

UNIVERSITY OF CINCINNATI
COMMUNICATION SCIENCES AND DISORDERS

HANDBOOK

MASTERS OF ARTS

IN

COMMUNICATION SCIENCES AND DISORDERS

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August 17, 2017

Dear Student,

This handbook is designed to provide information about the Master's programs in speech-language pathology and to serve as a guide as you progress through the program. Students are responsible for following the requirements outlined in the handbook; however, the Program Director and the Clinical Director will provide additional information. Attending the Graduate Seminar is a particularly important source of updated information. We want you to always feel free to ask us questions when anything is unclear.

Welcome to the program. We trust that you will have a rewarding and enjoyable experience at the University of Cincinnati.

Sincerely,

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SECTION I: DEPARTMENT OVERVIEW

Mission and Vision

We will positively impact the lives of individuals with communication disorders through excellence in student preparation, scholarly activities, interdisciplinary practices, and inclusive community engagement.

- To engage in scholarly activities that advance science, healthcare, and education
- To prepare students to become excellent speech language pathologists, audiologists, educators, and researchers who will provide the highest quality services by integrating research, education, and community

Overview

The program in Communication Sciences and Disorders has a graduate enrollment of approximately 200 master's students (first and second year on-campus and distance learning), 48 AuD students, ~25-30 doctoral students, and an undergraduate enrollment of approximately 200.

The faculty consists of approximately 25 full and part-time doctoral level and clinical faculty members. Most Speech-Language Pathology and Audiology faculty members hold the ASHA Certificate of Clinical Competence, as well as Ohio licensure in Speech-Language Pathology and/or Audiology.

After completion of the degree, Master of Arts graduates are eligible to complete the clinical fellowship year (CFY). After completion of the CFY **and** passing the PRAXIS Examination in Speech-Language Pathology, graduates are eligible for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) and state licensure. The program in Public School Licensure is coordinated by a faculty member in the Department of Communication Sciences and Disorders. Our program prepares you to be eligible for Public School Licensure in the State of Ohio. If upon graduation, you seek employment outside of Ohio, you are required to ascertain that state's criteria for Public School Licensure.

Requirements, Procedures, & Registration

Prerequisites

Students are responsible for completing deficits in prerequisites, as outlined in the admissions letter. All prerequisites must be completed before entering the Master's program, or in rare and special occasions agreed upon by the program director, by the end of year one of your program.

Please review your specific program information, in Section IV.

Essential Requirements

Essential Requirements refer to the qualities and abilities that are considered necessary for a student's success in the master's programs. The Communication Sciences and Disorders program at the University of Cincinnati is responsible for the welfare of clients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus, it is important that

persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the profession of speech-language pathology or audiology. Students will be asked to review the essential requirements document (see Appendix A) upon enrollment and provide their signature on the document to affirm that they have read and understood the essential requirements and that they believe to the best of their knowledge that they meet each of these standards either with or without accommodations.

Physical Examination

A physical examination and proof of immunization for measles, mumps, rubella, and the hepatitis B series is required of each new graduate student accepted into the program. A tuberculin Tine Test or chest x-ray within three months of registration is required.

Name Change

Students who have legally changed their name must officially change their name with the University at http://www.uc.edu/registrar/policies_and_procedures/name_change.html. A name change will not be accepted within the Department until the name is formally changed on the student database through the Office of the Registrar. Once you are notified that the paperwork has been processed, notify the CSD Department Office.

Change of Address

Address changes must be completed by students who move at any point during the program. Students must immediately change their address by going to One Stop (My Information) on the UC web site. The student is to inform the CSD Department Office (344 French East) immediately of a change of address via email to csd@uc.edu.

Registration

The Program Director will provide the names of the courses to be taken each semester. Students must be registered for 10 or more graduate credits each semester to be considered a full-time graduate student. Students will begin practicum in their first year and will usually have a practicum assignment each term that they are enrolled in the program. Students will register via Catalyst. Note: all credit hours listed must be taken. Registration for classes with variable credit hours (e.g. clinical practicum) will be listed on the curriculum grid and how many to register for will be discussed in graduate seminar. You must have the stated number of credits to graduate. No waivers are given. All required pre-requisites must be taken by admission to our program, or in special circumstances, by the end of year one.

