

Graduate Handbook

SCHOOL OF COMMUNICATION SCIENCES & DISORDERS

MEMPHIS SPEECH AND HEARING CENTER

UNIVERSITY OF MEMPHIS

4055 NORTH PARK LOOP

MEMPHIS, TN 38152

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Introduction

These portions of the Handbook have been prepared to assist the professional degree (AuD, MA) students, the PhD students, graduate faculty and staff of the School of Communication Sciences and Disorders with information regarding the academic programs and the operations of the clinic. The Handbook has been designed to outline the various requirements and conditions which must be met to satisfactorily complete the degree programs, and to meet the requirements of the Council of Academic Accreditation (CAA) for certification by the American Speech-Language-Hearing Association. In addition, various policies and procedures of the School and the clinic have been delineated.

Graduate students, faculty, and staff are responsible for knowing the material enclosed in the CSD Graduate Program Handbook and are strongly encouraged to review its contents regularly. If there are policy statements in this handbook that are unclear, it is important to consult the appropriate administrative personnel (Dean, Associate Dean of Academic Programs, Directors of Clinical Education, and Academic Advisor) for clarification. Students, faculty and staff are encouraged to make recommendations which they feel may make this handbook more useful to the members of the School's graduate programs.

September 2025

The contents herein are subject to change without notification.

2025 – 2026 Calendar

(Check CSD_Info for Updates/Additional Information)

FALL SEMESTER 2025

AUGUST

- 11 Initial Fee payment deadline
- 12 Late fees charged for initial enrollments from this date on (\$200)
- 15 All requirements completed and uploaded to Exxat/Typhon
- 18 Students need to be in Memphis; Courses dropped for non-payment at 4:30 PM
- 18 Fall Faculty Retreat
- 20 Clinic Orientation Begins (**Required for All CSD Students**)
- 22 Last Day of Clinic Orientation
- 22 PhD. Orientation Meeting/Doctoral Student Meeting with the Deans
- 25 First Day of Class and Clinic
- 29 Last Day to Apply to Graduate in MyMemphis Portal; Last Day to Submit Candidacy Form

SEPTEMBER

- 1 Labor Day Holiday
- 3 Final Drop for Non-Payment of Course Fees
- 5 Last day to receive a 100% refund if you drop a course
- 8 SAA All Student Meeting (2010, 11 AM)
- 8 NSSLHA All Student Meeting (2010, Noon)
- 11 CSD STRIDE Meeting (2009, Noon)
- 12 Last day to receive 50% refund for dropped F25 courses
- 12 PhD Student Meeting with Deans (2009, Noon)
- 13 ASL: Say What? Let's Sign About It Event (1610, Noon)
- 22 Flu Shots (2010, 11 AM)
- 26 CSD Faculty Meeting (2009)

OCTOBER

- 6 AuD Student Meeting with Deans (2010, 10:30AM); SAA All Student Meeting (2010, 11 AM)
- 6 NSSLHA All Student Meeting (2010, Noon); SLP Student Meeting with Deans (2010, 1 PM)
- 9 CSD STRIDE Meeting (2009, Noon)
- 10 Last Day, 1st POT
- 13-14 Fall Break
- 13 Grades Due, 1st POT
- 15 2nd POT classes begin
- 21 Betty Webster Clinical Education Seminar (2009, 5:30 PM)
- 24 4th Annual Goats & Bubbles Day (west lawn, 10AM)
- 26 CSD Faculty Meeting (2009)
- 31 Academic Advising Deadline for Spring '26 Registration

NOVEMBER

- 1 Last Day to upload defended and corrected thesis or dissertation for review
- 7 Clinic Advising Deadline for Spring '26 Registration
- 10 SAA All Student Meeting (2010, 11 AM)
- 10 NSSLHA All Student Meeting (2010, Noon)
- 10 Registration Opens for Spring 2026
- 13 CSD STRIDE Meeting (2009, Noon)
- 20-22 ASHA Convention (Washington D.C.)
- 26-30 Thanksgiving Break (Students & 9-month employees)
- 27-28 University Closed for Thanksgiving Holiday (12-month employees)

DECEMBER

- 3 Last Day Fall Classes/Last day to submit comp exam results for F25
- 4 Study Day
- 5 Exams Begin
- 5 CSD Faculty Meeting (2009, 2PM)
- 5 Robyn Cox Symposium (1PM)
- 11 Exams End
- 11 Last Day GA Work for Fall
- 13 Fall Commencement
- 16 Fall Grades Due
- 23 Spring GA contracts due to the Grad School
- 24-31 University Closed for Winter Break (12-month employee)

SPRING SEMESTER 2026

JANUARY

- 12 Spring Faculty Retreat
- 12-13 SLP MA Comp Exams (CHB 2015)
- 13 3rd Year AuD Oral Exam
- 14-16 Clinic Orientation for Spring Semester (**Required for All Clinical CSD Students**)
- 16 Fee Payment Deadline, Last day of Regular Registration
- 19 M.L. King Jr Holiday
- 20 Class and Clinic Begins/ Late Registration, \$200 late fee
- 26 SLP MA Comp Revisions

FEBRUARY

- 2 SAA All Student Meeting (2010, 11 AM)
- 2 NSSLHA All Student Meeting (2010, Noon)
- 5 Apply to Graduate for S26 Due; Last Day to Submit Candidacy Form (PhD only)
- 5-6 SLP MA Comp Rewrites
- 14 Van Vleet Fellowship Nominations Due
- 16 NSSLHA All Student Meeting (2010, Noon)
- 23-24 Mid-South Conference on Communicative Disorders (University Center)

