSCOC Student Learning Outcomes, and University, College, 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 instructor of record 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 staff report to the Department Chair for delegating responsibilities and prioritizing workload for academic matters. The clinic staff 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 accreditation@asha.org, or by calling ASHA's Action Center at 1-800-498-2071. Students can access the pertinent information and documents on ASHA's website: <https://caa.asha.org/programs/complaints/>.

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 the Chair prior to the interview.

4.3.2 Potential faculty will not be offered a contract without appropriate professional credentials, unless an explicit exemption is advertised in the job posting and approved by the Department Chair, Dean, Vice Provost for Faculty Success, and Vice President for Research.

4.3.3 Current faculty will provide copies of certification and licensure renewal annually for certification and every other year for licensure 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 their travel request.

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

5.3.4. The expectation is that 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 at <https://www.txstate.edu/research/orc/IRB-Resources/Training>) 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 [Health Professions Advising Center](#). Once students are admitted to the junior sequence, they are assigned to a CDIS faculty member by the Undergraduate Program Coordinator. The CDIS faculty advisor remains the individual student's advisor until their graduation.

7.3.1.2. The advisor list is maintained by the administrative assistants 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.

7.3.1.2. The Department Chair, Undergraduate Program Coordinator, faculty advisor, and the departmental administrative assistants have a copy of the advisor list.

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

7.3.1.4. 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.

7.3.1.5. It is the responsibility of the student to attend scheduled advising appointments and to submit required paperwork in a timely manner, especially if the student has received a correspondence to do so. The student and advisor work together to monitor and complete the degree plan. It is the responsibility of the student to know the regulations and requirements of the department, college, and university and to meet deadlines.

7.3.1.6. 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.

7.3.1.7. 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 San Marcos in the [College of Health Professions Advising Center](#) (Encino Hall, Room 302; 512-245-3506) or in [Round Rock, at Student Success and Academic Services](#) in Avery 201 (successrrc@txstate.edu)

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. 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 are assigned individual faculty advisors who help the students with course selection, registration, degree requirements, answer questions about the profession, academic tutoring/counseling referrals, etc. All students should meet with their CDIS faculty advisor at least once during each long semester. Advisors complete the CDIS Registration Ticket and Conference Documentation Form after each advising session, if appropriate, and these are kept in the student's permanent file.

7.3.2.4. The Degree Audit Report (DAR) is available to the student and the student's advisor online at any time via [CatsWeb](#) and is used every semester to plan the academic program. Corrections, substitutions, or appropriate changes are submitted by the individual advisor to the College of Health Professions' Advising Center, which implements the changes in Banner.

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 Advisor notifies newly admitted graduate students of the orientation meeting conducted for all incoming CDIS graduate students. It is at this meeting that the newly admitted graduate students are advised concerning their schedules for the fall and subsequent semesters. It is the student's responsibility to attend orientation meetings or to schedule a makeup appointment with the Graduate Advisor.

- 7.3.3.3. Thesis and elective choices are presented and discussed at this initial meeting. The Graduate Advisor 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 have expertise in the special interest throughout the student's graduate work. The Graduate Advisor finalizes elective/thesis assignments by taking into account the student's interest and the elective/thesis advisor's availability.
- 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 and documented.
- 7.3.3.5. The student should contact the Graduate Advisor as soon as possible during the first three weeks of the semester to implement changes to their degree plan. The student is responsible for identifying and completing any required prerequisite courses, with guidance from the Graduate Advisor. 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 Advisor via DegreeWorks.
- 7.3.3.6. Students meet with the Graduate Advisor at mid-term of each semester to discuss courses to be taken in 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 (Bachelor 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, including support courses. If a grade below a “C” is earned in a junior- or senior-level CDIS or support course, 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 made in conjunction with the student’s CDIS academic advisor and the College of Health Professions’ Advising Center.

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

8.3.5. 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 a major 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 their assigned advisor or clinic co-director immediately when notified that they are 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, they 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 them.

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 various needs. Students are expected to demonstrate professional skills in their interactions with others as outlined in the Department of CDIS Essential Functions document. This document is available in the Appendix. 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 into the graduate program does not guarantee that the 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, they 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, following the growth plan, 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 whom 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 dismissed from the program. 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 All students enrolled in the graduate program in Communication Disorders at Texas State University will pass the CDIS Comprehensive Exam during the Spring Semester of their second year of graduate studies. The Comprehensive Exam will be administered the Friday before spring break.

11.3.1.1 The Comprehensive Exam will comprise two primary sections, divided by age-group: Pediatric and Adult. All CDIS faculty will work in teams to develop case studies and the accompanying questions that cover relevant professional, assessment and treatment skills important for a speech-language pathologist practicing with each age group.

11.3.1.2 Administration and scoring: On the day of the examination, students will receive a copy of the case studies to review for 30 minutes without access to outside resources. Then each student will participate in an individual, one-hour, oral examination with a faculty panel covering the case studies. Groups of 2-4 CDIS faculty will administer the oral examination using the list of questions previously developed, based on the individual case studies. One half of the oral assessment will be devoted to pediatric cases and one half will be devoted to adult cases. Each member on the panel will individually rate the student's response to each question as either pass or fail and the faculty group will make an overall pass or fail determination for each section, pediatric and adult.

11.3.1.3 In the event a student fails the first attempt at one or both sections of the Comprehensive Exam, the faculty panel will provide the student with specific feedback on areas of weakness and ideas for improving performance. The student will then be given the opportunity to re-take the section they failed within four weeks of the first attempt.

11.3.1.4 If a student fails the second attempt, they will be provided with detailed feedback and directed study from the faculty and given one more opportunity during the next summer semester to re-take the previously failed section(s) of the Comprehensive Exam. Students will need to enroll in GC 5100: Comprehensive Exam Contingency course during the summer term. Failure to pass the second re-take of the Comprehensive Exam will result in dismissal from the graduate program.

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 and pass 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 during the final year of the graduate program (Fall or Spring semester).

12.3.2. The Praxis examination does not have to be passed to graduate.

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 NetID and Texas State email account.

13.3.2. The student ID number (not the NetID) is required to establish an account via Cats Web.

13.3.3. A Clinic Co-director grants access to secure data drives after a Texas State account has been established.

13.3.4. Messages will be written to students through their electronic mail account and/or other electronic means approved by the Division of Information Technology. 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. Facilities and Security of Departmental Space and Property

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

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

14.3. PROCEDURES TO IMPLEMENT POLICY:

14.3.1. 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.

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

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

14.3.4. 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.

14.3.5. 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.

14.3.6. 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.

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

14.3.7. 7 Students are given card access to Willow Hall and rooms they require access to at the beginning of each semester via a work order sent to Ingress Management Services in Facilities. Students have access to the space needed for clinical and academic work 24/7. Access is removed upon graduation or when a student leaves the major or degree program.

15. Scholarships/Assistantships in Communication Disorders

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

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

15.3. PROCEDURES TO IMPLEMENT POLICY:

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

15.3.1.1. 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.

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

15.3.1.1.2. Application Deadline To be determined.

15.3.1.1.3. The members of the Department of Communication Disorders Scholarship Committee review applicants and determine recipient(s).

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

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

15.3.1.2.1. Requirements: The award recipient will be determined using course grades from Texas State Master's courses in CDIS and evaluations from clinical faculty. The student with the highest score will be selected. If multiple students have the same score, the recipient will be selected by a faculty vote.

15.3.1.2.2. Application Deadline: To be determined by TSHA

15.3.1.2.3. The members of the Department of Communication Disorders Scholarship Committee will review applicants and determine the recipient.

15.3.1.2.4. Funds Available: To be determined by TSHA

15.3.1.3 RAETTA BELL MCDUFF SCHOLARSHIP: Raetta Bell McDuff established a scholarship for a deserving junior or senior in the Department of Communication Disorders. The scholarship is available on a competitive basis.

15.3.1.3.1 Requirements: Award determination is based on merit, scholarly accomplishments, volunteering, passion, and a GPA of 3.0 or better, junior or student in the Department of Communication Disorders.

15.3.1.3.2 Application Deadline: To be determined by the Department of Communication Disorders Scholarship Committee.

15.3.1.3.3 The members of the Department of Communication Disorders Scholarship Committee will review applicants and determine the recipient.

15.3.1.3.4 Funds available: Amount is contingent on interest earned.

15.3.1.4 FRANCIS J. LAVEN SCHOLARSHIP: The Department of Communication Disorders Scholarship Committee will nominate a student as the nominee for the Francis J. Laven Scholarship. Each university is allowed one nominee.

15.3.1.4.1 Requirements: Award determination is based on the applicant's history of service to the profession and the community.

15.3.1.4.2 Application Deadline: To be determined by the Department of Communication Disorders Scholarship Committee.

15.3.1.4.3 The members of the Department of Communication Disorders Scholarship Committee will review applicants and nominate the representative for Texas State University. The nominee will then work with the scholarship committee chair and (if available) a Funding Coordinator from the Graduate College to prepare their application to the National Council for Academic Programs in Communication Sciences and Disorders (CAPCSD) scholarship competition.

15.3.1.4.4 Funds available: Amount is determined by CAPSCD.

15.3.1.5 JOANN BRAUER FOKES ENDOWED GRADUATE SCHOLARSHIP: The Joann Brauer Fokes Endowed Graduate Scholarship was established through the Texas State University Development Foundation to honor Dr. Joann Brauer Fokes and to provide scholarship support for students pursuing a graduate (MSCD or MACD) degree in the Department of Communication Disorders at Texas State University. The scholarship is available on a competitive basis.

15.3.1.5.1 Requirements: Award determination is based on graduate enrollment in the Department of Communication Disorders, good academic and professional standing, and the criteria established in the scholarship Memorandum of Understanding. Preference will be given to non-traditional graduate students. For the purposes of this scholarship, non-traditional students may include, but are not limited to, students who have had a break in their

formal education, are returning to higher education after work or family responsibilities, are pursuing graduate education after a prior career or significant life experience, or have other circumstances that distinguish their educational pathway from a traditional direct progression from undergraduate to graduate study.

When multiple eligible applicants meet the preference criteria (non-traditional student), the selection committee will consider academic performance, professional promise, service, leadership, and alignment with the spirit of Dr. Fokes's legacy as a creative educator dedicated to students and the field of speech-language pathology. If no applicant meeting the non-traditional student preference is available in a given award cycle, the scholarship may be awarded to another qualified graduate student in the Department of Communication Disorders.

15.3.1.5.2 Application Deadline: To be determined annually by the Department of Communication Disorders Scholarship Committee or by the selection committee designated by the Department Chair.

15.3.1.5.3 Application Materials: Applicants must submit the departmental scholarship application and any additional materials requested by the selection committee. These materials may include a brief statement describing the applicant's educational pathway, professional goals, service or leadership experiences, and any circumstances relevant to consideration as a non-traditional student.

15.3.1.5.4 Selection Committee: The Department Chair will designate a selection committee to review applications and select recipient(s). The selection committee may be the Department of Communication Disorders Scholarship Committee or another committee appointed by the Department Chair for this purpose.

15.3.1.5.5 Selection Procedures: The selection committee will review eligible applications according to the scholarship criteria and donor intent. The committee will recommend or select recipient(s) based on the available annual distribution, applicant eligibility, stated preference for non-traditional graduate students, and the quality of submitted application materials. Committee deliberations and applicant information will be treated as confidential.

15.3.1.5.6 Funds Available: Amount is contingent on the annual distribution from the endowment as determined by the Texas State University Development Foundation and applicable Foundation and University policies. Funds distributed in a given year must be used for the purposes of the endowment.

16. Student Representatives to Faculty Meetings

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

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

16.3. PROCEDURES TO IMPLEMENT POLICY:

16.3.1. 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.

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

16.3.3. 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.

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

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

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

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

17. Student's Permanent File

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

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

17.3. PROCEDURES TO IMPLEMENT POLICY:

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

17.3.2. 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.