Transfer of Credits

As a means of assuring that the character and standards embodied in graduate degrees awarded by the University of Cincinnati are preserved, limits are set on the amount of work completed at other institutions which can be included as fulfilling graduate degree requirements. These limits complement residency requirements and are stated as follows:

- *The minimum requirement for the MA degree is two years full-time graduate, or equivalent. Eligibility for graduation requires a minimum of sixty (60) graduate credits. A maximum of 12 graduate credits can be transferred from another institution and must be approved by the Program Director.*

Financial Aid

The Department does not address matters of financial aid. Please contact One Stop Student Services Center at 513.556.1000 (Option # 3). Office Hours are Monday through Thursday, 8:00 AM to 5:00 PM and Friday, 9:00 AM to 5:00 PM. Please visit the One Stop Website for more details: www.onestop.uc.edu.

International Students

Before admission to the University is completed, all foreign students must fulfill U.S. Immigration Service requirements and register with the International Services and Foreign Student and the International Services Office. The Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE) are required of all applicants whose native language is not English. This test must be taken in the student's own country before admission is granted. This requirement may be waived for a foreign student who has completed an academic program of two or more years in duration at an accredited American college or university. Presently the minimum TOEFL score acceptable for graduate work in the Department of Communication Sciences and Disorders is 100.

Upon arrival at the University of Cincinnati, all international students are required to carry student health insurance. Semester fees (reflecting the number of accompanying dependents) will be assessed at each registration period.

Computers: Hardware and Software Requirements

All students are required to have access to a computer, with minimum hardware and software requirements. These requirements can be found under "Quick Links for our Programs" in the ***CSD Computer Hardware & Software Requirements*** document. Please visit the following CSD website, regularly to ensure your system is up-to-date:

<http://cahs.uc.edu/csd/academic-programs>

If your questions are not alleviated by visiting this site, please contact the UCIT Help Desk. They offer extended support hours. For contact information for the Help Desk visit:

<http://www.uc.edu/ucit/help.html>

Attendance & Inclement Weather Policy

University Breaks

Students in the graduate program will have academic or practicum responsibilities that may extend into one or more of the scheduled University breaks. Therefore, students wanting leave during the graduate program must obtain prior permission from both the Clinic Director, School Practicum Coordinator, and the Program Director.

Class Attendance

Please review the Expectations of Professionalism section (Classroom Engagement).

Annual CSD Fall Picnic

This picnic is traditionally held the Thursday prior to the start of Fall term each August; and this is when you will meet and greet your 1st Year Buddy. This Picnic is a long-standing tradition, and an important part of your service to the department as we welcome our new class of MA SLP students. Second year grad students have always assisted in the organization

of the picnic by helping with set up and clean up or bringing a side dish. The rest of the food and drinks are provided.

Only excused absences from the picnic will be accepted. If you have an excused absence, you must email the Program Director by the last Friday of May. If you are unable to come due an internship commitment, please cc the Director of Clinical Education (and the UC Schools Supervisor, if you are in a school) on your reply. In your email, please include your plan to meet your 1st Year Buddy. We know that some of you may be late to the picnic because of practicum commitments that go late and we understand.

Fall Speech & Hearing Screening

Second year graduate students who are available (excused absences will only include practicum assignment conflicts) and/or in need of hearing and/or speech screening hours are expected to be available on the Friday morning (8:30-11:30a) PRIOR TO the beginning of Fall classes to screen incoming 1st year graduate students in speech-language pathology and audiology.

College of Allied Health Sciences (CAHS) Weather Related Protocol

When inclement weather threatens the safety of the University of Cincinnati community, the Senior Vice President for Administration and Finance may invoke University Rule [3361: 10-55-01](#) and declare an emergency closing.

The College of Allied Health Sciences will observe the university emergency closing protocol for all on-campus classes. During a university emergency weather closing, all college offices will be closed. CAHS Center for Educational Technology and Instructional Support (CETIS) will be available online 8:30am-5:00pm to monitor the CETIS Help Desk email account as well as the online ticketing system. If you need assistance from CETIS during the closure, please send create a ticket using this link: <http://www.uc.edu/ucit/help.html>.

NOTE: *Students should clarify with their course instructors how the closure will affect assignments and deadlines, and whether class information from the missed session(s) will be posted on Blackboard, and/or if the class will meet virtually during the closure.*

CSD Weather Related Protocol

All CSD campus students can expect to attend classes online if UC is closed for inclement weather. Each professor will contact their class regarding how content will be delivered if the University is closed. If the University is closed the campus clinic will be closed. All students participating in external placements should follow the instructions of their onsite clinical supervisor.