27 CSD Faculty Meeting (2009, 2PM)

MARCH

9-15 Spring Break

16 SAA All Student Meeting (2010, 11 AM)
Advising Deadline for Summer and Fall Registration

23 NSSLHA All Student Meeting (2010, Noon)

27 CSD Faculty Meeting (2009, 2PM)

27 Last Day to upload defended and corrected thesis or dissertation copy for review

30 Graduate Student Research Forum

APRIL

6 Registration Opens for Summer and Fall

6, 13 AuD Grand Rounds

8-11 Council on Academic Programs in CSD Meeting (Denver)

13 SAA All Student Meeting (2010, 11 AM)

13 NSSLHA All Student Meeting (2010, Noon)

22 American Academy of Audiology (San Antonio)

24 CSD Faculty Meeting (2009, 2PM)

29 Classes & Clinic End

30 Study Day

30 AuD Third Year Tribute (1610)

MAY

1-7 Exams (Plan to stay through the 7th)

8 Graduation Reception

9 Commencement

10 Alternate Commencement Date

11 AuD Benchmark Exams

12 Spring Grades Due

13-15 AuD Written Comp Exams

25 Memorial Day Observed

26 SLP Benchmark Exams

26-27 SLP MA Comp Exams

28-29 Summer Orientation, 1:30 pm (**Required for All Clinical Students**)

SUMMER SEMESTER 2026

JUNE

1 First Day of Summer Classes
Studebaker Lecture ()

5 SLP Comp Revisions/SLP Benchmark Retakes

15-16 SLP Comp Rewrites

19 Juneteenth (University holiday)

29-30 AuD Comp Rewrites

JULY

4 Summer Break

AUGUST

Studebaker Lecture ()

CSD clinic ends

CSD classes end

CSD final exams

Personnel

Audiology Faculty	
<p>Casandra Banks Clinical Assistant Professor AuD (2009) CCC-A University of Kansas</p>	<p>Jordan Alyse Coffelt Director of Clinical Education Clinical Assistant Professor AuD (2016) CCC-A University of Memphis</p>
<p>Matthew Hollis Clinical Assistant Professor AuD (2008) CCC-A University of Memphis</p>	<p>Raghav Jha Assistant Professor PhD (2023) CCC-A James Madison University</p>
<p>Jani Johnson Associate Professor PhD (2011) CCC-A University of Memphis</p>	<p>Kelsey Mankel Assistant Professor PhD (2021) University of Memphis</p>
<p>Thierry Morlet Associate Professor PhD (1997) Lyon I University</p>	<p>Hannah Beth Scott Clinical Assistant Professor Practice Manager AuD (2018) CCC-A University of Memphis</p>
<p>Jennifer P. Taylor Associate Dean of Academic Programs Clinical Professor AuD (2003) CCC-A University of Florida</p>	<p>Sarah Warren Assistant Professor PhD (2017) CCC-A University of Arkansas – Little Rock</p>

Speech-Language Pathology Faculty	
Tawni Ballinger, CCC-SLP Part-Time Clinical Instructor/Aphasia Programs	Eugene Buder Associate Professor PhD (1991) University of Wisconsin – Madison
Adele Dunkin Clinical Assistant Professor, Co-Director of Clinical Education, SLP MCD (2013) CCC-SLP Arkansas State University	Naomi Eichorn Associate Professor PhD (2014) CCC-SLP City University of New York
Vicki Haddix Clinical Associate Professor MS (2003) CCC-SLP Emerson College	Casey Hansen, CCC-SLP Part-Time Clinical Instructor/H.S. Screenings
Cille Heehs, CCC-SLP Part-Time Clinical Instructor/H.S. Screenings	Morgan Jameson Assistant Professor PhD (2024) CCC-SLP The Ohio State University
Linda Jarmulowicz Dean, Professor PhD (2000) CCC-SLP City University of New York	Ashland Johnson Visiting Clinical Assistant Professor MS (2019) CCC-SLP Jackson State University
Julie Marshall Clinical Associate Professor MA (1986) CCC-SLP West Chester University	Demi McDowell, CCC-SLP Part-Time Clinical Instructor
Katherine Mendez Co-Director Clinical Education, SLP Clinical Assistant Professor MA (2013) CCC-SLP University of Memphis	JoClaire Merrill Clinical Associate Professor MA (1999) CCC-SLP University of Memphis
Miriam van Mersbergen Associate Professor PhD (2005) CCC-SLP University of Minnesota, Twin Cities	Amy Nabors, CCC-SLP Part-Time Clinical Instructor/Voice Program
D. Kimbrough Oller Professor, Plough Chair of Excellence PhD (1971) University of Texas-Austin	Kelli Owens, CCC-SLP Part-Time Clinical Instructor/Aphasia Programs
Caroline Royal-Evans, CCC-SLP Part-Time Clinical Instructor Aphasia Programs	Justine Springs, CCC-SLP Part-Time Clinical Instructor