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

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

18.1. 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.

18.2. 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.

18.3. PROCEDURES TO IMPLEMENT POLICY

18.3.1. 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.

18.3.2. The e-portfolio is housed in the CALIPSO software on the CDIS server within the larger university computer network.

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

18.3.3.1. Course Syllabi

18.3.3.2. Course projects

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

18.3.4. Clinical portfolio: Content requirements are specifically outlined in the CDIS 5344, 5345, 5346, 5347, 5689, 5690 and 5321 course syllabi. Submission examples include: Course syllabus, cumulative hours summaries, cumulative clinical performance summaries, and any self-reflection assignments.

18.3.5. 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 are supplied by the department for student use. This equipment is available in the clinic administrative office and clinic computer labs.

18.3.6. 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.

18.3.7. Each faculty member will indicate the academic and clinical competencies met for their respective academic or clinical course by updating the student's KASA form on CALIPSO. This must be completed at the end of the semester during which the course was offered and the grade finalized. The competencies and KASA form will be in read-only format for the students.

19. Undergraduate Admission Procedures

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

19.2. 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.

19.3. PROCEDURES TO IMPLEMENT POLICY:

19.3.1. Students are initially considered Pre-professional Communication Disorders majors under the generic BSHS (Bachelor of Science in Health Sciences) in the College of Health Professions. Under this designation, the student is expected to complete the requirements for admission into the Junior/Senior sequence of 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.

19.3.2. Admission to the Junior/Senior-level courses and the Bachelor 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.

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

19.3.3.1. Good academic standing.

19.3.3.2. The following prerequisite courses:

19.3.3.2.1. PHYS 1310: Elementary Physics

19.3.3.2.2. CDIS 1331: Introduction to Communication Disorders

19.3.3.2.3. BIO 2430: Human Anatomy and Physiology

19.3.3.2.4. HP 3302: Biostatistics

19.3.3.2.5. PSY 3300: Lifespan Development

19.3.3.3. These classes must be completed by the end of the Summer 2 session in the same calendar year in which the student wishes to begin the Junior/Senior sequence.

19.3.3.4. A minimum grade of C in support and prerequisite 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; PHYS 1310: Elementary Physics). Students are ranked by their GPA in the five required classes (CDIS 1331, HP 3302, PHYS 1310, PSY 3300, and BIO 2430) and admittance into the Junior/Senior year is based on this ranking. Up to 60 students are accepted into the sequence each year.

- 19.3.3.5. It is strongly encouraged that students submit their application by May 15th in the year they wish to start the junior sequence, although applications from qualified candidates will be reviewed up to the start of fall classes. Initial admission decisions are made after the end of Summer I. All students will be notified by email of the department's decisions. 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.

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

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

20.2. 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 enables them to complete the required background coursework for admission into a graduate program. This sequence of courses must be completed within two long semesters.

20.3. PROCEDURES TO IMPLEMENT POLICY:

20.3.1. 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.

20.3.2. 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 posted each year, typically April 1.

20.3.3. 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. This is done in conjunction with the Graduate Advisor once a student has been admitted.

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

20.3.5. 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.

20.3.6. Upon successful completion of the required background work, individuals may apply for 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.

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

21. Zero Tolerance: CDIS Departmental Policy Regarding Harassment.

21.1. PURPOSE: To describe and provide information regarding the department's Zero Tolerance Policy

21.2. POLICY: The Department of Communication Disorders DOES NOT TOLERATE any harassment or bullying. Texas State University is committed to providing a safe and supportive learning and working environment. As such, the institution and members of our community will not tolerate any form of harassment or discrimination.

21.3. PROCEDURES TO IMPLEMENT POLICY:

21.3.1. The Office of Equal Opportunity and Title IX under Institutional Compliance and Ethics (<https://compliance.txstate.edu/oeotix/>) 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.

21.3.2. Texas State prohibits discrimination and harassment on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity, or gender expression. 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.

21.3.2.1. The university's Prohibition of Discrimination (including harassment) Policy and Procedure is found at <https://policies.txstate.edu/university-policies/04-04-46.html>.

21.3.2.2. Sexual misconduct policies at Texas State University are found at: <https://compliance.txst.edu/oeotix/sexual-misconduct.html>

21.3.3. Reporting policies, contact information and forms for incidences of sexual misconduct, harassment or discrimination are available at <https://compliance.txstate.edu/oeotix/>.

21.3.4. Employee Responsibilities

21.3.4.1. Employees of the University are required to comply with policies that prohibit discrimination, harassment, sexual misconduct and retaliation. Any employee who becomes aware of possible discrimination, sexual misconduct, harassment or retaliation, by either direct observation or through the report of another, must immediately report it directly to The Office of Equal Opportunity and Title IX under Institutional Compliance and Ethics (<https://compliance.txstate.edu/oeotix/>). Failure to report will result in immediate termination of the employee.

21.3.4.2. All employees of Texas State University are required to complete training that focuses on fostering a safe working and learning environment free from harassment and discrimination and assists in complying with harassment prevention training laws and best practices, including Title IV, Title VII, and Title IX within 30 days of hire, and every two years thereafter.

21.3.5. Where to Report Discrimination/Harassment – Students

21.3.5.1. Students who believe they have experienced discrimination, harassment, or retaliation by faculty, staff, contractors, other students or a student organization should report their concerns to directly to The Office of Equal Opportunity and Title IX under Institutional Compliance and Ethics (<https://compliance.txstate.edu/oeotix/>).

21.3.5.2. If it is reported to a Texas State employee, the employee must report it to directly to The Office of Equal Opportunity and Title IX under Institutional Compliance and Ethics (<https://compliance.txstate.edu/oeotix/>) immediately. The employee should inform the student that the reporting will take place and that it is not anonymous. Only specially designated employees (medical professionals and individuals in the Counseling Center) can maintain student anonymity.

21.3.5.3. Because all reports go through The Office of Equal Opportunity and Title IX directly and not through the traditional Chain of Command, records are not kept at the departmental level.

22. Graduate Admission Procedures

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

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

22.3. PROCEDURES TO IMPLEMENT POLICY:

22.3.1. 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 (2 five-week summer semesters).

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

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

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

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

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

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

22.3.2.1. the online Graduate College application

22.3.2.2. application fee

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

22.3.2.4. completed one page résumé

22.3.2.5. statement of intent form (Not to exceed the space provided after each question.)

22.3.2.6. three letters of reference

22.3.2.7. completed prerequisites form

23. Nomination and Application Process for CDIS Departmental Awards

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

23.2. 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.

23.3. PROCEDURES TO IMPLEMENT POLICY:

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

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

23.3.3. Nominators must complete a brief nomination form available in the appendix of this document.

23.3.4. All nominees will be notified that they were nominated and must submit a brief award application and packet to be considered for the award. The application is available in the appendix at the end of this document.

23.3.5. Each CDIS Faculty member will rate each nominee based on their submitted packet according to the award rubric. The rubric can be modified by the members of the award committee.

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

23.3.7. The criteria for nomination, applications, and scoring rubrics to determine the Outstanding Graduate Students, Outstanding Undergraduate Student, and Undergraduate and Graduate Research Awards as available at the end of this document.

24. Academic, Clinical, and Professional Growth Plans

24.1. 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.

24.2. 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 and an Academic, Professional, and/or Clinical Growth Plan with specific goals will be outlined with the student, faculty, and Clinic Co-directors.

24.3. PROCEDURES TO IMPLEMENT POLICY:

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

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

24.3.2.1. 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 on-campus clinical practicum.

24.3.2.2. 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 3 or higher by the final.

24.3.2.3. 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.

24.3.3. The clinical educators 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.

24.3.4. 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.

24.3.5. If a student does not successfully complete Academic, Professional, or Clinical Growth Plans, he/she may be dismissed from the program for non-academic reasons.

24.3.6. 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.

25. Clinical Program Objective

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

25.1.2. 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.

25.1.2.1. 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.

25.1.2.2. 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.

25.1.3. PROCEDURES TO IMPLEMENT POLICY

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

25.1.3.2. The student representatives who attend the faculty meeting provide student input.

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

25.1.3.4. 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.

26. Students Prohibited from Representing the Department

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

26.2. 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.

26.3. PROCEDURES TO IMPLEMENT POLICY

26.3.1. 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.

27. Academic Prerequisites for Clinical Practicum

- 27.1. PURPOSE: To specify the academic prerequisites for direct-client contact experiences during speech-language pathology practicum (CDIS 4344, 5344, 5345, 5346, 5347, 5689, 5690) and audiology practicum (CDIS 5321)
- 27.2. POLICY: Students are eligible to participate in practicum experiences for which they have had adequate academic training that provides the theoretical basis for direct-client contact.
 - 27.2.1.1. 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.
 - 27.2.1.2. Students must successfully complete CDIS 4420 and CDIS 4370 or their equivalents prior to audiology practicum course (CDIS 5321).
 - 27.2.1.3. Students must successfully complete CDIS 4370 or equivalent before ASHA clinical hours may be accrued in aural rehabilitation/hearing intervention during CDIS 5344, 5345, 5346, 5347. In some cases, students may be assigned hearing-impaired clients for work on speech and language skills, provided the student has had an adequate academic background.
 - 27.2.1.4. 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.
- 27.2.2. PROCEDURES TO IMPLEMENT POLICY:
 - 27.2.2.1. 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.
 - 27.2.2.2. 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).
 - 27.2.2.3. 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 prior to enrolling in CDIS 5321.
 - 27.2.2.4 The graduate Program Coordinator will verify that all course deficiencies have been completed prior to allowing a student to register for CDIS 5689, 5690

28. Mandatory Enrollment of Graduate Students in Clinical Practicum

- 28.1. PURPOSE: To specify when graduate students must enroll in clinical practicum courses
- 28.2. POLICY: Graduate students must enroll in a clinical practicum course every semester they are enrolled for graduate work toward the CDIS degree.
 - 28.2.1. Graduate students in their first year of study must enroll for the appropriate on-campus Practicum (CDIS 5344, 5345, 5346, 5347).
 - 28.2.2. Graduate students in their first year of study must enroll in the Audiology On-campus Practicum (CDIS 5321) for one semester. This is in addition to their speech-language practicum. Graduate students in their second year of study enroll for CDIS 5689 (Off-campus Practicum) in semester five and CDIS 5690 in semester six.
 - 28.2.3. 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.
- 28.3. PROCEDURES TO IMPLEMENT POLICY
 - 28.3.1. The graduate advisor will verify graduate clinical enrollments.

29. Faculty On-Campus and Contact Hours

29.1. PURPOSE: The business of the department is conducted by the full participation of the faculty and staff of the department.

29.2. POLICY: 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.

29.3. PROCEDURES TO IMPLEMENT POLICY

29.3.1. Expectations for faculty physical presence on campus

29.3.1.1. Faculty should be in attendance on campus for four or five days a week, given the nature of the faculty assignment.

29.3.1.2. 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.

29.3.1.3. There will continue to be flexibility in negotiations with the chair for variation in scheduling of the four days at the chair's discretion.

29.3.1.4. 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.

29.3.1.5. Faculty are expected to be flexible with scheduling their research productivity days to ensure that the department's work is a priority.

29.3.1.6. 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.

29.3.1.7. Collectively, faculty should ensure that adequate coverage exists in the office Monday through Friday.

29.3.1.8. Accountability is ensured through several mechanisms.

29.3.1.8.1. Faculty conducting research 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.

29.3.1.8.2. Faculty conducting research will provide periodic updates at faculty meetings about the focus of productivity day work away from the department.

29.3.2. Contact hours expectation

29.3.2.1. The department expects a minimum of 3 hours in person on campus each week and two additional hours available electronically (phone, computer connection,

- 29.3.2.2. 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.

30. Time Keeping Policies

30.1. POLICY: It is the policy of the department that good use is made of the State's resources and that the department adheres to the university's policies on recording working time.