Student Organizations

The University of Cincinnati has an active chapter of the National Student Speech-Language-Hearing Association (NSSLHA). Graduate students are also represented in the University-wide Graduate Student Governance Association (GSGA). Masters students are strongly encouraged to join both the National Student Speech-Language-Hearing Association and the local chapter here at UC. Students can download the membership application at <http://www.asha.org/nsslha/>.

Students must be members of National NSSLHA to access online, full-text journals and to

qualify for the NSSLHA-to-ASHA conversion discount, which provides a significant discount for the initial ASHA membership dues and certification fees. The discount requires two consecutive years of national membership.

Students are also encouraged to join their local and state associations as a student member.

Commitment to Inclusion

UC is committed to the ideal of universal Web accessibility and strives to provide an accessible Web presence that enables all university community members, including those with disabilities, distance learning students, and visitors to have full access to information provided on its websites. Every effort has been made to make these pages as accessible as possible in accordance with the applicable guidelines.

Special Needs Policy

If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Accessibility Resources (AR) Office to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact AR at 513-556-6823, Campus Location: 210 University Pavilion or visit their website at: <http://www.uc.edu/aess/disability.html> You will be provided an Accommodation Form indicating your accommodation needs for the semester. *Please present this form to us AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.* Accessibility Resources is aware of our CSD Essential Requirements (see Page 1 above and Appendix A).

Non-Discrimination Policies

The Chief Human Resources Officer has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status. Please contact this person with concerns regarding these matters: https://www.uc.edu/hr/hr_connect.html

A Title IX Coordinator has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression. Please contact this person with concerns regarding these matters: <http://www.uc.edu/titleix.html>

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law, such as records maintained by a physician or psychiatrist, or parents' financial statement. Procedures regarding the student's rights to review his or her records, as well as information listed in the student directory, can be found at: https://www.uc.edu/registrar/FERPA_and_records_privacy/FERPA_and_right_to_review.html

Academic Honesty

University rules, including the Student Code of Conduct and other policies of the College and

Division related to academic integrity, will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or use of non-cited Internet material, will be dealt with on an individual basis according to the severity of the misconduct.

Please review the following documents:

- Student Code of Conduct at: http://www.uc.edu/conduct/Code_of_Conduct.html
- Copyright Infringement: <http://www.ipo.uc.edu/index.cfm?fuseaction=home.infringement>
- Mission Statement: <http://www.uc.edu/about/mission.html>
- Academic Misconduct Process: https://www.uc.edu/conduct/Academic_Integrity.html

Expectations of Professionalism

American Speech-Language-Hearing Association (ASHA) Code of Ethics

All students are expected to follow the ASHA Code of Ethics: <http://www.asha.org/Code-of-Ethics/>

Classroom Engagement

The following are Department-wide expectations for courtesy to other students and to instructors and guest speakers in the classroom during class lecture/meeting time. Additional expectations may be found in course syllabi. Sanctions for violating these expectations may be found in the course syllabi and announced in class.

1. Consistent attendance and punctuality is expected. Syllabi of particular classes may include specific expectations regarding notification of absence or tardiness. Students are responsible for all materials presented in class during their absence.
2. Cell phones and other personal electronic devices must be turned off at all times during class. This means that they cannot be put on silent ring or vibration, and text messaging cannot occur.
 - Cell phones must be turned off and put away at all times during class. This means that they cannot be put on silent ring or vibration, and text messaging cannot occur and phone should not be on the desk or your lap.
 - If any cell phones are turned on during the class, exams or quizzes unless previously cleared by the instructor, students may be asked to leave the class, and risk failing any graded activities ongoing during that time.
3. Computers are to be used solely for instructor-directed in-class activities pertinent to the class in session. The following activities are not permitted during class time: Net surfing, reading emails, working on assignments for other classes, etc. This is a matter of courtesy to your instructors, guest lecturers, and to your fellow students.
4. Continuous/lengthy side conversations with classmates are not permitted during lectures, guest lectures, whole-class discussion, student presentations, etc. This is a matter of courtesy to instructors and fellow students.
5. Students are expected to remain in the classroom during tests and exams, unless explicit permission is granted for medical reasons.
6. Students may not alter switch settings on the classroom computer and/or electronic controls.