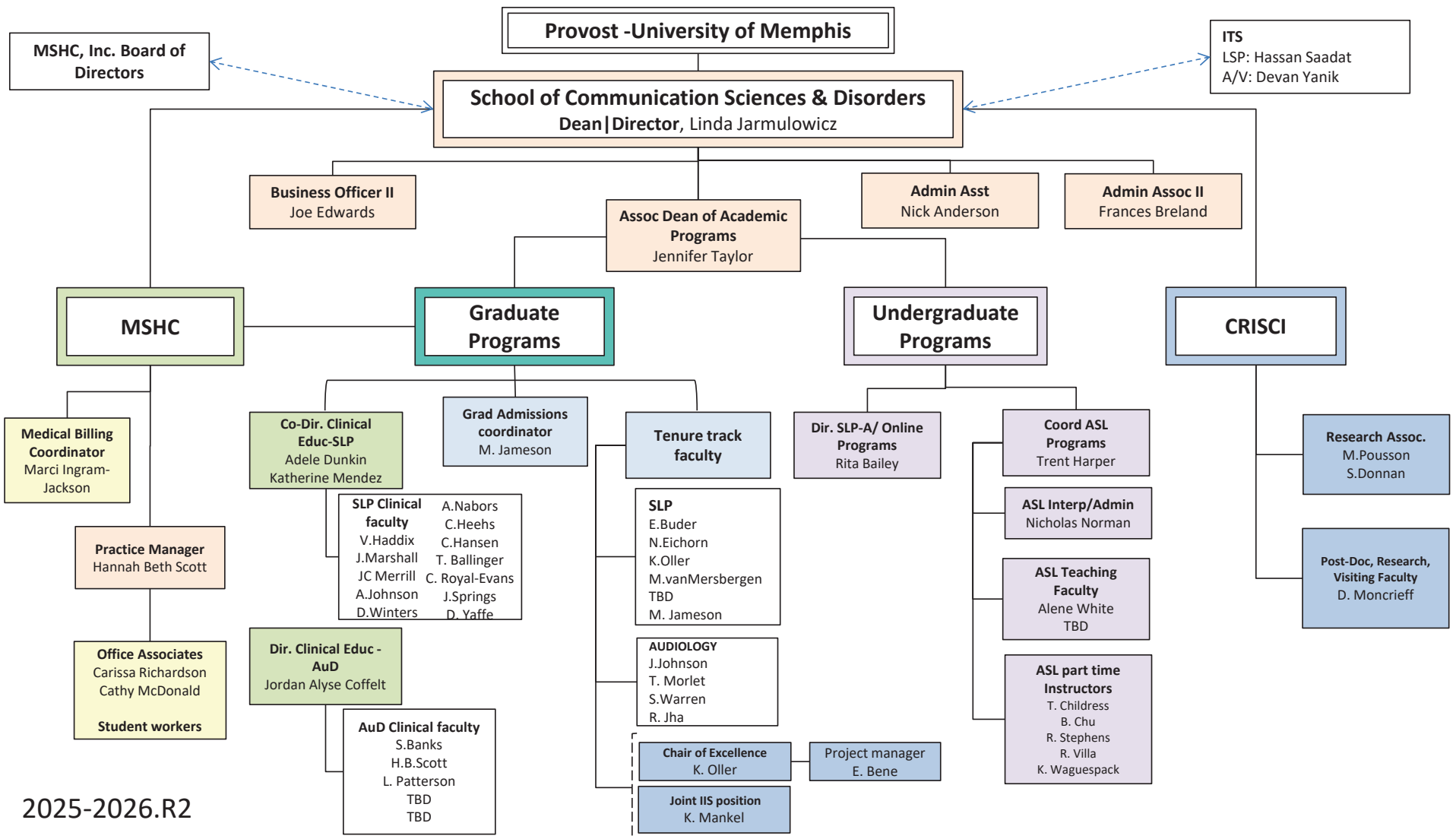
Darlene Winters, CCC-SLP Part-Time Clinical Instructor/Language Learning Lab	
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ASL Program Faculty	
Trent Harper Program Coordinator Asst Professor of Teaching MA (2022) Gallaudet University	Alene White Assistant Professor of Teaching MEd (2009) University of Oklahoma

Emeritus Faculty	
Herbert Gould Professor Emeritus PhD (1975) CCC-A University of Illinois	Joel Kahane Professor Emeritus PhD (1975) CCC-SLP University of Pittsburgh
Lisa Lucks Mendel Professor Emeritus PhD (1988) CCC-A University of California, Santa Barbara	Maurice Mendel Professor Emeritus Ph.D. (1970) CCC-A University of Wisconsin
David J Wark Professor Emeritus PhD (1971) CCC-A Indiana University	Marilyn Wark Clinical Professor Emeritus MA (1979) CCC-SLP San Diego State University

Support Personnel	
Nicholas Anderson Administrative Assistant	Frances Breland, MA Administrative Associate II
Joseph Edwards, MA Business Officer II	Marci Ingram-Jackson Medical Billing Coordinator
Cathy McDonald Office Associate	Nicholas Norman, MS ASL Interpreter/Administrative Assistant
Carissa Richardson Office Associate	Hassan Saadat Local Support Provider II
Devan Yanik A/V Multimedia Specialist	

Research Personnel	
Edina Bene, PhD Project Coordinator II	Sidney Donnan Allen, MA Research Associate
Deborah Moncrieff Research Associate Professor PhD (1999) CCC-A University of Texas	



2025-2026.R2

Mission Statements

Vision and Mission of the University of Memphis

The University of Memphis will produce well-rounded, successful graduates and cutting-edge research for the enrichment of our ever-changing society.

We will become a nationally recognized public research university.