30.2. PROCEDURE: It is the responsibility of every person, faculty, and staff, to record their own time in SAP when duties are missed.

30.3. PROCEDURE TO IMPLEMENT THE POLICY:

30.3.1. Electronic approval from the chair is required.

30.3.1.1.1. If possible, prior approval from the Chair should be secured before missing scheduled responsibilities.

30.3.1.1.2. Planned time away from the office for conferences, meetings, or other professional obligations must be approved ahead of time.

30.3.1.1.3. Sickness of self or family is an exception to the prior approval, but notification of the Chair via email as soon as possible is expected.

30.3.2. If a scheduled class is missed, alternative assignments must be developed by faculty to account for the missed time. If an asynchronous, online assignment is used, faculty must ensure that the total amount of time across the semester does not exceed the university's established 15% for classes classified as a face-to-face delivery mode.

30.3.3. Any time that is spent attending a medical appointment (not exclusive to a physician's appointment) between 8:00-5:00 Monday through Friday must be reported electronically for approval by the chair and entered into SAP using sick time, whether a scheduled duty was missed or not. Only the duration of the appointment needs to be recorded.

30.3.4. Staff need to request prior approval from the chair for vacation, compensatory time, and/or FLSA overtime. Energy Conservation Days are not holidays and must be accounted for with personal leave if the employee does not plan to work.

30.3.5. All employees are responsible for entering their own missed time into SAP.

31. Terminal Degree Policy

31.1. PURPOSE: The purpose is to define the minimum qualifications needed for tenure-track and non-tenure line faculty.

31.2. POLICY: It is the policy of the Department of Communication Disorders to hire faculty holding a terminal degree.

31.3. PROCEDURE TO IMPLEMENT POLICY

31.3.1. The terminal degree for Communication Disorders education is the Ph.D. in Communication Sciences and Disorders or Speech-Language Pathology or related disciplines.

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

- 31.3.2.1.1.1. Ph.D. in Gerontology
- 31.3.2.1.1.2. Ph.D. in Linguistics
- 31.3.2.1.1.3. Ph.D. in Modern Languages
- 31.3.2.1.1.4. Ph.D. in Music
- 31.3.2.1.1.5. Ph.D. in Neurolinguistics
- 31.3.2.1.1.6. Ph.D. in Psychology or Neuropsychology or Psycholinguistics
- 31.3.2.1.1.7. Ph.D. in Neuroscience
- 31.3.2.1.1.8. Ph.D. in Special Education

31.3.3. The terminal clinical practice degree for speech-language pathology is a graduate degree in Communication Disorders.

31.3.4. The required degree for faculty teaching graduate clinical practicum courses is a graduate degree in Communication Disorders or Speech-Language Pathology or Audiology.

31.3.5. 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.

31.3.6. Exceptions (if applicable)

31.3.6.1. Special circumstances may require the 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.

31.3.6.2. Faculty in the Department of Communication Disorders who hold a

graduate degree may teach some of the undergraduate courses and graduate clinical practicum, in keeping with accreditation standards.

- 31.3.6.3. They may teach some graduate courses as appropriate with appointment to the Graduate Faculty by the Graduate College.
- 31.3.6.4. 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

32.1. PURPOSE: To define the departmental guidelines and expectations by rank in teaching, scholarship, and service for reappointment, performance and merit

32.1.1. This Annual Review serves to allow for faculty development and the showcasing of faculty strengths and accomplishments

32.2. POLICY: All faculty's performance, regardless of rank, is evaluated annually as defined in [Academic Affairs' Policy and Procedure 04.02.10](#), [Academic Affairs Policy and Procedure 04.01.50](#), and by the [College of Health Professions](#).

32.3. PROCEDURE TO IMPLEMENT POLICY: Faculty submit a report generated by Faculty Qualifications in addition to the Annual CDIS Review form that is available in the Appendix (separate for tenured/tenure-track and non-tenure line faculty).

32.3.1. Faculty are expected to enter accomplishments in Faculty Qualifications (<https://itac.txstate.edu/support/faculty-qual>) throughout the year

32.3.2. Faculty evaluations are performed first by the department's Personnel Committee, then by the Chair of the department, then by the Dean of the College of Health Professions.

32.3.3. The evaluation takes place in a timely manner in accordance with the calendar dates published by [Faculty and Academic Resources](#).

32.3.4. Evaluation is conducted by the Personnel Committee, made up of tenured and non-tenure line faculty who make recommendations to the Chair on annual performance, strengths and challenges, as well as merit and performance.

32.3.4.1. Expectations for tenured and tenure-track faculty normally should include clearly documented evidence of high-quality teaching, sustained peer-reviewed scholarly and creative activity, and sustained university and professional service. External and internal funding activities, patents, and commercialization of research may be considered.

32.3.4.2. Expectations for continuing non-tenure line faculty normally should include clearly documented evidence of high-quality teaching, peer-reviewed scholarly and creative activity where applicable, and university and professional service where applicable. External and internal funding activities, patents, and commercialization of research may be considered.

32.3.5. The evaluation for each faculty member is entered into Faculty Qualifications by the Personnel Committee, which allows for the review by each individual member.

32.3.6. The Chair does an independent evaluation of each faculty, taking into consideration the recommendations of the Personnel Committee. The Chair's evaluation is the final departmental annual evaluation that is submitted to the Dean of the College of Health Professions, along with the recommendations of the Personnel Committee.

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

- 33.1. PURPOSE: To define the mechanism where faculty and staff are awarded permanent salary adjustments.
- 33.2. POLICY: The primary method for awarding salary raises at Texas State is based upon the annual evaluation for performance and merit salary adjustments ([AA/PPS 04.10.50](#)).
- 33.3. PROCEDURE TO IMPLEMENT POLICY: For tenure-track and non-tenure line faculty, the performance and merit salary adjustment form is completed.
 - 33.3.1. The President announces the availability of funds for permanent salary increases, usually in the spring or early summer, which take place for the upcoming fiscal year.
 - 33.3.2. Eligibility for salary adjustment: All percentage-contract faculty are eligible for merit raises awarded through this process.
 - 33.3.3. A faculty member is evaluated in the areas of teaching, scholarly/creative activity when appropriate, and leadership/service, including his/her collegial contributions to the university community.
 - 33.3.4. Merit raises are based on a faculty member's annual evaluation.
 - 33.3.4.1. Performance is defined as meeting and/or exceeding departmental expectations as outlined in the CDIS Annual Review Form available in the appendix.
 - 33.3.5. Merit is defined as additional salary in recognition of performance that is clearly exceptional during the preceding merit evaluation period.
 - 33.3.5.1. Staff are eligible for Merit and Performance permanent salary increases through the Performance Management System (<https://www.hr.txstate.edu/performance-management.html>).
 - 33.3.6. The Chair makes the final determination of permanent salary adjustments.

34. Procedures for Tenure and Promotion for Tenure-Track Faculty and Promotion of Non-tenure Line Faculty

34.1. PURPOSE: The purpose is to define the steps required in the tenure and promotion of tenure-track faculty and promotion of non-tenure line faculty through the ranks from assistant to associate to full professor.

34.2. POLICY: The procedure is defined by the University and the College of Health professions. The Department of Communication Disorders aligns its procedures with both of these and outlines specific criteria relevant to the discipline of communication sciences and disorders.

34.3. PROCEDURE TO IMPLEMENT POLICY

34.3.1. The Department of Communication Disorders has developed separate policies for the tenure and promotion of tenure-track and tenured faculty (CDIS PPS 04.02.20a) and non-tenure-track faculty (CDIS PPS 04.02.20b). The policies are posted in the appendix at the end of this document.

35. Procedures for Website Content

- 35.1. PURPOSE: The purpose is to define the steps required determining website content and the mechanisms used to keep the information on the website relevant, current, and correct.
- 35.2. POLICY: Using the software and formatting defined by the University, The Department of Communication Disorders' website and the website for the Speech-Language-Hearing Clinic reflects current and relevant information pertinent to all stakeholders including current and prospective students, faculty, staff, current and prospective clients and all other interested parties both within and outside the university community.
- 35.3. PROCEDURE TO IMPLEMENT POLICY
- 35.3.1. The Departmental website is found at <https://www.health.txstate.edu/cdis/> .
- 35.3.2. The Speech-Language-Hearing Clinic website is found at <https://www.health.txstate.edu/slhclinic/> .
- 35.3.3. The College of Health Professions website is found at <https://www.health.txstate.edu/> . Management of this website is done through the Dean of the College of Health Professions.
- 35.3.4. Texas State University uses an official content management system to ensure that all official websites are consistent. The policy for design, function, navigation, retrieval, modification, and replacement of web content on all Texas State University's websites is available at [UPPS No. 04.01.06](#).
- 35.3.5. The department has one designated person who has the responsibility of maintaining the websites as part of their job description. This person, the website creator, is responsible for attending all trainings related to website design, following the industry standard best practices for design and development, and ensuring accessibility and usefulness of the websites. The website creator is the liaison between the department and the Division of Information Technology who owns the responsibility for all university websites. The administrative assistant III is designated as the alternate individual to the web creator.
- 35.3.6. It is the responsibility of the web creator to monitor and update the content of the websites. It is the responsibility of all faculty and staff to ensure that content is correct and timely and any problems or issues should be brought to the attention of the website creator immediately.
- 35.3.6.1. The Student Outcome Data is updated over the summer prior to the start of the new academic year and prior to the opening of the graduate program application portal.
- 35.3.7. Any new or updated content that faculty or staff wish to include on the websites, is brought to the attention of the web creator, who is responsible for the changes, additions, and deletions on the sites. The requested changes are made with approval of the Chair. Faculty should not independently modify any information on the general departmental or clinic website. Faculty are responsible for the design, content, and maintenance of their own personal research and class websites.

Appendices

Essential Functions for students in the Communication Disorders Master's Program (MSCD & MACD)

Essential functions are those skills and traits that are important for success in a particular academic degree program and/or profession. These essential functions, delineated below, help ensure that graduate students in Communication Disorders will succeed in the classroom and in clinical practicum necessary for the Master's degree, and for safe and effective patient care as a speech-language pathologist.

In alignment with the American Speech-Language-Hearing Association's (ASHA) Council on Academic Accreditation (CAA) Standards 4.2 and in-part, 4.3, (the program makes reasonable adaptations in curriculum, policies, and procedures to accommodate differences among individual students) and Texas State University's Prohibition of Discrimination policy statement (UPPS 04.04.46), this document is not intended to exclude students, but to help current and future students understand the essential skill set required in the profession of speech-language pathology.

With reasonable accommodations* as needed, students should:

COMMUNICATION

- Communicate proficiently, professionally, and intelligibly in both oral and written English;
- Possess reading and writing skills sufficient to meet curricular and clinical demands;
- Perceive and demonstrate appropriate verbal and non-verbal communication for culture and context;
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served;
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.

MOTOR ABILITY AND PHYSICAL HEALTH

- Sustain necessary physical activity level in required classroom and clinical activities;
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.;
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice;
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe and effective manner. While not all clients in all settings will require this, in some clinical environments this is considered an essential skill;
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.);
- Provide for one's own personal hygiene;
- Maintain adequate physical health to complete academic and clinical requirements and in order to not put at risk clients and others in the work/academic environment.

INTELLECTUAL / COGNITIVE

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands;
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan;
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation;
- Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources to increase knowledge;
- Utilize detailed written and verbal instruction to make unique and independent decisions;
- Retain information across time;
- Apply academic information in clinical contexts;
- Critically evaluate information.

- Visually and auditorily identify normal and disordered communication, fluency, swallowing, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication;
- Demonstrate sufficient sensory ability to:
 - sufficiently assess speech-related structures and functions and communication; maintain and use technology related to communication assessment and therapy;
 - acquire knowledge and skills required by the program; counsel, assess, and treat individuals with communication disorders;
 - recognize and respond appropriately to emergencies that potentially affect clients and others (e.g., know when there is a fire alarm and safely evacuate self and client);
 - discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests;
 - recognize when a client or client's family does not understand the clinician's written or verbal communication.