Online Chats and Discussion Boards

1. **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others or listen quietly during the chat. For the maximum benefit to all, everyone must contribute.
2. **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
3. **Be Patient:** Read everything in the discussion/chat thread before replying. This will help you avoid repeating something someone else has already contributed or asked. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
4. **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
5. **No **YELLING!**** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody.
6. **Be Constructive:** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
7. **You Can't Un-Ring the Bell:** Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Adapted from:

Connor, P. (2016). Netiquette: Ground rules for online instruction. Retrieved from: <http://teaching.colostate.edu/tips/tip.cfm?tipid=128>

Social Media

1. Check your privacy settings frequently.
2. “Following” or “friending” a professor or employer is generally not recommended.
3. The Internet is “written in ink.” Please be leery of posting pictures or updates that might make future employers leery of hiring you, or reflect poorly on UC.
4. Please do not post pictures/screenshots of your professors lecturing.
5. Think twice before posting a rant or complaint about school or work.
6. Do **not** post any pictures from clinical placements or sites, even if you cannot see patients in the photos.
7. Before you post, T-H-I-N-K:
Is it **T**ue?
Is it **H**elpful?
Is it **I**nspiring?
Is it **N**ecessary?
Is it **K**ind?

CSD Rooms and Labs

Each student who is enrolled in the program is entitled to access to the Communication Sciences and Disorders Clinic therapy, preschool and clinic materials rooms and department general labs. In order to maintain IRB and HIPAA security, not all CSD Clinic Spaces and Research Labs are not open to all students. If you are not an official part of the clinic or lab, you should not enter the lab space or use the computers. Some faculty assign lab work for their courses; under these circumstances, you will be provided access to necessary lab space to complete the assignment(s).

Keys

Procedures for obtaining keys will be explained during graduate orientation. Keys must be returned to the Communication Sciences and Disorders office (344 French East) at the end of the student's graduate program. Students will be charged \$25 for keys lost or stolen and for keys not returned before graduation or upon request.

Complaints

Concerns about graduation, practicum, advising, or the conduct of faculty or other graduate students should always be taken up first with the relevant faculty member of student. Unresolved concerns should be addressed to the Program Director, who will consult with the Department Chair if deemed necessary. The University has an Ombudsman who may be consulted on issues that seem beyond the scope of the program or department, including issues of sexual harassment, or discrimination of any sort. It is the student's responsibility to advise the faculty and the Department Chair about the need for assistance with financial, health, or academic problems that might interfere with study or practicum performance.

Complaints against the program or complaints against the Council on Academic Accreditation may also be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public to:

Chair

Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech Language-Hearing Association
2200 Research Blvd.
Rockville, MD 20850
301-296-5700

Procedures for filing a complaint with the CAA can be found at:

www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm.

SECTION II: COMPETENCY, PROBATION, & DISMISSAL

COMPETENCY

Competencies will be determined for classes that ASHA requires. These are used to ensure that all students have met requirements for graduation, ASHA certification and/or state licensure.

NOTES

1. A student may receive a passing grade in a course without having satisfied all of the competencies.
2. Students must satisfy all first-year competencies by 7 weeks post completion of the course, or at a specific deadline determined by the instructor. Failure to pass the first-year competencies may delay entry into off-site practicum assignments.

COURSE COMPETENCY REMEDIATION PLANS

Students are required to demonstrate the course competencies listed on the syllabus for each course during the semester. At the end of each term, instructors will alert the Program Coordinator and Program Director of students who require a remediation plan that extends past the end of the term of the course. For those students who do not pass course competencies a remediation plan will be developed by the instructor within 2 weeks of submitting grades. The remediation plan must be successfully completed within seven weeks of receiving the remediation assignment from the instructor. If after 7 weeks, the competency concerns are not resolved, a second plan will be developed that will be forwarded to the Program Coordinator and Program Director.

SUMMATIVE ASSESSMENT

Passing the summative case assignment may be treated differently than meeting competency for the specific course objectives depending on the class and instructor. The purpose of the summative case is to assess your ability to apply knowledge to real-life situations, think diagnostically, and make supported and thorough plans for intervention. If a student is not able to demonstrate an ability to apply knowledge at the end of the term, a remediation plan may include a variety of experiences including, but not limited to, focused observations or supervised clinical experiences. Failure to pass a summative case assessment may delay progress in program completion.

PROBATION, SUSPENSION, DISMISSAL, & APPEALS

Students may be placed on probation or dismissed for academic, research, or clinical practicum deficiencies, academic misconduct, and/or issues related to professionalism.