Mission of the School of Communication Sciences & Disorders

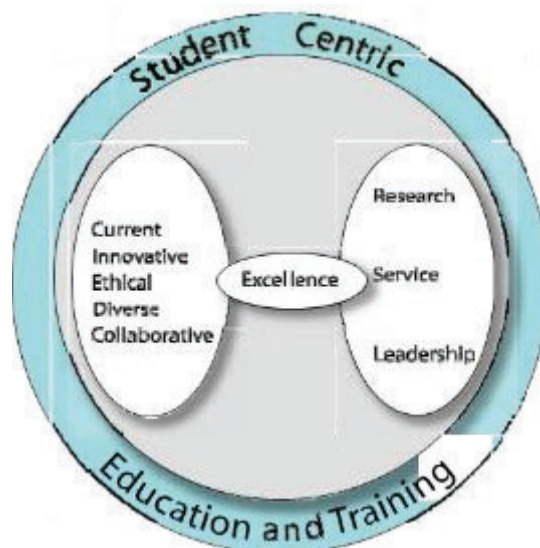
The School of Communication Sciences and Disorders promotes effective communication and function of related systems for all individuals through excellence in education, research and practice.

Vision of the School of Communication Sciences & Disorders

To be a beacon to lifelong learners, an anchor in the community, and a vanguard of scientific and clinical innovation in communication sciences and disorders.

Non-Discrimination Statement

The University of Memphis does not discriminate against students, employees or applicants for admissions on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by the University of Memphis. The following position has been designated to handle inquiries regarding non-discrimination policies: Director for Institutional Equity, oiie@memphis.edu, 156 Administration Bldg., 901.678.2713. The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to the education of a non-racially identifiable student body.



CSD Graduate Academic Policies and Procedures

I. Academic Policies and Procedures

Every graduate student is expected to be thoroughly familiar with the requirements of the Graduate School, the University of Memphis, as described in the most recent Graduate Catalog. The requirements of the School of Communication Sciences and Disorders parallel, but may exceed, those of the Graduate School.

a. Course Loads

1. Full-time students are limited to 15 academic hours each semester by University policy. Those who register for 9 or more hours may be considered as full-time students. Students in late-stage dissertation may enroll in as little as 1 hour and be considered full time. Taking fewer than 5 credits hours may affect financial aid, and students may be subject to FICA taxes.

b. Attendance

1. The instructor sets the specific attendance requirements per course. Regular attendance is assumed and expected.
2. If an individual faculty member cannot be present at a scheduled class period due to travel or attendance at professional meetings, he/she shall arrange make-up classes or activities commensurate with the length of his/her absence.
3. Clinic Attendance: Attendance is mandatory for all scheduled diagnostic and therapy sessions. If the student is ill, he/she should notify the clinical faculty member in charge. A student may request to miss clinic in certain cases.
4. Approval is required by the clinical faculty member and/or clinic director. The student may be required to find a replacement clinician.
5. Please refer to appropriate policies regarding clinical experiences (Clinical Practicum in Audiology E-A-102, Clinical Practicum in Speech-Language Pathology E-SLP-102, Student Responsibilities in Diagnostics and Therapy C-207).

c. Review of Research Projects

As indicated by federal guidelines and University policy, all research involving human subjects must have prior approval by the Institutional Review Board (IRB). This approval is necessary for all research including theses, funded grants, and training grants. The appropriate application form, including permission forms, must be completed for each project and filed with the IRB.

d. Incomplete Grades (I)

The grade of incomplete (I) indicates that the student has not completed the course requirements for some reason. The student must complete the requirements of the course within 90 days from the end of the semester in which it was received. Otherwise, the (I) will change to an (F).

e. In Progress Grades (IP)

1. Independent Projects and Readings
 - i. An (IP) grade can be assigned to extend the time permitted for the completion of research or course requirements. A student awarded

an (IP) grade must re-enroll the following semester in the course for the same number of hours in order to receive the appropriate grade.

- ii. Students must enroll in the required number of credits of such courses and receive a letter grade in the final semester of enrollment in that course. Once an IP is cleared with a subsequent registration receiving a grade, all registered credits (including previous IPs) are recognized on transcripts and count towards fulfillment of program requirements.

f. Thesis and Dissertation

Students must continuously re-enroll in thesis or dissertation courses, but the hours may vary. Students should be assigned an IP grade for all semesters of thesis or dissertation credit until the final semester which is assigned "S" or "U."

g. [Probation and Dismissal](#)

1. Basis for Probation

- i. A graduate student whose cumulative grade point average drops below 3.00 will be placed on academic probation. A second consecutive semester on probation generally results in suspension or dismissal.
- ii. Continuation in the program beyond two consecutive semesters on probation is unlikely and can only occur under special circumstances. Continuation must be recommended by the School of CSD and the Dean of Graduate School.