BEHAVIORAL/ SOCIAL/EMOTIONAL

A student should possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others;
- Work in a collegial and effective manner with peers and supervisors;
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds;
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, and departmental, university and federal privacy policies;
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting;
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health);
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints;
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors;
- Present one's self in a professional manner in clinical and academic contexts;
- Abide by the university's academic honesty policy.

*A reasonable accommodation is assistance or changes to a position, learning environment, or workplace that will enable an employee to do his or her job despite having a disability. Under the Americans with Disabilities Act (ADA), employers are required to provide reasonable accommodations to otherwise qualified employees with disabilities, unless doing so would pose an undue hardship to an employer or agency. These modifications should not fundamentally alter the purpose or requirements of the course or program. Reasonable accommodations are determined on an individual basis and take into account the functional limitations of the impairment. Accommodations may vary from class to class depending upon course content and format. They are intended to be effective and reasonable; they may not be exactly what the student wishes or requests.

Students with Disabilities.

If you have a disability, it is your responsibility to register with the Office of Student Disability Services prior to requesting accommodations. Disability Services at Texas State University will assist in determining the level or type of support that is needed for you to fulfill the essential functions of your graduate program. For more information about Disability Services, or to find out if you qualify, please contact them at:

Phone: 512-245-3451

Email: ods@txstate.edu

Website: <http://www.ods.txstate.edu>

- Horner, J., Schwarz, I., Jackson, R., Johnstone, P., Mulligan, M., Roberts, K., Solberg, M. (2009). Developing an “essential functions” rubric: Purposes and applications for speech-language- hearing academic programs. *Journal of Allied Health*, 38(4), 242-247.
- Schwartz, I., Horner, J., Jackson, R., Johnstone, P., Mulligan, M., & Solberg, M. (2007). Defining essential functions for a diverse student population. *Proceedings of the Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders*, Palm Springs, CA.

Program Applicant Agreement Statement

As an applicant to the Master’s (MSCD or MA) program in Communication Disorders at Texas State University, I attest that I have read all pages of the Essential Functions document, that I understand its contents, and I am committed to the policies expressed therein. I understand that should I fail to demonstrate all of the Essential Functions despite documented reasonable accommodations and reasonable levels of support from the academic and clinical faculty, I may face dismissal for non-academic reasons (CDIS PPS 10 Graduate Student Dismissal from the Department of Communication Disorders for Unsatisfactory Clinical and Professional Progress).

Student Signature

Date

Criteria for Outstanding Students Nominations

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.

Department of Communication Disorders Annual Review Guidelines for Faculty of Instruction

Important Note: This document applies to ANNUAL REVIEW, not consideration for promotion. Annual Review addresses only the CALENDAR YEAR (January 1 – December 31). All faculty must complete and submit the form included as an Appendix at the end of this guideline, along with relevant artifacts and an updated CV to facilitate their annual review. *Faculty will only be evaluated on the documentation submitted. Failure to submit required documentation will result in an annual evaluation rating of “does not meet” in the category(s) in which are documentation is lacking.*

The Department of Communication Disorders requests that, at the time of annual review, 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 evaluate the teaching of every department faculty member annually, based on work performed from January to December (i.e., spring, summer, and fall semesters). In the Department of Communication Disorders, faculty of instruction, by default, serve as clinical educators, and their primary teaching duty is the clinical training and supervision of graduate students. On occasion, faculty of instruction may be assigned a didactic course, based on their expertise and department needs; however, their primary teaching responsibility is in individualized clinical instruction.

For faculty of instruction, the Department defines teaching as including not only clinical education/supervision, but also other factors such as student mentoring, developing clinical curriculum, preparing clinical protocols/materials, expanding service delivery and student experiences to new populations, maintaining and expanding competencies by obtaining instructive CEUs and trainings, and similar activities. Collegiality is expected from all faculty and elements demonstrating collegiality in teaching (noted below) must be highlighted for annual review and promotion.

Faculty must document activities in one or more of the three teaching areas (listed below) using the annual review form.

Category 1: Required Teaching Elements: All faculty are expected to show, in their annual reviews, that they:

- Maintain state licensure as SLP or AuD and ASHA CCC in the appropriate area (does not count for a point towards Merit)
- Receive an average score on student evaluations that reflects acceptable teaching standards: excellent =3.75+ on 5-point scale; high quality =3.5; adequate quality = 3.25 (if appropriate)

AND/OR

- Receive an average score on student evaluations of clinical supervision that reflects acceptable standards: excellent = 3.75+ on a 5-point scale; high quality = 3.5; adequate quality = 3.25
- Maintain indirect teaching hours (planning, preparation, documentation, etc.) commensurate with assigned direct supervision hours (indirect hours should approximate the number of hours of direct supervision)
- Maintain required office hours (does not count for points towards Merit)
- Actively participate in the Peer Evaluation process*

Category 2: Demonstrates current knowledge and competence in discipline-specific area

- Specific additional (over minimum for licensure and certification) CEU documentation, workshop/conference attendance, self-study, etc., to enhance clinical competence
- Develop protocols and/or recruit populations that are not currently seen in the Speech-Language-Hearing Clinic, for e.g., training and implementation of Speak OUT program for Parkinson's Disease.
- Present guest lectures/seminars to other professionals or classes*
- See clients without assigned students/direct clinical services
- Other (please explain, subject to approval by PC and/or Chair)

Category 3: Demonstrates continued development and growth in teaching/instructional activities

This area is primarily focused on service delivery, clinical education in a one-to-one or small-group format, and instructional activities that include didactic strategies in larger classroom settings. Documentation of the following activities will be counted under area 3:

- Demonstrates pedagogy skills in syllabus construction, course outline and delivery, evaluation/assessment techniques, inclusive learning, and classroom management
- Sponsorship or guidance of student research
- New course prep, new course/clinical module prep, teaching established class for the first time, substantial reworking or expansion of a previously taught class
- Incorporating new pedagogical techniques to enhance student learning
- Teaching or clinical overloads, including writing-intensive classes and supervision of students on growth plans
- Presenting guest lectures/seminars/or significant portions of other classes (not instructor of record) to students *
- Completing additional CEUs, workshops, or certifications to enhance teaching skills
- Nomination/recipient of teaching award
- Leads learning opportunities not associated with a didactic class
- Procurement of grants for student training or curriculum development
- Other (please explain, subject to approval by PC and/or Chair)

16

17 *Demonstrate collegiality within teaching. Faculty are encouraged to include others with a rationale.

18 Evaluation of Teaching:

Teaching Level	Student Evaluations	Required Teaching Elements (Area 1)	Additional Teaching Elements (Area 2)	Additional Teaching Elements (Area 3)
Level I: Exemplary	>3.75 on a 5-point scale	Evident	At least 2	At least 3
Level II: Exceeds	3.5 – 3.74	Evident	1	2
Level III: Meets	3.25 – 3.49	Evident	1	2
Level IV: Does Not Meet	Below 3.25	Not evident	1 or absent	1 or absent

19

20

21 SERVICE

22 The Department of Communication Disorders defines service and service leadership as a professionally related activity, other than teaching or scholarship, that contributes to the Department, the University, the community, or the profession. Service activities encompass those performed using competencies relevant to the faculty member's role as a communication sciences and disorders educator, and in some instances can be an extension of their teaching. For a faculty of instruction to receive a ranking of adequate or above during the annual review process, they must demonstrate active service and/or leadership at least at the departmental level. Service to the college, university, profession, and community is strongly encouraged. Leadership is strongly recommended for those holding the rank of Associate Professor of Instruction and expected of those holding the rank of Professor of Instruction.

The chair and the Personnel Committee assess the quality of service activities based on the faculty members' documentation of the same. Collegiality is expected from all faculty, and elements demonstrating collegiality in service (noted below) must be highlighted for annual review and promotion.

23 Examples of service activities that faculty of instruction are encouraged to seek, and document (with evidence) as part of the annual review process include:

24

Category 1: Performs service that complements the mission of teaching and/or is student-focused.

- University Mentor status
- Student Academic Advising
- Student organization advisor
- Student mentoring
- Clinic director or coordinator duties

- Mentoring of assistant or associate instructional faculty in clinical and academic instruction*
- Active participation in professional, university, college, or departmental committees or activities that support student learning*
- Administration of the clinic (e.g. equipment and general maintenance, client services and procurement, client recruitment activities, etc.)
- Other (please explain, subject to approval by PC and/or Chair)

Category 2: Performs service that supports the department, college, university, profession, or community.

- Demonstrates leadership capabilities (committees, task force, etc.) at a departmental, college, or university level*
- Active participation in professional, university, college, or departmental* committees or activities not directly related to student learning
- Active participation or leadership in professional organization(s)
- Nomination or recipient of a service award

** Demonstrate collegiality within service. Faculty are encouraged to include others with a rationale.*

Evaluation of Service:

Service Level	Description
Level I: Exemplary	Documented evidence of activities in both Category 1 and 2 ○ two or more leadership activities. ○ three or more active participation activities (at least one in each category)
Level II: Exceeds	Documented evidence of activities in both Category 1 and 2 ○ one leadership activity ○ two or more active participation activities (at least one in each category)
Level III: Meets	Documented evidence of active participation in two or more activities in either category.
Level IV: Meets with No Merit	Documented evidence of at least one activity
Level V: Does not Meet	No service activity documented

**Appendix: Department of Communication Disorders Annual Review Form for
Faculty of Instruction**

All faculty must use this form to complete and document their annual self-evaluation of teaching and service, in accordance with the Department of Communication Disorders Annual Review Guidelines. The departmental personnel committee (PC) and the chair will make their assessments based on the information included in this form and the supporting evidence provided in faculty qualifications. This form must be uploaded under “other” at the time of submitting the annual evaluation in faculty qualifications. It is the responsibility of faculty submitting their annual evaluation to ensure that all supporting evidence is uploaded correctly in faculty qualifications and is accessible to the PC and Chair.