Problems may be

identified by faculty, off-site practicum supervisors, the Clinic Director, and/or the Schools Practicum Coordinator and shared with the Program Director. Further, the Program Director monitors the following activity for all students:

1. grade reports,
2. practicum performance,
3. research performance (if applicable),
4. ethical/professional conduct, and if applicable
5. success in completing remediation plans regarding competency.

When a concern is identified, a meeting is subsequently scheduled between the student and appropriate faculty. These individuals may be the Program Director, Clinic Director, faculty directly involved with the student's training, and/or Department Chair. The purpose of this meeting is to address the concern, problem-solve a potential solution, and create a remediation plan. Written documentation of the problem, including criteria for probation and dismissal will be signed by all in attendance (including the student) and will be stored in the student's CALIPSO account, which is available to students.

Probation

Students may be placed on academic probation for the following reasons:

1. overall GPA falls below a 3.0,
2. student earns a second C during their program,
3. failure to meet competencies in 2 courses by the agreed upon deadline in the signed remediation plan,
4. failure to successfully complete a practicum remediation plan,
5. professional misconduct that is not deemed illegal or in violation of the ASHA/AAA Code of Ethics or UC Student Code of Conduct. This may include (but is not limited to) multiple unexcused tardiness; inappropriate use of social media relating to the program, its content, or related professional activity,
6. multiple and/or prolonged unexcused absences. For details, please see the department policy below, and the Graduate Student Handbook.

Probation Remediation Plans

When a student has met criteria for probation, as described above, the student will receive an email from the Program Director to schedule a meeting between the student and appropriate faculty. These individuals may be the Program Director, Clinic Director, faculty directly involved with the student's training, and/or Department Chair. The purpose of this meeting is to identify and address the issues that led to being placed on probation. Written documentation of the problem, including criteria for dismissal will be signed by all in attendance (including the student) and will be stored in the student's CALIPSO account which is available to students. Students who fail to meet the requirements of the remediation plan will result in dismissal from the program.

Terms of Probation

1. Academic (items 1-4 above): Students will remain on probation so long as their cumulative GPA is below 3.0. However, students will be allowed to continue in the program as long as earned grades in subsequent graduate-level courses are a B- or higher and progress toward achieving remediation plan goals is documented. Students will not be allowed to move forward in the program until grades have been verified by the Program Director for your cohort and/or the cumulative GPA moves above 3.0.

2. Professionalism/Other (items 5-6 above): Students placed on probation for professional misconduct and extended periods of absences, must successfully complete the remediation plan within the designated time frame and complete a full semester with no additional concerns before probation is lifted.

3. Multiple Probations: Students are allowed 1 probation period; students may be dismissed

from the program if s/he meets the eligibility for probation a second time.

Dismissal

Students may be dismissed (with no probationary period) if:

1. grades for any semester, **while on probation**, fall below B-,
2. overall GPA for any specific grading period, **while on probation**, falls below a 3.0 (excluding Incompletes),
3. a third C is earned during the program,
4. a grade of "F" is received in any course,
5. proven academic dishonesty (see Graduate School Handbook),
6. two consecutive practicum placements are not successfully completed despite documented remediation attempts,
7. professional misconduct that is deemed illegal or in violation of the ASHA/AAA Code of Ethics or the University of Cincinnati Student Code of Conduct.

When a student meets the criteria for dismissal (with or without probation), a meeting is scheduled between the student and appropriate faculty, the Program Director, Clinic Director, and Department Chair as soon as possible but not more than 3 business days into the new term. The purpose of this meeting is to address the concerns and determine whether extenuating circumstances should be considered prior to dismissal. Written documentation of the problem, including criteria for probation and dismissal will be signed by all in attendance and will be stored in the student's CALIPSO account. The student has 3 business days to challenge the dismissal in writing to the Program Director and Department Head. Any subsequent meetings are similarly documented. If resolution of the problem cannot be reached, feedback from the faculty involved in the student's training will be sought and considered. The decision for dismissal is made by majority vote of the entire faculty. The Department Head and Program Director will then have a final meeting with the student, to inform the student about the decision. During this meeting the Chair and Director will provide information about options for further academic (including grievance options) or employment opportunities.

NOTE: Exceptions can be made to the Probation and Dismissal criteria only with a documented medical leave, formal leave of absence, or extenuating circumstances. It is important to note that it may be necessary to extend the program to develop a plan that accommodates the student's needs (see Graduate School handbook for details and forms).