2. Basis for Dismissal

- i. A student may be dismissed from the graduate programs in the School for any of the following reasons:
 - i. Failure to meet and maintain the minimum academic grade point requirements, namely GPA of 3.0 and no more than 2 grades of 2.0 or less during the student's program.
 - ii. Failure to achieve competencies as specified in CSD Clinical Education Policies Clinical- Academic Support Plan Policy 503.
 - iii. Failure to pass the qualifying or benchmark exam.
 - iv. Second failure of the comprehensive examination associated with the degree being sought.
 - v. Failure to maintain appropriate standards of academic integrity or CSD Policies.
 - vi. Failure to follow the ASHA and AAA Codes of Ethics.
 - vii. Failure to follow HIPAA guidelines.
 - viii. If a student is not making satisfactory progress toward degree completion (e.g., negative annual reviews, continued CLASPs, etc.), the student will be dismissed from the degree program.
- ii. [Termination/Dismissal Procedures](#)
 - i. Graduate students may be terminated (i.e., dismissed from the program) for not meeting any of the retention requirements listed in F

- ii. Graduate School procedures should be followed for notifying students of termination:
 - 1. The student's Advisor consults the Program Committee Chair (AUD, SLP, PhD).
 - 2. The Program Committee Chair brings the concern to the Program Committee.
 - 3. The Program Committee reviews the recommendation. If approved, the Advisor and/or Program Committee Chair submit the termination form for review to the Associate Dean for Graduate Studies for the School. The Associate Dean will consult all relevant parties.
 - 4. The Advisor and the Associate Dean for Graduate Studies inform the student of the intended recommendation to terminate.
 - 5. If approved, the Associate Dean for Graduate Studies signs and submits termination form to the Graduate School. If not approved, the Associate Dean of Graduate Studies writes a formal letter to all parties involved indicating the reasons for reinstatement.
- iii. The Dean of the School/College reviews and renders the recommended request for termination. If the request is approved, the Dean of the School/College sends a letter of termination to the student and copies all parties.

3. Appeal Procedures

i. Grade Appeals

- i. If a student believes the assignment of a course grade was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance, the [Grade Appeals](#) procedures outlined in the Graduate Catalog should be followed. There are four steps that are time limited.

ii. Retention Appeals

- i. A student may appeal termination in the program by following the [Retention Appeals](#) process outlined in the Graduate Catalog under Graduate School's Retention Appeal Process. There are four steps that are time limited. Due to the structure of the School of Communication Sciences and Disorders, there is no Step 2 as mentioned in the Graduate School guidelines.
- ii. The following review procedures of student concerns should be followed. The review procedures will be initiated only at the specific request of the graduate student who is facing disciplinary action, dismissal, or termination of the academic and/or clinical program, and who alleges that

unfairness, bias, lack of clarity of policies or procedural irregularities were involved in the decision. The procedures to be followed are:

- i. Within 30 class days after notification of termination or disciplinary action, the student must discuss his/her concern(s) with the Associate Dean of Graduate Studies to resolve such concerns informally prior to formal initiation of the review process.
- ii. If the student's concern(s) cannot be resolved through the discussion referred to in above, a written request for a formal review, initiated by the student, should include a detailed outline of his/her concern(s) and the basis for its submission to the Dean.
- iii. Within 15 days of receiving the written complaint, the Dean will appoint a committee composed of 3 members of the Graduate Faculty in the School of Communication Sciences and Disorders who are not directly involved in the concern, and no more than 2 graduate students (at the Dean's discretion), and shall designate a chair of the committee. The chair shall convene the committee as soon as possible. Normally, it is expected that the committee will complete the review process within 2 weeks of its formal initiation.
- iv. The Review Committee shall obtain all information or consultation it deems necessary to complete the review. The student shall have the opportunity to discuss his/her concerns directly with the committee and provide them with any additional supporting material relevant to the review. The "burden of proof" for establishing unfairness, bias, procedural irregularities, etc., shall be with the student requesting the review.
- v. The Review Committee, by a majority vote, shall reach a decision and inform the student, the faculty member(s) involved, the student's advisor, and the Dean of the decision in writing.
- vi. Two decisions are possible:
 1. If the existence of alleged unfairness, bias, etc., has been established, the committee shall recommend procedures for remedying the situation to the Dean. Action on such recommendations is the responsibility of the Dean. The decision of the Dean concerning procedures for remedying the situation are

final, subject only to possible appeal to the Dean of the Graduate School.

2. If the existence of alleged unfairness, bias, etc., has not been established, the original decision shall stand.
3. The student then has the option to continue with the Graduate School's appeal process beginning with Step 3.
4. [Graduate School Retention Appeal Form](#)

University of Memphis Regulations for Graduate Programs

- I. Specific University of Memphis regulations pertaining to all graduate programs may be found in the [Graduate Bulletin](#). Please note the links that provide specific guidance to:
 - a. [Academic Regulations](#)
 - b. [Appeals Procedures](#)
 - c. [Degree Programs](#)
 - d. [Courses](#)
 - e. Students with Disabilities: Reporting a disability is at the discretion of the student. It is important to understand that accommodations cannot be made retroactively, so please consult your instructor and the University of Memphis [Disability Resources for Students office](#) if you have questions.
 - f. The University of Memphis [Code of Student Rights and Responsibilities](#)
 - g. [Academic Misconduct](#) as defined by the University of Memphis

Student Complaint and Grievance Policy and Procedure

Statement of Commitment

The faculty and staff of the School of CSD understand that things do not always go well or work the way they should; nonetheless, all members of the School seek to improve where they can. The School is committed to fostering a safe, respectful, inclusive, and supportive academic environment for all students, faculty, and staff.