Category	Tasks/Activities (Numbered List)	Evaluation (as applicable)	Description (as applicable)
1: Required Teaching Elements	Teaching: List #students supervised, Tx vs Dx, didactic teaching (list courses), etc.	Student Teaching Evaluation for each course: Overall Average Teaching Evaluation: Peer/chair Teaching Evaluation (list each):	
	Participation in Peer evaluation Process		
2: Demonstrates current knowledge and competence in discipline- specific area	List relevant elements:		
3: Demonstrates continued development and growth in teaching/instructional activities	List relevant elements:		

***Teaching Level (highlight): I = Exemplary; II = Exceeds; III = Meets; IV = Does not Meet**

Teaching Level	Student Evaluations	Required Teaching Elements (Area 1)	Additional Teaching Elements (Area 2)	Additional Teaching Elements (Area 3)
Level I: Exemplary (3-points)	>3.75 on a 5-point scale	Evident	At least 2	At least 3
Level II: Exceeds (2-points)	At least 3.5	Evident	1	2
Level III: Meets (1-point)	At least 3.25	Evident	1	2
Level IV: Does Not Meet	Below 3.25	Not evident	1	1

**Use table to determine teaching level*

Section II: Service

Category	Scope (Dept., College, University, Professional, Community)	Role (Leader, Active Member, Paid Membership)	Description of Task(s) completed	Supporting Evidence/Documentation (yes or no)	List number of elements for each category
1					
2					

***Service Level (highlight): I = Exemplary; II = Exceeds; III = Meets; IV = Meets with no merit; V = Does not meet**

Service Level	Description
Level I: Exemplary (3-points)	Documented evidence of activities in both Area 1 and 2 ○ two or more leadership activities. ○ three or more active participation activities (at least one in each area)
Level II: Exceeds (2-points)	Documented evidence of activities in both Area 1 and 2 ○ one leadership activity ○ two or more active participation activities (at least one in each area)
Level III: Meets (1-point)	Documented evidence of active participation in two or more activities in either Area
Level IV: Meets with No Merit (0-points)	Documented evidence of at least one activity
Level V: Does not Meet (0-points)	No service activity documented

**Use table to determine service level*

Merit:

- Merit will be calculated on the expectation of a typical workload of 80% (teaching): 20% (service), unless specified by the Department Chair. To calculate your merit points, please multiply points from teaching by 4 and add to points for service. *For e.g., if your teaching score is Level I (3-points) and Service score is Level I (3-points), your merit points = $(3*4)+3 = 15$ (High Merit)*

Merit Level	Points
High Merit	11-15 points
Medium Merit	6-10 points
Low Merit	1-5 points
No Merit	0 points

Department of Communication Disorders Annual Review Guidelines for Tenure-Track & Tenured Faculty

Important Note: This document applies to ANNUAL REVIEW, not consideration for tenure or promotion. Annual Review addresses only the CALENDAR YEAR (January 1 – December 31). All faculty must complete and submit the form included as an Appendix at the end of this guideline, along with relevant artifacts and an updated CV to facilitate their annual review. *Faculty will only be evaluated on the documentation submitted. Failure to submit required documentation will result in an annual evaluation rating of “does not meet” in the category(s) in which documentation is lacking.*

The Department of Communication Disorders requests that, at the time of annual review, 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 to December (i.e., spring, summer (when applicable), and fall semesters). 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) peer evaluations by personnel committee and chair, 4) official student class evaluations, and 5) the faculty member's self-evaluation. Such evaluation may also include 6) examination of teaching 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 personnel committee members conduct *three peer evaluations* of their classroom teaching every year.

The Department defines teaching as including not only classroom performance, but also 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 relevant CEUs, maintaining licensure, and mentoring students. Collegiality is expected from all faculty, and elements demonstrating collegiality in teaching (as noted below) must be highlighted for annual review and consideration for tenure/promotion.

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

- Receive a majority of student evaluations that reflect acceptable teaching standards
excellent =3.75+ on 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 CEUs on topics covered in scheduled teaching

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- Maintain ASHA certification and Texas state licensure

Additional Teaching Elements: Elements that further demonstrate teaching quality (not exhaustive) are listed below in no particular order:

- Positive peer evaluations of teaching by members of the personnel committee and chair (required for tenure-track faculty)
- University Mentor status
- Sponsorship of student research
- Teaching overloads, large classes (=> 30 students for graduate classes; =>40 students for undergraduate/stacked courses), writing-intensive courses, or clinical supervision/education
- 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
- Curriculum development
- Presenting invited guest lectures/seminars on or off campus (e.g. short courses)*
- Recipient of a teaching award
- Demonstrating progress toward a relevant advanced degree
- Providing input into curriculum development*
- New course development
- Substantial reworking of previously taught course (such as new textbook adoption)
- Teaching enhancement activities
- Introducing new pedagogy for the training of students
- Completing additional certifications, workshops, or CEUs to enhance teaching skills in specific area of expertise
- Other elements as approved by CDIS PC and Chair

Evaluation of Teaching

Teaching Level	Student Evaluations	Required Teaching Elements	Additional Teaching Elements
Level I: Exemplary	>3.75 on a 5-point scale	Evident	At least 3
Level II: Exceeds	At least 3.5	Evident	At least 2
Level III: Meets	At least 3.25	Evident	At least 1
Level IV: Does Not Meet	Below 3.25	Evident	None

**Demonstrate collegiality within teaching. Faculty are encouraged to include others with a rationale.*

SCHOLARLY AND CREATIVE ACTIVITY

Tenure-track and tenured 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 (scholarship of teaching and learning {SOTL}).

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

For peer-reviewed journals, publication times vary by journal. CDIS recognizes this is not within the control of faculty and will use a *3-year rolling average* for annual evaluation and merit in scholarship. For example, for the 2030 annual review, faculty must average their peer-reviewed publications from 2028, 2029, and 2030. *Only published manuscripts will be considered; please do not include submitted works for annual review consideration.*

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 factors such as the acceptance rates of journals in which articles have appeared, the prestige of organizations to which papers were presented, and the opinions of experts outside the university. They will also examine whether a presentation or written work is refereed or not, as well as the source, award amount, and educational or research significance of any grant or contract.

Collegiality within scholarship can be measured and reported based on projects that are built in collaboration with departmental colleagues. It is recommended that projects demonstrating collegiality be highlighted as such.

The categories below are assigned recommended values. If a tenure-track or tenured faculty member provides justification for an alternative interpretation of the assigned value, the Personnel Committee may consider it.

Elements Demonstrating Scholarly and Creative Activity (3-year rolling average for each) **Category 1 (5 points each)**

- One funded external grant or contract as PI or Co-PI
- One external grant or contract as PI or Co-PI that is scored or that the faculty member received written feedback from an agent of the granting agency.
- One funded internal grant
- Gifts/donations via the university given to support the faculty research agenda
- One publication of an article in a refereed journal
- Patents

Category 2 (3 points each)

- One single-authored book in field of study (e.g. textbook)
- One multi-authored book as first author in field of study (e.g. textbook)
- One (1) technical report written and submitted by faculty based on grant activity (evidence of involvement is required)
- One (1) submitted (*or not* funded) external grant or contract as PI or Co-PI

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- One (1) submitted (*or not funded*) internal grant or contract as PI or Co-PI
- One book chapter as first author
- Editing one book in field of study (e.g. textbook)
- Editorials in peer-reviewed publications including editorial compilations in a special issue
- Scholarly presentations as a first author (international, national, regional, or state)
- Invited scholarly presentations that are regional, state, national or international in scope

Category 3 (1 point)

- Book review and/or newsletter article
- Key personnel on a funded external research grant
- Scholarly presentations as co-author (international, national, regional, or state)
- Discussant or Presenter (panel discussion or workshop leader at the international, national, regional, or state level)
- Presenting a poster as a co-author at university research forums
- Presenting a poster as a co-author at local and state conferences,
- Invited scholarly presentations on campus (i.e. presentation of research in a colloquium)

Category 4 (0 points, demonstrates progress)

- Evidence of developing new scholarship (e.g. submitted/approved IRB; deployment of new equipment/lab setup, etc.)
- Evidence of disseminating scholarly works (submitted articles, presentations, posters, etc.)

Evaluation of Scholarship

Level	Description	Points
Level I: Exemplary	Points earned from either Category 1 or a combination of Category 1 and 2.	10+
Level II: Exceeds	Points earned from a combination of Category 1 and 2.	8+
Level III: Meets	Points earned from Category 2 or a combination of Category 2 and 3.	4+
Level IV: Meets with No Merit	Documentation of at least one element from category 4 (0 points).	0
Level V: Does Not Meet	No activity was documented in the Scholarly and Creative area.	0

SERVICE

The Department of Communication Disorders defines service and service leadership as a 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 tenure-track or tenured faculty member's role as a communication sciences and disorders educator. For a tenure-track or tenured faculty member to receive a ranking of adequate or above during the annual review process, they must demonstrate service and/or leadership at the departmental level. Leadership in service is strongly recommended for those holding the rank of Associate Professor and is expected of those holding the rank of Professor.

In addition to the requirement that tenure-track or tenured faculty members 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 provided by the tenure-track or tenured faculty member. Examples of service activities include but are not limited to 1) active membership and participation in professional organizations, 2) serving on editorial boards of scholarly journals, 3) reviewing for scholarly journals, 4) active membership on university, college, and department committees, 5) training, volunteering, supervising, and consulting with agencies and organizations, 6) student/peer mentorship beyond the scope of the classroom.

The Chair and the Personnel Committee assess the quality of service leadership based on the tenure-track or tenured faculty member's documentation of the same. Examples of service leadership include but are not limited to 1) holding office in professional organizations, 2) serving on an editorial board as editor or co-editor, 3) directing university, college, or departmental committees, 4) organizing a task force, 5) initiating a special project, 6) engaging in legislative or public sector advocacy.

Collegiality is expected from all faculty, and elements demonstrating collegiality in service (noted below) must be highlighted for annual review and tenure/promotion.

Each tenure-track or tenured 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*
- Serving on Editorial Board of a national journal
- Serving as ad-hoc reviewer for a peer-reviewed journal/publication
- Peer-review for state, national, or international conferences
- Received service honors or awards
- Executive/Professional Board service

Category 2

- Active participation/membership at the University, College, department, professional organization, or community level*
- Peer-review for regional workshop/conference
- Hosting regional workshop/conference/guest speakers
- Mentoring/Sponsorship of on-campus student organizations
- Executive/Professional Board service

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- Expert consultation
- Nominated for service honors or awards
- Completion of a departmental service role or project*
- University or departmental mentorship*

** Demonstrate collegiality within service. Faculty are encouraged to include others with a rationale.*

Evaluation of Service:

Service Level	Description
Level I: Exemplary	Documented evidence of activities in Category 1 and 2 ○ At least one position in category 1 ○ At least three in category 2 (minimum of a total of four positions or activities)
Level II: Exceeds	Documented evidence of at least three positions/activities in category 2
Level III: Meets	Documented evidence of two positions/activities in category 2
Level IV: Meets with No Merit	One position or activity in any category
Level V: Does Not Meet	No service activity documented

**Appendix: Department of Communication Disorders Annual Review Form for
Tenure-Track & Tenured Faculty**

All faculty must use this form to complete and document their annual self-evaluation of teaching, scholarship, and service, in accordance with the Department of Communication Disorders Annual Review Guidelines. The departmental personnel committee (PC) and the chair will make their assessments based on the information included in this form and the supporting evidence provided in faculty qualifications. This form must be uploaded under “other” at the time of submitting the annual evaluation in faculty qualifications. It is the responsibility of faculty submitting their annual evaluation to ensure that all supporting evidence is uploaded correctly in faculty qualifications and is accessible to the PC and Chair.

Section I: Teaching

Category	Tasks/Activities	Evaluation (as applicable)	Supporting Evidence/Description (numbered list)
Required Teaching Elements	Courses taught:	Student Teaching Evaluation for each course: Overall Average Teaching Evaluation: Peer/Chair Teaching Evaluation (list each and average):	
	Office Hours:	N/A	
	Professional Competency/CEUs (list #):	N/A	
Additional Teaching Elements	List relevant elements:		

Self-Evaluation:

Teaching Level (highlight): I = Exemplary; II = Exceeds; III = Meets; IV = Does not Meet

Teaching Level	Student Evaluations	Required Teaching Elements	Additional Teaching Elements
Level I: Exemplary (3-points)	>3.75 on a 5-point scale	Evident	At least 3
Level II: Exceeds (2-points)	At least 3.5	Evident	At least 2
Level III: Meets (1-point)	At least 3.25	Evident	At least 1
Level IV: Does Not Meet 0-points	Below 3.25	Not evident	None

**Use the table to determine the teaching level*

Section II: Scholarly and Creative Activity*

Category	Type/Description of Activity	Citation (as applicable)	Score (see guidelines for points; add points/category)
1 (5 points each)			
2 (3 points each)			
3 (1 point each)			
4 (0 points)			

Self-Evaluation:

1. Number of elements from Category 1:
2. Number of elements from Category 2:
3. Number of elements from Category 3:
4. Number of elements from Category 4:

Total Points Earned:

**Please remember to calculate the 3-year rolling average for scholarly products.*

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***Scholarship Level (highlight): I = Exemplary; II = Exceeds; III = Meets; IV = Meets with no merit; V = Does not meet**