- **Medical Leave.** The need for a medical leave and subsequent documentation must be provided as soon as reasonable given the situation. Students should contact their Program Director to develop a plan for informing instructors and practicum supervisors about the need for medical leave.
 - o Some medical leaves allow for planning (i.e., some surgeries, maternity, etc.), while others do not (i.e., life threatening illness, accidental injury, etc.). Students who have anticipated medical leaves need to alert the Program Director in advance of the leave. In all cases, the student is responsible for updating the Program Director of any changes to the plan (in writing), as soon as possible, to ensure good standing in the Program.
- **Leave of Absence and Extenuating Circumstances.** Under special

circumstances, graduate students may apply for leave of absence from formal study at the university for a specific period up to one academic year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity leave, or death in immediate family. The rationale must be documented by the applicant. If a student has a verified medical leave or extenuating circumstance, a written plan to accommodate the student's needs will be developed and signed by the student, Program Director, and Department Chair. A copy of this will be kept in the student's CALIPSO file and provided to the student for reference.

Appeals

A student dismissed from the graduate program may file a written petition for readmission (within five business days) with the Program Director and Department Chair. In making a decision regarding readmission, the appeal will be brought to the full faculty for consideration; the decision will be made by majority vote of the entire SLP or AuD faculty. The faculty will consider extenuating circumstances and the probability that the student can successfully complete the academic program with at least the 3.0 GPA required to graduate and all clinical practicum experiences.

Graduate Student Grievance Procedures

It is the policy of the University to provide an opportunity for the resolution of disputes involving graduate students in a fair and collegial manner and within the department if possible. These procedures establish a formal process for graduate students to request review and redress of certain grievances arising out of their academic relationships with their departments, colleges, or the University of Cincinnati.

The department of Communication Sciences and Disorders abides by the Graduate School's Grievance Procedures which can be viewed at the following link:

<https://grad.uc.edu/student-life/policies/grievances.html>.

Further, students will be fully informed of all decisions affecting their status in the program and have the right to appeal under grievance procedures (<http://grad.uc.edu/student-life/policies/grievances.html#appeal>).

SECTION III: RESEARCH REQUIREMENTS & OPTIONS

The Department of Communication Sciences and Disorders encourages and supports research for students in the clinical graduate program. All students are expected to read and evaluate the research literature, apply it to practice and complete a research experience. There are three options for speech-language master's degree students. Students will complete one of three available options; outlined below.

Option 1: Research Methods Class

- Students enroll in a research methods class during spring semester of the second year, where they complete a research-based project as a group. Specific instructions will be provided by the instructor.

Option 2: Lab Experience

- Students may apply to complete research under the direction of a faculty mentor. Potential research/lab experiences will be presented to students during their graduate seminars.
- Students may not assume that they can work in a lab of their interest without first gaining the permission of the faculty member leading the lab.
- A detailed research plan (including the goal and projected outcomes of the student's work) will be completed by the faculty and student.

Option 3: Thesis or Publishable Paper

- Faculty will identify ongoing research projects with already-existing IRBs for student participation.
- Faculty MAY develop a new IRB for a project IF it is something that the faculty member wishes to pursue and continue.
- Students will complete an application if they wish to do a thesis or publishable paper, and faculty will select from those who apply. The application process will occur by the end of spring semester, first year. Priority for a thesis may be given to those who indicate interest or plans to continue for the Ph.D.
- Students may not assume that they can develop a project and find an advisor to work with them on that project.
- Students may complete the publishable paper (but not the thesis) in pairs with only one document shared by two students.
- Each faculty member will likely work with only 1 or 2 students or 1 or 2 pairs of students.
- See Appendix B for additional information.

Institutional Review Board and Approval

All research involving human subjects must have prior approval from the University and from the cooperating agency. Procedures required by each cooperating agency must be followed. All research protocols involving human subjects should be submitted to the UC Institutional Review Board (IRB) Office, via the Electronic Protocol Administration (ePAS). Detailed information, included templates and required verbiage for protocols and consent/assent forms can be found at the UC IRB website:

<http://researchcompliance.uc.edu/HRPP/IRB/IRBOverview.aspx>

Presentation of Research and Innovative Scholarly Endeavors

Currently all first and second-year MA are invited to attend the Presentation of Research and Innovative Scholarly Endeavors (PRAISE) conference. On-campus students must attend the full day of the PRAISE Conference. Participation in this day of learning and celebration is a program requirement for first-year on-campus students and a graduation requirement for second-year on-campus students. All on-campus second year students will develop a poster or an oral presentation related to their work (whether a thesis, lab experience, or class experience) and present this at PRAISE. Presenting at PRAISE is a graduation requirement.