Students are encouraged to:

- seek advice and resources when they are experiencing difficulties or have concerns
- express complaints when they believe a policy has been violated, they have been treated unfairly, or their academic experience has been adversely affected
- file a grievance through appropriate channels if they feel they are experiencing treatment or a situation that is a violation of their rights
- be familiar with procedures and support offices at the UofM

The places to start when seeking help:

- | | |
|--------------------------------|---|
| ○ Facilities: | Administrative Associate |
| ○ Academic concerns: | Advisor, Instructor, Associate Dean |
| ○ Clinical training concerns: | Directors of Clinical Education (DCE) |
| ○ Programmatic issues: | Chairs of Program Committees, DCEs, Assoc Dean |
| ○ Interpersonal concerns: | Advisor, DCEs, Associate Dean |
| ○ Appeals or mediation: | DCEs, Associate Dean |
| ○ Appeals or personnel issues: | Dean |
| ○ Accreditation: | Council on Academic Accreditation (CAA) |

Faculty and staff responsibilities:

- required to report issues of harassment or discrimination and to support students with grievances
- be responsive to student concerns as advisors and instructors
- work to resolve issues productively and fairly, and refer to others as needed
- will not retaliate against any student for filing a complaint or grievance

Concerns and complaints may be reported [here](#) and through QR codes throughout the building. Grievances should be reported to the appropriate person or office immediately. The Dean shall maintain a record of the student complaints, grievances, resolutions, and appeals for a period of eight years.



What is the difference between a concern, a complaint, and a grievance?

Although in some situations these words might be synonymous, for our purposes, we make the following distinctions:

1. **concern:** an issue that can be remediated through provision of resources or that can be addressed by referral to others. These may be reported verbally, by email, or anonymously submitted.

a. examples:

- personal: food insecurity, financial aid, mental health, lack of clarity on expectations, discontent
- surroundings: leaky ceiling, need a new filter in the water dispenser, parking lot lights, security desk staff, general observations
- other: wellness check (on someone else), distressed student

b. who should I take my concern to?

- Advisor, instructor, faculty member, or Directors of Clinical Education
- Administrative Associate (any building issues)
- Associate Dean
- Campus has a way to report if there are specific (nonemergency) concerns about a student: [UofM Report a Concern](#)

c. Possible outcomes will be determined by the nature of the concern

- campus notified (physical plant, IT, police) and/or service requested
- information provided (e.g., campus resources)
- school-wide announcements
- internal investigation
- refer to program committee for resolution or action
- wellness check

2. **complaint:** an issue related to policy violations, conflict, or unfair treatment. Some issues may be shared verbally or in written form, anonymously or openly. CAA complaints must be in writing.

a. examples

- Violations: noncompliance with the policies and procedures in the CSD Graduate Programs Handbook, noncompliance with University policies, student or faculty code of conduct, nepotism
- [Council on Academic Accreditation \(CAA\): ASHA/professional noncompliance \(must be in written form\)](#)
- Academics: integrity, academic misconduct, access/accommodations, conflict of interest
- Grade appeal

b. Who should I take my complaint to?

- Depending on the policy or type of conflict: advisor, faculty member/instructor, Directors of Clinical Education, Associate Dean, Dean of CSD
 - [CAA issues](#) should follow their procedure
 - [Student Accountability Office](#)
 - [Graduate School](#)
- c. Possible outcomes will be determined by the nature of the concern
- Conflict may be addressed directly with the person/people involved
 - Issue referred to the respective Program Committee or Campus Office for resolution
 - Investigation and report; sanctions as necessary

Note: Personal responses cannot be provided for anonymous complaints

[Faculty Code of Conduct](#)

[Student Code of Rights and Responsibilities](#)

[Grade Appeal](#)

3. **grievance:** an issue that requires a formal response because the rights of an individual have been violated.

a. Examples

- Discrimination
- Harassment
- Retaliation
- Injury/violence/sexual misconduct
- Breach of privacy: FERPA or HIPAA
- Witness to or victim of a crime
- Program dismissal appeal

b. Who should I take my grievance to?

- Directors of Clinical Education, advisor, Associate Dean, CSD Dean
- [UofM Report a Concern website](#)
- [Office of Institutional Equity](#)
- [Student Accountability Office](#)
- Campus Police (must report crime/theft)
 - Emergency: 901.678.4357
 - Non-emergency: 901.678.3848
- Registrar ([FERPA](#))
- Privacy Officer (HIPAA) – Dr. Hannah Beth Scott
- [Graduate School](#)

c. Outcomes

- Determined by the office, department, or person the issue is reported to
- Investigation
- Written report

CSD-MSHC Suggestion Form



Clinical Program Accreditation

- I. The School of Communication Sciences and Disorders' clinical programs in audiology and speech-language pathology are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. Clinical students are encouraged to understand the accreditation process.
 - a. Questions or concerns regarding the CAA standards can be directed to the academic advisor, the Directors of Clinical Education, the Associate Dean of Graduate Studies, or the Dean.
 - b. Further information can be found at:
<https://caa.asha.org/siteassets/files/accreditation-handbook.pdf>
 - c. Procedures for complaints against the education program or the Council on Academic Accreditation are located at: <https://caa.asha.org/programs/complaints/>