Level	Description	Points
Level I: Exemplary (3-points)	Points earned from either Category 1 or a combination of Category 1 and 2.	10+
Level II: Exceeds (2-points)	Points earned from a combination of Category 1 and 2.	8+
Level III: Meets (1-point)	Points earned from Category 2 or a combination of Category 2 and 3.	4+
Level IV: Meets with No Merit (0-points)	Documentation of at least one element from category 4 (0 points).	0
Level V: Does Not Meet (0-points)	No activity was documented in the Scholarly and Creative areas.	0

**Use the table to determine scholarship level*

Section III: Service

Category	Scope (Dept., College, University, Professional, Community)	Role (Leader, Active Member, Paid Membership)	Description of Task(s) completed	Supporting Evidence/Documentation (yes or no)
1				
2				

Self-Evaluation:

1. Number of elements from Category 1:
 - a. Leadership:
 - b. Active Member/Participation
2. Number of elements from Category 2:

***Service Level (highlight): I = Exemplary; II = Exceeds; III = Meets; IV = Meets with no merit; V = Does not meet**

Service Level	Description
Level I: Exemplary (3-points)	Documented evidence of activities in Category 1 and 2 ○ At least one position in category 1 ○ at least three in category 2 (minimum of a total of four positions or activities)
Level II: Exceeds (2-points)	Documented evidence of at least three positions/activities in category 2
Level III: Meets (1-point)	Documented evidence of two positions/activities in category 2
Level IV: Meets with No Merit (0-points)	One position or activity in any category
Level V: Does Not Meet (0-points)	No service activity documented

**Use the table to determine the service level*

Merit:

- To calculate merit, the standard formula of 40-40-20 (teaching-scholarship-service) will be used. In instances where an individual faculty workload was adjusted, the weighting will be adjusted accordingly in consultation with the CDIS Chair.
- To calculate merit, please use the following formula: $(\text{Teaching Score} \times 2) + (\text{Scholarship Score} \times 2) + \text{Service Score}$:

Merit Level	Points
High Merit	11-15 points
Medium Merit	6-10 points
Low Merit	1-5 points
No Merit	0 points

Tenure and Promotion for Tenure-Track and Tenured Faculty

CDIS PPS 04.02.20a

Effective Date 08/25/2025

Review Date: 08/2025

Next review date: 08/2030 (E5Y)

Sr. Reviewer: CDIS Department Chair

- 01. POLICY STATEMENT.** The Department of Communication Disorders (CDIS) is committed to supporting the university mission through the effective hiring, evaluating, developing, and promoting of faculty. This policy applies to all tenure-track and tenured faculty lines eligible for promotion. The purpose of this policy is to communicate to faculty the Department of Communication Disorders (CDIS) policy and procedures governing the tenure and promotion of eligible faculty members. This policy should be construed as the minimum requirements for tenure and promotion decisions. Additional sources include:

- 01.01. [AA/PPS No. 04.02.20 \(8.10\) Tenure and Promotion Review](#)
- 01.02. [AA/PPS 04.02.01 \(8.01\) Development/Evaluation of Tenure-Track Faculty](#)
- 01.03. [AA/PPS 04.01.01 \(7.02\) Faculty Hiring](#)
- 01.04. [CHP PPS 04.02.20 Tenure and Promotion](#)
- 01.05. American Association of State Colleges and Universities, “The Core of Academe”
- 01.06. Faculty Handbook

02. DEFINITIONS

- 02.01. No unique definitions exist for CDIS outside what is already defined by the University and College of Health Professions.
- 02.02. The faculty of CDIS views teaching, scholarly/creative activity, service, and collegiality as essential to the achievement of tenure and promotion.
- 02.03. At the core of CDIS's philosophy and of relevance to the performance evaluation of faculty are collegiality, professional and ethical behavior, honesty and integrity, collaboration, and contributions to the missions of CDIS, the College, the University, and the local/professional community. Collegial faculty members are expected to contribute to the positive functioning of CDIS, the College, and the University (AA/PPS No. 04.02.20). Although collegiality can be highly subjective, there are measurable components that apply differentially to each faculty member (not an exhaustive list); e.g., teaching for another in an emergency, collaborating on various projects, active service commitments, providing a guest lecture to augment another faculty member's course, and supporting university initiatives.

03. PROCEDURES FOR TENURE AND PROMOTION

- 03.01. Typically, the probationary period prior to the award of tenure is six years and the period for promotion is five years in rank (AA/PPS 04.04.20 and CHP PPS 04.02.20). The sixth year is typically the year of consideration, however, candidates with strong performance may request to be considered one year earlier.

- 03.02. Credit toward tenure as a condition of hire will affect this timeline.

Hired year 1	performance criteria	year 4	performance criteria
year 2	performance criteria	year 5	performance criteria
year 3	performance criteria	year 6	Year of consideration

credit year 1	performance criteria
credit year 2	performance criteria
Hired year 3	performance criteria

year 4	performance criteria
year 5	performance criteria
year 6	Year of consideration

03.03. Leaves of absence and part-time appointments do not count as part of the probationary period.

03.04. Faculty may toll up to two years on their tenure clock (see AA/PPS 04.02.20).

Hired year 1	performance criteria
year 2	performance criteria
Tolled year	
year 3	performance criteria

year 4	performance criteria
year 5	performance criteria
year 6	Year of consideration

03.05. Once tenured, faculty typically spend five years in rank prior to promotion, but this timeline can be altered (either direction) based on performance. For faculty being considered for promotion to professor, the evaluation will emphasize performance since the last promotion.

Promoted year 7	performance criteria
year 8	performance criteria
year 9	performance criteria

year 10	performance criteria
year 11	Year of consideration

03.06. Candidates for promotion to full professor must be mindful of the university's expectations of sustained performance and leadership in the dimensions of teaching, scholarship, and service. The leadership of CDIS encourages all faculty to map out their metrics on a timeline that demonstrates sustained performance. When there is a lag in performance that is not justified, the candidate may want to postpone seeking promotion until five consecutive years of performance can be illustrated. Leadership can be demonstrated in the following ways:

- a. Scholarship: Principal investigator on research grants, first-authored publications, or last author on multidisciplinary work (indicating project director role), invited talks at the state or national level, invited publications or other activities deemed acceptable by the CDIS Personnel Committee.
- b. Service: Leadership roles in professional organizations at the state and national level; invited peer reviewer of books, journal articles, and conference proceedings; invited leadership role on editorial boards (e.g. Editor, Associate Editor, Associate Review Editor), or other activities deemed acceptable by the CDIS Personnel Committee.

03.07. The Texas State Vita (Form IA) must document all achievements since the initial date of full employment at Texas State University and highlight those activities which apply to the probationary period(s).

03.08. Teaching: A strong record in teaching is essential and would normally include evidence of sustained teaching effectiveness and commitment to continuous improvement in the form of:

- a. Statement of teaching philosophy (required).
- b. Student evaluations (required) – these should be at or above an average of 3.75/5 over the 3 years before submitting promotion material, however, consideration is given to the complexity/unpopularity of content/courses.
- c. Annual evaluation of teaching by Department Chair (required) for promotion to associate professor only (not required for promotion to full professor).
- d. Evaluations based on classroom observations by other faculty members/peers for Tenure-Track Assistant Professors. Peer evaluation should be performed by a member of the Personnel Committee at least once per semester.
- e. Teaching-related grants: Tenure-track and tenured faculty will receive credit for grant applications submitted to fund teaching related activities.
- f. Evidence of continuing education with an emphasis on the assigned coursework.
- g. Other evidence, including but not limited to letters from former students, development or revision of courses or programs, evidence of innovative instructional materials and teaching techniques, faculty development activities focused on improving teaching effectiveness (such as attendance at conferences and workshops or formal academic study), and teaching awards, honors, and funded teaching grants.

03.09. Research: A strong record of sustained research in the faculty member's area of expertise is essential. Different minimum research criteria apply for tenure and promotion to associate professor and for promotion to full professor.

a. Associate Professor

A candidate must have a minimum of 10 Scholarly Products with evidence of *sustained* scholarship. These products should include the following:

1. Scholarly agenda/Research statement
2. At least 6 peer-reviewed journal articles/research notes with 4 as first author. A research note (e.g., research brief or report) is a brief manuscript presenting pilot, preliminary, and/or exploratory findings or a new method for the collection or analysis of data.
3. At least one competitive internal and external research grant or contract submitted as PI or Co-PI. Gifts/donations managed through the university given to support faculty research meet this requirement.
4. At least 3 other scholarly products, including (but not limited to):
 - a. Development of products from scholarly endeavors that are made available to the research community and/or marketed to the public
 - b. Product that is adopted by a publisher or organization for sale or distribution
 - c. Single authored book
 - d. Multi-author book as first author
 - e. Book chapter as first author
 - f. Invited book reviewer as first author
 - g. Key personnel on a funded external research grant with evidence of performance on the grant as demonstrated by any quarterly and/or final reports submitted to the granting entity
 - h. Editorial compilation in a special issue. (Note, editors typically write an introduction to the compilation that explains why the compilation matters and how each article contributes. For this reason, the CDIS Personnel Committee classifies this type of product as a scholarly product.)
 - i. Refereed presentations and posters.

b. Professor

Scholarship: The candidate must have a minimum of 14 scholarly products after receiving tenure and promotion to Associate Professor. These must be evidence of sustained scholarship and leadership for 5 consecutive years, leading to the promotion. The scholarly products should include the following:

1. Scholarly agenda/Research statement
2. At least 8 peer-reviewed journal articles/research notes with 4 as first author demonstrating leadership (see 03.06). A research note (e.g., research brief or report) is a brief manuscript presenting pilot, preliminary, and/or exploratory

findings or a new method for the collection or analysis of data.

3. Grants

- a. One funded internal or external research grant or contract as PI or Co-PI with evidence of performance on the grant as demonstrated by any quarterly and/or final reports submitted to the granting entity. Gifts/donations managed through the university given to support faculty research meet this requirement.
 - b. At least one external grant application as PI or Co-PI.
4. At least 4 other scholarly products including (but not limited to):
- a. Development of products from scholarly endeavors that are made available to the research community and/or marketed to the public
 - b. Product that is adopted by a publisher or organization for sale or distribution
 - c. Single authored book
 - d. Multi-author book as first author
 - e. Book chapter as first author
 - f. Invited book reviews as first author
 - g. Key personnel on a funded external research grant with evidence of performance on the grant as demonstrated by any quarterly and/or final reports submitted to the granting entity
 - h. Editorial compilation in a special issue. (Note, editors typically write an introduction to the compilation that explains why the compilation matters and how each article contributes. For this reason, the CDIS Personnel Committee considers this type of product as a scholarly product.)
 - i. Peer-reviewed presentations and posters.

03.10 Faculty are expected to contribute to scholarship, which requires dissemination of research in peer-reviewed publications (journals) recognized in their respective fields, and externally funded research grants. It is recommended that candidates for either tenure and promotion to associate professor or promotion to full professor have a strong record in quantitative and/or qualitative research demonstrating sustained research activity that aligns with their stated research agenda. Scholarly activities/products that are considered for tenure and promotion include:

- a. Publications that are data-driven research (quantitative or qualitative) in peer-reviewed scholarly/professional journals. Authors should verify the journal is not predatory (e.g. check using [library guide](#)) and that the journal is either listed in Academic Search Complete, Web of Science, or is approved by the CDIS Personnel Committee and Chair. Peer review is defined by [Elsevier](#) as a validation of academic work, helping to improve the quality of published research. [PubMed](#) recognizes peer review as, “a process of subjecting an author’s scholarly work, research or ideas to the scrutiny of others who are experts in the same field” (Kelly, Sadeghieh, and Adeli, 2014). Peer review transcends the editing process. The library’s [Research Guides](#) coach on peer review. A blind peer-review process is preferred.