All students who complete a thesis or a lab experience are also encouraged to work with their research advisor to discuss other appropriate venues for disseminating their work (e.g., OSLHA, ASHA, etc.).

Use of Clinic Forms for Research Purposes

Clinic forms may not be used for research purposes. If a student needs a test form or other clinic document for a thesis or publishable paper research project, the student must pay to purchase or copy the item.

Guidelines for Faculty and Student Co-Authorship

Research projects completed in the Department of Communication Sciences and Disorders may include the senior honors project, master's thesis or doctoral dissertation, or other research projects jointly conducted by students and faculty. The completed project may be submitted for professional presentation or publication. The following guidelines have been adopted regarding rights to authorship resulting from student/faculty research.

- I. The student is first author and the faculty advisor is second author when:
 - a. The student actively participates in the actual writing and/or preparation of the manuscript itself, and takes the primary responsibility therein.
and/or;
 - b. The idea for the research project was generated by the student and the student actively assists the faculty member in the preparation of that research for publication.
- II. The faculty advisor is the first author and the student is second author when:
 - a. The faculty advisor takes primary responsibility for preparing the research for publication.
and/or;
 - b. The idea for the research project was generated by the faculty advisor and he/she shares an active role in the preparation of that research for publication.
- III. Data collected during a research project may be used by the faculty member(s) for further research or publication purposes if the student does not want to pursue publication. The faculty member may assume the data after a mutually agreed upon period of time or two years after the student's graduation, whichever comes first.
- IV. Faculty members who provide assistance to the student (e.g. research committee members) should be considered co-authors when:
 - a. their efforts have a significant impact on the research itself; e.g. design, analysis formulation of the original idea, data collection, AND

- b. they participate actively in the actual preparation of that research document.
- V. The first author of professional presentations (e.g. at national or state conventions) should be the individual (faculty or student) who writes the proposal and prepares the presentation. Typically, this individual would also give the presentation. However, if the student takes this primary role but is unable to attend and the faculty member presents in his/her place, the student would remain first author and the faculty member would be listed second. An exception would be made if the professional organization requires the first author to be the presenter. Other co-authors on a presentation would be selected using the same guidelines as described previously.

The individual who presents in someone's absence (e.g. a poster) but does not contribute to the research project or preparation of the proposal in any other way should not be listed as a co-author.

Additional Authorship Notes

- Simply providing editorial assistance should not constitute a claim to co-authorship of a professional publication, unless it is the opinion of the student that such assistance has had a major impact on the study itself.
- The student may request that a committee member be listed as second author rather than the advisor if that committee member provided greater assistance to the development and completion of the research project.
- In exceptional cases, the advisor and/or committee members may elect to give the student sole authorship.
- Students may want to use the contact address of the faculty advisor for manuscript editing and/or publication reprints.
- The contact author of a manuscript has the responsibility of notifying all co-authors of any editorial correspondence.
- If a student is to be included as a co-author on a paper submitted by the advisor after graduation, it is the responsibility of the student to provide the advisor email contact information and to correspond in a timely manner (within 1 week). Otherwise, the student may be removed as co-author (so as to not delay the work).

SECTION IV: GRADUATION, CERTIFICATION, & LICENSURE

Graduation

Graduation Requirements

ASHA requires accredited programs to develop an academic and clinical plan of study that is sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standard IV-A through IV-G and Standard V-A through V-C. Details on ASHA minimum requirements can be located here: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

In order to graduate, candidates for the MA in Communication Sciences and Disorders (speech-language pathology) at the University of Cincinnati must complete:

- two years full-time graduate (6 semesters), or equivalent and
- a minimum of sixty (60) graduate credits.

NOTE: Please refer to the Curriculum Grid requirements for your program in Section IV, which may require additional coursework beyond the 60 hours.

Application for Graduation

Application for graduation must be completed via the online graduation process. Students will be notified by the department when the website is available to apply for graduation as well as the application deadline. To apply online go to the Graduate School's website at <http://www.grad.uc.edu/graduation.aspx>.