Financial Assistance

- I. Graduate assistantships are typically managed through the office of the Associate Dean. Students on academic probation are not eligible for graduate assistantships.
- II. School Assistantship
 - a. For students in the professional programs (MA and AuD), graduate assistantships (GAs) can include partial tuition remission, a monthly stipend, or both, and some assistantships provide additional funding to compensate for out-of-state tuition differentials.
 - b. For PhD students, typically the GA will cover most of the tuition and a monthly stipend. Students on assistantships work a specified number of hours for the School and are eligible for work study funds if they qualify for them.
 - i. Funding for PhD Students
 1. PhDs students in good standing are eligible for Graduate Assistantships (GAs) through the School.
 2. GA positions are awarded on the basis of merit.
 3. Entering PhD students are automatically considered for funding.
 4. The School aims to fully fund PhD students (tuition+ stipend) for at least 3 years, contingent upon annual review and timely progress.
 5. GAs require 20 hours of research activity per week.
 6. GAs who work at least 10 hours per week are classified as in-state students.
 7. GAs are expected to carry a 9-hr load every fall and spring semester (or 3 hours when enrolled only in thesis or dissertation hours).
 8. GAs are typically funded via School funds and external grants of individual faculty. Some university-wide fellowships are also available through a competitive application process (e.g., Van Vleet Fellowship).
- III. Various sources for GA funding
 - a. School: A limited number of graduate assistantships are available to students based on academic credentials and faculty recommendations. All students are automatically considered for this funding; there is no need to apply for it separately.
 - b. Grants: Some graduate assistantships are funded through research grants that offer funding opportunities and the chance to work in a research laboratory.
- IV. Scholarships and Awards
 - a. There are a variety of scholarships and awards available through the School and the University. For more information, please visit our [Financial Resources](#) page and the University's [Scholarships](#) page.

Student Organizations

- I. National Student Speech-Language-Hearing Association (NSSLHA)
 - a. National membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services.
 - b. Two consecutive years of NSSLHA membership will reduce the initial certification costs when joining ASHA. All students are encouraged to join the National NSSLHA organization <http://www.nsslha.org/join/>.
 - c. University of Memphis NSSLHA Chapter
 - i. All students who are enrolled in the School are members of the local NSSLHA chapter. The U of M chapter is an extremely busy and well-respected chapter nationally. The Chapter received special recognition from the Tennessee Association of Audiologists and Speech-Language Pathologists in 1991, a Certificate of Appreciation and Recognition in 1995 from the American Speech- Language-Hearing Association, and NSSLHA Gold Chapter Honors in 1998, 2015, 2021 and 2023 from the National Student Speech- Language-Hearing Association. This chapter sponsors many worthwhile projects:
 - ii. The Annual Mid-South Conference on Communicative Disorders
 1. The highlight of each year's activities is the Annual Mid-South Conference on Communicative Disorders, held in the spring. The two-day conference is designed to provide audiologists and speech language pathologists with information regarding current research and new concepts and techniques that can be applied to their clinical practice. Organized in 1970, the Mid-South Conference features a variety of nationally recognized guest speakers in the field of communication disorders who offer workshops and short courses. It draws over 300 audiologists, speech language pathologists, educators, and professionals from allied fields from the U.S. and Canada. The conference is the major activity organized and conducted by the graduate students at the University of Memphis chapter of NSSLHA.
 - iii. Other NSSLHA Activities
 1. In addition to the Conference, NSSLHA assists students with professional development opportunities, travel expenses to professional conventions and conferences, when available.
 2. Other activities include short workshops of special interest, guest speakers from the community to speak at NSSLHA

meetings and walk/run teams to benefit various non-profit organizations in the Midsouth.

3. Each year the proceeds from the Silent Auction at the Mid - South Conference are donated to a charity of choice which has included the Client Assistance Program (CAP) at MSHC, Hope House of Memphis, Operation Smile, and the Stuttering Foundation.

II. Student Academy of Audiology (SAA)

- a. The Student Academy of Audiology (SAA) is the national student division of the American Academy of Audiology (AAA) that serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology.
- b. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology and that provide services, information, education, representation and advocacy for the profession and for consumers of audiology services. The national SAA has over 1,500 members, consisting of students enrolled in AuD, PhD, or other accredited audiology doctoral programs for a first professional degree in audiology.
- c. University of Memphis Student Academy of Audiology (SAA) Chapter
 - i. All Doctor of Audiology (AuD) students who are enrolled in the School and who have paid local and national SAA dues are members of the local SAA chapter.
 - ii. National membership provides benefits that help students stay current on advancements in the field, enhance their academic knowledge, find internships and employment, network with other students with similar interests, and save money on products and services.
 - iii. The U of M chapter was established in 2012 and hopes to provide current and future audiology students with opportunities for advanced learning and professional development in the field of audiology using journal club, community outreach projects, and collaboration with the U of M NSSLHA chapter.

III. Tennessee Association of Audiologists and Speech-Language Pathologists (TAASLP)

- a. Students are encouraged to become (student) members of TAASLP.
- b. This organization meets once each year for a two-day meeting which features outstanding speakers.
- c. Additional information about this organization may be obtained from the TAASLP website.

IV. National Black Association for Speech-Language and Hearing (NBASLH)

- a. The National Black Association for Speech-Language and Hearing is the premier professional and scientific association addressing the

communication interests and concerns of Black communication science and disorders professionals, students and consumers. The association is the model for other organizations addressing the concerns of diverse populations.

- b. Memphis NBASLH Area Affiliate Chapter
 - i. The Memphis Area Affiliate of the National Black Association for Speech-Language and Hearing was founded in 2021 by a group of CSD students, faculty, and alumni of the University of Memphis as well as CSD professionals in the Memphis area.
 - ii. All students who support the goals of NBASLH and the Memphis Affiliate Chapter may become members.
 - iii. Members of the Memphis Area Chapter are involved in interdisciplinary education efforts, philanthropy and building community partnerships toward achieving the goals of the NBASLH organization.