- b. Predatory journals or publishers are defined as “entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices.” These entities “accept articles for publication — along with authors’ fees — without performing promised quality checks for issues such as plagiarism or ethical approval” ([Nature, 2019](#)). These journals/publishers often do not index the work, which means publications are difficult to find, and therefore, they are not read or used in other research.
- c. Evaluation of scholarly contributions involves a judgment about quality as well as quantity. In addition, lead authorship and the number of co-authors of a scholarly contribution may be considered, as well as whether the scholarly contribution is international, national, state, or local.
- d. Expectations:
 1. Faculty on the tenure track should focus their efforts on establishing a sustained and focused research agenda that is defined in their research statement. The CDIS leadership will help mentor them along this path, and they will only assign limited service responsibilities during the first three years of the tenure clock.
 2. Once faculty are tenured, they should be mindful of scholarly expectations should they desire to pursue promotion to full Professor. While they are not under the same probationary period for tenure, if promotion to full Professor is a goal, they should maintain the sustained record of publication that helped them achieve tenure. Consideration for promotion will emphasize the last five years or time since promotion for scholarly outcomes. Lack of scholarly productivity will result in an increased teaching and/or service load to meet faculty workload requirements ([AA/PPS No. 04.01.40](#))
 3. Once faculty are promoted to full Professor, they have the greatest level of flexibility for scholarly pursuits. They should be mindful, however, that consideration for merit will consider scholarly outcomes and mentoring of junior faculty. Faculty, irrespective of rank, need to remain mindful of workload.

03.11. Service:

- a. Evidence of a strong commitment to service may include but is not limited to the following:
 1. Membership on (junior faculty) or chairing of (senior faculty) University, College, or Department committees.
 2. Membership (junior faculty) or leadership (senior faculty) in national, regional, and/or local professional organizations.
 3. Undergraduate or graduate program coordination.
 4. Academic and career advising.
 5. Sponsorship and advising of student organizations.
 6. Community service, including consulting activities.
 7. Mentoring of students and other faculty.
 8. Peer review of journal manuscripts or grant proposals.

9. Serving as Editor or Associate Editor for peer-reviewed journals.
 10. Serving on the Editorial Board of peer-reviewed journals.
 11. Administrative activities, such as leadership roles or writing degree proposals.
 12. Serving as “ambassadors” of CDIS programs in college, university, or national events (conferences, etc.).
 13. Interprofessional and interdepartmental teaching and honoring requests from other departments.
- b. Service-related grants: tenure-track and tenured faculty will receive credit for grant applications submitted to fund service-related activities. Newly hired, tenure-track faculty will be asked to assume limited and targeted service commitments at the CDIS or CHP levels during the first three years of the tenure clock. Greater service expectations will start in contract year three. Additional service responsibility is expected with seniority.
 - c. Service activities carry greater weight in evaluating candidates for Professor than for Associate Professor and for tenure. Candidates seeking promotion to Professor must demonstrate leadership and recognition within the university and professional communities. Candidates for tenure and/or promotion must understand that recommendations on service are based on judgments. Tenure-track faculty must assume the personal responsibility to know the current expectations for tenured faculty and constantly monitor the environment for changes.

03.12. Collegiality:

- a. Objective – Many aspects of collegiality can be measured and are critical to the effective operation of the department. Examples of collegiality are included in section 2.3 of this policy. Faculty are encouraged to list on their CVs evidence of collegiality in these measured activities.
- b. Collaboration – collegiality is demonstrated through collaboration with departmental colleagues for the greater good of the unit. This can include collaboration on the development and execution of important service projects/tasks; collaboration in teaching (e.g., guest lectures, peer evaluation of teaching, etc.) or collaboration on scholarly works/projects. Activities demonstrating collegiality under teaching and service are highlighted within the annual review policy. Faculty may highlight scholarly products that result from collaboration with departmental colleagues as evidence of collegiality.

04. REVIEW PROCESS FOR TENURE AND PROMOTION

- 04.01. General Information: Recommendations on tenure/promotion and promotion are based on judgments of professional achievements and on the potential for future achievement. To gain the support of the CDIS leadership (PC and Department Chair), candidates for tenure and promotion are expected to have a strong record in teaching, scholarship/research, service, and collegiality as documented in their curriculum vitae. In assessing the potential for future achievement, the following should be considered:
- a. The record over the entire career will be considered.
 - b. The record since being hired at Texas State University will be emphasized.
 - c. The sustained record since the most recent promotion will be prioritized.

- d. Future prospects for continuing achievement (sustainability) should be evident.
- 04.02. External Review: The purpose of external review is to obtain a professional assessment of the tenure and/or promotion candidate's performance by at least two individuals with similar expertise in the discipline. External reviewers should ordinarily hold the terminal degree (a doctorate and a masters, one of which must be in Communication Disorders or a closely related discipline) and be a professor in rank (i.e. Associate Professor if candidate is seeking promotion to Associate Professor and Professor if candidate is seeking promotion to Professor). External reviewers should be from a [Carnegie R1 or R2 university](#). A list of peer institutions is also maintained by the [Data, Analytics & Institutional Research](#). To minimize biases for or against the candidate, external reviewers should not be solicited from the candidate's thesis/dissertation advisor, co-authors, former students, or former professors. The external reviewer shall provide feedback on the quality and significance of the candidate's performance in the areas of scholarship, teaching, and service. External review will begin prior to the time of the Personnel Committee's review of the candidate's material.
- 04.03. Personnel Committee and Department Chair Review: The chair will ensure that the candidate's documentation is available in Faculty Qualifications for review by the personnel committee, and members of the committee will review the candidate's documentation before the formal meeting (AA/PPS 04.02.20).
 - a. Personnel Committee: A formal meeting of the personnel committee, presided by the chair in a non-voting capacity, will be scheduled where members will discuss and vote anonymously to recommend, not recommend, or abstain (only if valid conflict of interest, AA/PPS 04.02.20). All discussions and actions taken are confidential.
 - b. Department Chair: The CDIS Department Chair provides their own evaluation and recommendation as part of the internal review. The PC and Chair recommendations are forwarded to the College Review Group and Dean for action. The Department Chair will notify the candidate of the action within 3 class days.
- 04.04. College Level Review
 - a. The College Review Group and College Dean make independent, separate recommendations on each candidate for promotion and/or tenure. The College Review Group first reviews and submits its recommendation to the Dean. The Dean then prepares his/her recommendation taking the College Review Group's recommendation into consideration. In order to be forwarded to the next level of review, either the College Review Group or College Dean must recommend the candidate.
 - b. Within three (3) days of the completion of action by the College Review Group and the College Dean, each candidate will be notified by the College Dean of the status of his/her application for promotion and/or tenure (AA/PPS No. 04.02.20).
- 04.05. Provost, President, Chancellor, Board of Regents
 - a. The Provost will consider all candidates for promotion and/or tenure who are forwarded from the College Review Group and College Dean. After consultation with the College Dean, the Provost will make recommendations

to the President of the University. The President will make the final recommendations to the Chancellor and Board of Regents.

05. TIMELINE FOR TENURE AND/OR PROMOTION PROCESS

- 05.01 The timeline set by the university will make allowances for weekends, by moving due dates to the next business day when relevant (AA/PPS No. 04.02.20). For the specific dates regarding each year's tenure and promotion calendar, see the Faculty and Academic Resources webpage:
<https://facultyresources.provost.txstate.edu/resources/calendars.html>.

Faculty of Instruction Promotion Review

CDIS PPS 04.02.20b

Issue No. 1

Effective Date: 08/25/2025

Next review date: 8/25/2030 (E5Y)

Sr. Reviewer: CDIS Department Chair

POLICY STATEMENT

The Department of Communication Disorders (CDIS) is committed to supporting the university's mission and goals through effective hiring, evaluation, and promotion practices for its promotion-eligible faculty. This policy applies to faculty of instruction.

01. PURPOSE

01.01. The purpose of this policy is to document and communicate to the faculty of instruction the CDIS policy and procedures governing the promotion of eligible faculty members. This policy should be construed as the minimum requirements for promotion decisions. These criteria are based on the following sources:

- a. [AA/PPS No. 04.01.26 Faculty of Instruction Appointments](#)
- b. [AA/PPS No. 04.02.21 Non-Tenure Line Faculty Promotion Review](#)
- c. [AA/PPS No. 04.02.10 Performance Evaluation of Continuing Faculty and Post-Tenure Review](#)
- d. [College of Health Professions Faculty of Instruction Appointments Guideline](#)
- e. [CHP/PPS 04.02.20 Tenure and Promotion](#)
- f. [Faculty Handbook](#)

02. DEFINITIONS

- 02.01. The faculty of instruction ranks are allocated to individuals whose duties include teaching and instruction of undergraduate and graduate students across various platforms (classrooms, clinics, simulations, labs, field sites, etc.) and service activities that complement student learning and instruction.
- 02.02. Faculty of instruction appointments may include responsibility for service to internal and external constituents through course or program coordination, professional outreach, committee membership, and/or other activities aligned with instructional activities and outcomes, as assigned in accordance with department/school policies.
- 02.03. Instructional faculty appointments do not require research, scholarly, and/or creative responsibilities. Scholarly activities may be used to document contributions in teaching and/or service for the purposes of initial appointment, annual evaluation, and promotion.
- 02.04. At the core of CDIS's philosophy and of relevance to the performance evaluation of faculty are collegiality, professional and ethical behavior, honesty and integrity, collaboration, and contributions to the missions of the department, the College, the University, and the local/professional community. Collegial faculty

members are expected to contribute to the positive functioning of CDIS, the College, and the University. Although collegiality can be highly subjective, there are measurable components that apply differentially to each faculty member (not an exhaustive list); e.g., teaching for another in an emergency, collaborating on various projects, active service commitments, providing a guest lecture to augment another faculty member's course, and supporting university initiatives.

- 02.05. Faculty of Instruction Appointments are for up to five years and are renewable annually upon satisfactory Annual Evaluation, funding, and departmental need.

03. PROCEDURES FOR ANNUAL PERFORMANCE EVALUATION

- 03.01. Annual Evaluations are conducted and are the basis for continued employment and promotion. Instructional faculty are primarily evaluated on their teaching, learning, and instructional skills. This includes contributions in the classroom, laboratory, supervision of students, simulations, and other appropriate areas.
- 03.02. Performance on assigned service responsibilities will contribute to the evaluation.
- 03.03. Refer to the **Department of Communication Disorders Annual Review Guidelines for Faculty of Instruction** for guidelines on which activities constitute high, medium, and low merit. The list in this document should not be considered exclusive or exhaustive.

04. PROCEDURES FOR PROMOTION REVIEW

- 04.01. Typically, faculty spend five years in rank before being eligible for promotion to the next rank. The year in which the promotion is reviewed will count as one of the years in rank. Decisions for eligibility for promotion should be made in conjunction with the department chair.
- 04.02. To assess faculty qualifications and achievements in meeting criteria for promotion (outlined below), the following sources will be used:
- current Texas State CV;
 - annual performance evaluations;
 - evaluations of teaching; teaching honors or recognition;
 - self-development activities to improve teaching effectiveness;
 - examples of current course syllabi;
 - teaching and service narrative;
 - letter of intent (new applicants); and other materials as needed.

Search and hiring procedures for instructional faculty appointments are described in [AA/PPS No. 04.01.01, Faculty Hiring](#). Except in the case of emergency lecturer hires ([AA/PPS No. 04.01.02, Hiring and Employment of Temporary, Non-Continuing Faculty](#)), instructional faculty are hired through a formal search process.

- 04.03. Initial Appointments

- 04.03.01. Lecturer: Evidence and Documentation of Qualifications
- a. Assigned to an individual who is a per-course faculty for one course during one semester.
 - b. The individual must meet all the departmental requirements for appointment as an Associate Graduate Faculty member, as defined by the Graduate College, if assigned to graduate-level courses.
 - c. The appointment is limited to one semester.
 - d. The lecturer rank is not eligible for promotion.
- 04.03.02. Assistant Professor of Instruction: Evidence and Documentation of Qualifications
- a. Possess a graduate degree, state licensure as SLP or AuD (or be eligible), and ASHA Certificate of Clinical Competence (CCC) in the appropriate area.
 - b. Demonstrate current knowledge and competence in the teaching content area. Evidence of this competence will be demonstrated in various active and passive ways, including but not limited to: Continuing Professional Education engagement, participation in professional events that focus on the discipline of communication disorders, leading educational activities such as graduate student supervision, Clinical Fellow (CF) supervision, IPE events, community outreach, presentations to other healthcare providers, etc.
 - c. Meet the departmental criteria for an appointment as an Associate Graduate Faculty member as defined by the [Graduate College](#).
- 04.03.03. Associate Professor of Instruction: Evidence and Documentation of Qualifications
- a. Possess a graduate degree, state licensure as SLP or AuD (or be eligible), and ASHA CCC in the appropriate area.
 - b. Demonstrate current knowledge and competence in the teaching content area.
 - c. Document more than five years of full-time sustained effective teaching and learning contributions, including advances in curriculum, pedagogy, course delivery, or similar innovation.
 - d. Demonstrate continued and increased growth in teaching/instructional activities such as course coordination, teaching innovation, instructional contributions, professional outreach, etc.

- e. Meet the departmental criteria for an appointment as an Associate Graduate Faculty member as defined by the Graduate College.

04.03.04. Professor of Instruction: Evidence and Documentation of Qualifications

- a. Possess a graduate degree, state licensure as SLP or AuD (or be eligible), and ASHA CCC in the appropriate area.
- b. Demonstrate current knowledge and competence in the teaching content area.
- c. Document more than ten years of sustained full-time effective teaching and learning contributions, including advances in curriculum, pedagogy, course delivery, or similar innovations.
- d. Demonstrate influence, initiative, and navigation in teaching/instructional activities such as course coordination, teaching innovation, professional outreach, student learning outcomes, accreditation review, program coordination, etc. This can include the implementation of new pedagogy and mentoring junior faculty.
- e. Meet the departmental criteria for an appointment as an Associate Graduate Faculty member as defined by the Graduate College

04.03.05. Collegiality

- c. Objective – Many aspects of collegiality can be measured and are critical to the effective operation of the department. Examples of collegiality are included in section 2.04 of this policy. Faculty are encouraged to list on their CVs evidence of collegiality in these measured activities.
- d. Collaboration – collegiality is demonstrated through collaboration with departmental colleagues for the greater good of the unit. This can include collaboration on the development and execution of important service projects/tasks; collaboration in teaching (e.g., guest lectures, peer evaluation of teaching, etc.) or collaboration on scholarly works/projects. Activities demonstrating collegiality under teaching and service are highlighted within the annual review policy. Although not a requirement, all scholarly products that result from collaboration with tenure-track/tenured colleagues may be highlighted as evidence of collegiality.

05. PROCEDURES FOR PROMOTION FROM ASSISTANT PROFESSOR RANK TO ASSOCIATE PROFESSOR RANK

- 05.01 The critical difference between assistant and associate ranks lies in the expansion of teaching beyond one-on-one and small groups to include didactic instruction, which involves pedagogical practices, such as team teaching and temporary/interim teaching. Additionally, leadership is expected at the departmental level and higher to fulfill service commitments.

a. General Documentation

Documents more than five years of full-time sustained effective teaching and learning contributions, including advances in curriculum, pedagogy, course delivery, or similar innovations as outlined on the Annual Evaluation for the previous years in rank. Performs service that complements the mission of teaching and/or is student-focused at a departmental and college level, and demonstrates leadership capabilities beyond committee participation at the department level or higher. See Department of Communication Disorders Annual Review Guidelines for Faculty of Instruction for specific activities. Having the minimum number of years at rank is not adequate for promotion.

- i. The Texas State Vita must document all achievements from the initial date of rank assignment. Only those activities engaged in while employed at Texas State will be considered for promotion.
- ii. Departmental Annual Evaluations from all years in rank, including Chair and PC comments.

b. Teaching Documentation:

- i. Evidence of sustained teaching effectiveness and commitment to continuous growth in the form of:
 - i. Clinical educator average ratings of good/excellent or 3.75+ on a 5-point scale/ for time spent in rank (required)
 - ii. Student classroom evaluations reflecting high-quality teaching standards = average of 3.75 or higher (if applicable)
 - iii. Active Participation in the Clinical Educator Peer Evaluation process, demonstrating improvement over the years spent in rank
 - iv. Academic Classroom Evaluations based on observations by other faculty members and the Chair at least once per year, when applicable
 - v. A minimum of 1 hour for each year spent in rank (not per year), demonstrating growth in individual discipline-specific learning (e.g. CEUs, webinars, seminars, self-studies, etc.)

- vi. A minimum of 1 hour for each year spent in rank (not per year), demonstrating growth in individual pedagogical-specific learning (e.g., CEUs, webinars, seminars, self-studies, etc.)
- vii. A narrative that outlines a well-established path of improvement and growth that is discipline-specific and instructional-specific, based on the accomplishments, events, and outcomes from the Departmental Annual Evaluations from the time spent in rank. The narrative should demonstrate accomplishments achieved from the instructional expectations of the associate instructional professor rank, including examples of collegiality as it pertains to teaching, service, and scholarship when applicable.

c. Service Documentation

- i. Evidence of active participation in university, college, departmental, and professional service and leadership in service activities at the departmental level.
- ii. A narrative that outlines a well-established path of improvement and growth that is based on service accomplishments, events, and outcomes from the Departmental Annual Evaluations from the time spent in rank. The narrative should demonstrate accomplishments achieved from the expectations of the associate instructional professor rank.

06. PROCEDURES FOR PROMOTION FROM ASSOCIATE PROFESSOR RANK TO PROFESSOR RANK

The critical difference between associate and full ranks lies in the addition of teaching multiple and varied classes, teaching innovation, and mentoring junior faculty. This involves refining pedagogical skills based on an already established expertise in one-on-one and small-group instruction, as well as command of didactic instruction. The individual's activities should extend beyond the confines of a classroom and include broader instructional/learning issues, whether specific to communication disorders or more global in focus. Examples include continued and increased growth in leadership and teaching/instructional activities such as course coordination, teaching innovation, professional outreach, community outreach and involvement, accreditation review, program coordination, etc. In addition, leadership is expected in college level or higher service commitments. Refer to the Annual Review Guidelines for Faculty of Instruction for specific details on activities.

a. General Documentation

Documents more than ten years of sustained full-time effective teaching and learning contributions, including advances in curriculum, pedagogy, course delivery, or similar innovations. Performs service that complements the mission of teaching and/or is student-focused at a departmental and college level, and demonstrates leadership capabilities at the college level or higher.

- i. The Texas State Vita (Form IA) must document all achievements from the initial date of rank assignment. Only those activities engaged in while employed at Texas State will be considered for promotion.
- ii. Departmental Annual Evaluations from all years in rank, including Chair and PC comments.

b. Teaching Documentation:

Evidence of sustained teaching effectiveness and commitment to continuous growth in the form of:

- i. Clinical educator standards of good/excellent or 3.75+ on a 5-point scale/ for every year spent in rank (required).
- ii. Student classroom evaluation reflecting high-quality teaching standards = 3.75 or higher (if appropriate).
- iii. Active Participation as mentor and evaluator in the Clinical Educator Peer Evaluation process, demonstrating improvement over the years spent in rank
- iv. Academic Classroom Evaluations based on observations by other faculty members and the Chair at least once per year, when applicable
- v. A minimum of 1 hour for each year spent in rank (not per year), demonstrating growth in individual discipline-specific learning (e.g., CEUs, webinars, seminars, self-studies, etc.)
- vi. A minimum of 1 hour for each year spent in rank (not per year) demonstrating growth in individual pedagogical-specific learning (e.g. CEUs, webinars, seminars, self-studies, etc.)
- vii. Evidence of successful instruction in both clinical teaching (1-on-1 and small group) and varied/multiple didactic classes, if available.
- viii. Evidence of innovation and excellence in clinical teaching as demonstrated by developing and implementing new clinical protocols, student training methods, and increased community engagement.
- ix. Evidence of participation in instructional activities that extend beyond the classroom and are more global in nature (e.g., presenting CEU's at state and national conventions,

presenting on SoTL at the university, state, or national level)

- x. A narrative that outlines a well-established path of improvement and growth that is discipline-specific and instructional-specific, based on the accomplishments, events, and outcomes from the Departmental Annual Evaluations from the time spent in rank. The narrative should demonstrate accomplishments achieved from the instructional expectations of the full instructional professor rank, including examples of collegiality as it pertains to teaching, service, and scholarship, when applicable.

c. Service Documentation

- i. Evidence of active participation in university, college, departmental, and professional service and leadership in service activities at the departmental and college level or higher
- ii. A narrative that outlines a well-established path of improvement and growth that is based on service accomplishments, events, and outcomes from the Departmental Annual Evaluations from the time spent in rank. The narrative should demonstrate accomplishments achieved from the menu of expectations of the full professor of instruction rank.

07. REVIEW PROCESS FOR TENURE AND/OR PROMOTION

07.01 Unit Personnel Committee and the Department Chair

- a. The Personnel Committee and Department Chair make independent, separate recommendations on each candidate for promotion. The Personnel Committee prepares its recommendation for the Department Chair. The Department Chair then reviews the Personnel Committee's recommendation prior to their review. In order to be forwarded to the next level of review, either the Personnel Committee or the Department Chair must recommend the candidate. Normally, within three (3) workdays of the completion of action by the Personnel Committee and the Department Chair, each candidate will be notified by the Department Chair of the status of their application for or promotion (AA/PPS No. 04.02.20).

07.02 College Review Group and College Dean

- a. The College Review Group and College Dean make independent, separate recommendations on each candidate for promotion and/or tenure. The College Review Group first reviews and submits its recommendation to the Dean. The Dean then prepares their recommendation, taking the College Review Group's recommendation into consideration. In order to be forwarded to the next level of review, either the College Review Group or College Dean must recommend the candidate.

- b. Within three (3) days of the completion of action by the College Review Group and the College Dean, each candidate will be notified by the College Dean of the status of his/her application for promotion and/or tenure (AA/PPS No. 04.02.20).
- 07.04 Provost, President, Chancellor, and Board of Regents
 - a. The Provost will consider all candidates for promotion and/or tenure who are forwarded from the College Review Group and College Dean. After consultation with the College Dean, the Provost will make recommendations to the President of the University. The President will make the final recommendations to the Chancellor and Board of Regents.

08. TIMELINE FOR THE PROMOTION PROCESS

- 08.01 The timeline set by the university will make allowances for weekends, by moving due dates to the next business day when relevant (AA/PPS No. 04.02.20). For the specific dates regarding each year's promotion calendar, see the Faculty and Academic Resources webpage:
<https://facultyresources.provost.txstate.edu/resources/calendars.html>.
- 08.02 By May 1, the Department Chair will submit to the Department faculty and the College Dean a list of faculty members eligible for promotion and tenure review.
- 08.03 By June 1, eligible faculty members must notify the Department Chair in writing of their intention to apply for promotion. Faculty who fail to inform the Department Chair by that date will not be considered in the year's cycle. For the promotion calendar, see the Faculty and Academic Resources webpage:
<https://facultyresources.provost.txst.edu/resources/calendars.html>.

09. PROCEDURES FOR APPEAL

- 09.01 Candidates denied promotion are referred AA/PPS No. 04.02.32 and AA/PPS No. 04.02.20.
- 09.02 Accountability of Individuals Participating in the Review Cycle
 - a. All individuals involved in the promotion process must be ethical, responsible, accountable, and maintain strict confidentiality in dealing with career decisions of others that is beyond question of bias or self-interest. Reviewers are responsible for being familiar with the tenure and promotion criteria and policies and procedures for their respective levels of review. Reviewers will be accountable for their evaluations and are expected to have adequately reviewed the candidate's portfolio prior to making decisions. Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another person's work as confidential.