V. CSD Students to Raise Inclusivity, Diversity, and Equity (STRIDE)

- a. CSD STRIDE is to be a welcoming and inclusive group, providing support to all members of the Memphis CSD community with a focus on celebrating differences, expressing oneself with creativity, and inclusion of all persons regardless of race, creed, or culture.
- b. CSD STRIDE was founded in 2022 by a group of CSD students. This student group provides peer-level support to all students.
- c. Members of this student group are involved in various activities including hosting a presentation on Spanish English Bilingualism in honor of Hispanic Heritage month.

Appendix 1.1

Who to Contact and FAQ's

GENERAL UOFM—REGISTRATION, FINANCIAL ISSUES, DRS

Issue/Problem	Person I need to Contact	Email/Website
I need a course added to the schedule (PhD students)	Your advisor/Dr. Taylor/Frances	fwright2@memphis.edu jptaylr2@memphis.edu Advisor email
I'm not able to register	Frances Breland/ Dr. Taylor	fwright2@memphis.edu jptaylr2@memphis.edu
How do I access Canvas?	MyMemphis Portal	https://sso.memphis.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s1
I need a copy of my official transcript	Registrar	https://www.memphis.edu/registrar/students/records/transcript-official.php
I need a copy of a transcript I submitted to the University as part of my admissions materials	Frances Breland	fwright2@memphis.edu
My paycheck did not come/financial aid is not showing up in my account	Joe Edwards	jmedward@memphis.edu
I need to pay my tuition	USBS/ TigerXpress	Electronic payments can be made through TigerXpress ; cash and check payments can be made in the USBS Office, 115 Wilder Tower
I need to know how to defer my loans	Financial Aid Office	financialaid@memphis.edu
I need a new ID badge	Campus Card Office	https://www.memphis.edu/campuscard/
I need a therapist on campus or to complete an assessment for ADHD or another learning disorder	Student Counseling Center	https://www.memphis.edu/counseling/counseling/index.php

Issue/Problem	Person I need to Contact	Email/Website
I need accommodations for my courses and/or clinic	DRS	https://www.memphis.edu/drs/disabilitysvcs/getstarted.php
Where do I find information on UofM semester dates & deadlines?	Registrar's Academic Calendar CSD_Info Calendar SCSD Graduate Handbook	https://www.memphis.edu/registrar/calendar/s/
I need a map of main campus		https://umwa.memphis.edu/campusmap/index.php
I'm having trouble setting up my Duo Account		https://www.memphis.edu/its/security/duo.php
I need to get a parking permit or pay a citation		see TigerPark on my.memphis.edu or https://www.memphis.edu/parking/
Security issues	Police Services	901.678.4357 (emergency) 901.678.3848 (non-emergency)_

SCHOOL CONCERNS – CSD AND CLINIC

Issue/Problem	Person I need to Contact	Email/Website
Advising for classes	Your faculty advisor	
I need to know which textbooks I'm supposed to have for my courses	UofM bookstore	https://memphis.bncollege.com/
I'm having trouble with my computer and/or cannot access something I need on the J drive	Hassan Saadat	saadat@memphis.edu
I need to see a document in my student file	CSD Student Files Team or your advisor	Team-CSD Student Files General Microsoft Teams

I need to talk about my off-site clinic placement	Your clinic director; Katherine Mendez (SLP) or Jordan Alyse Coffelt (AuD)	krgraham@memphis.edu jsmith64@memphis.edu
I need to talk about my on-site clinic placement	Your clinic director; Adele Dunkin(SLP) or Jordan Alyse Coffelt (AuD)	adunkin@memphis.edu jsmith64@memphis.edu
I need to get an immunization	Student Health Services	https://www.memphis.edu/health/
Where do I turn in documentation about my clinic requirements?	Typhon (3 rd and 4 th years) Exxat (1 st and 2 nd years)	https://www.typhongroup.net/ahst/data/login.n.asp Account Number: AuD – 9060 SLP – 9061 https://steps.exxat.com/account/login
I have questions about HIPAA or need to report a HIPAA violation	HIPAA manual Dr. Hannah Beth Scott	Hbcnwill@memphis.edu
My advisor is paying for me to go to a conference. Who do I talk to about purchases?	Joe Edwards	jmedward@memphis.edu
Where do I get supplies for my GA assignment tasks?	Dean's Suite Supply Closet for faculty Supply closets in Business Office Mailroom for clinic assignments	
I need to reserve a room to study	Frances Breland	Fwright2@memphis.edu
My ID badge is not opening doors in the building	Frances Breland	Fwright2@memphis.edu
I need to get a permit for a class outside of CSD		Email the professor of the course to get permission, then send your UID and the course CRN to the department administrative assistant/associate to grant permit (PUBH: ssharpe@memphis.edu ; PSYC: cwshngt@memphis.edu).

OTHER CONCERNS

Issue/Problem	Person I need to Contact	Email/Website
Food insecurity	Tiger Pantry Mid-South Food Bank	University Center 359 CSD also has a monthly pop-up Tiger Pantry; email Dr. Van Mersbergen or see the CSD_Info calendar for dates
Finances/financial aid	Financial Aid Office	239 S. Dudley, Memphis, TN 38104 901.527.0841
Legal support	Memphis Area Legal Services (for lower- income clients)	University Financial Aid One Stop Shop Wilder Tower 103; 901.678.4825 901.523.8822
Family violence	Family Safety Center The Exchange Club Family Center UofM Crisis Resources	901.222.4400 901.276.2200 https://www.Memphis.edu/studentlife/crisis/ index.php