Deadlines are firm and failure to meet them will delay graduation. If a student does not actually graduate in the semester in which they have applied to graduate, his or her application to graduate is voided. Consequently, he or she must submit another online application for graduation. Students will be assessed a graduation application fee each time they apply for graduation. The master's graduation regalia colors are a sage hood and a black gown and tassel.

NOTE: If students do not complete the degree requirements during the normal 2-year program, degree candidacy must be kept current by registering each academic year for at least 1 credit. Students have 5 years from the time of initial full time registration in the MA program to complete the degree.

Exit Interview

Students are required to meet with the Program Director prior to graduation in order to verify completion of degree and licensure/certification requirements. Students are responsible for scheduling this appointment.

The following must be completed before the exit interview occurs:

1. All course, practicum and research grades are complete.
2. All learning markers and "trackables" have been met and are "green" on CALIPSO.
3. The student's ASHA application has been completed.
4. The Research Requirement form has been signed by the advisor (Options 1 and 2)

- or instructor (Option 3)
5. Any keys to department facilities that had been obtained have been turned into the Department Office (requires signature of CSD staff member).

Certification and Licensure in Speech-Language Pathology

PRAXIS

Students are strongly encouraged to take the PRAXIS examination in March of their second year. Scores must be sent to the Department from ETS (as well as to the American Speech Language and Hearing Association and relevant state licensure board). Students must request that scores be sent to the University of Cincinnati when they register for the test. The UC recipient code is RA 0238.

Certificate of Clinical Competence

ASHA's Certificate of Clinical Competence in speech-language pathology can be obtained by individuals who hold a Master's Degree, meet specific requirements in academic and clinical preparation, complete a nine-month supervised professional experience, and pass the PRAXIS Examination in Speech-Language Pathology.

Information and application forms for the ASHA Certificate of Clinical Competence in SLP can be found at www.asha.org.

State Licensure in Speech-Language Pathology

States require a license to practice speech-language pathology; most are similar to ASHA's requirements for the Certificate of Clinical Competence. Therefore graduates of UC will most likely be prepared for licensure in any state; however, it is your responsibility to check the state's specific requirements for academic and clinical preparation, if applying to a state other than Ohio.

Ohio Licensure Application

- Students applying for an Ohio license can obtain information and an application online at: <http://slpaud.ohio.gov>.
 - Information about licensure in other states can be found on the ASHA website at www.asha.org by searching the internet for the appropriate state (state.gov), and/or looking for licensing or state agencies.

Teaching Licensure

States have separate requirements to obtain certification/licensure to work as a school speech-language pathologist. Our program prepares you to work in Ohio's Public School System. Coursework and student teaching requirements will vary among states. You are responsible for ascertaining the eligibility criteria for any state other than Ohio. Please reference the Schools Practicum Handbook regarding these requirements in Ohio.

Ohio Department of Education Application

All students applying for a license from the Ohio Department of Education must submit an application to:

Leah M. Chamberlain
Director, Office of Assessment and Continuous Improvement
College of Education, Criminal Justice, and Human Services
Direct: 513.556.4204 | leah.chamberlain@uc.edu
412.E Teachers College | PO Box 210002 | Cincinnati, OH 45221-0002

Once the College of Education determines that you have met the requirements for an Ohio Department of Education (ODE) License, and your application is complete, it will be sent to the ODE for processing. Additional directions can be found at: www.cech.uc.edu/oaci.

INFORMATION REGARDING GRADUATE PROGRAMS

Although the contents of this handbook are in compliance with the rules and policies of the University of Cincinnati Graduate School, the reader may consult the University Graduate Handbook for greater detail online at www.grad.uc.edu.

CHANGING REQUIREMENTS

The faculty reserves the right to change the requirements in the student handbook as appropriate for educational purposes. Students will be informed of any such changes in writing. It is the responsibility of each student to learn the dates, schedules and requirements outlined here and throughout these guidelines. Failure to do so could result in delays of graduation, certification and/or licensure. Students are referred to the SLP Practicum Manual Handbook and the SLP Schools Practicum Handbook for policies and procedures related to on- and off-campus clinical practicum experience.

SECTION V: MA PROGRAM FORMATS

ON-CAMPUS PROGRAM

The on-campus program is designed for students able to attend class on-campus, full-time, complete full-time internships (schools and medical setting) during any semester of the 2nd year, and is completed in 6 continuous semesters. Qualified applicants must have either an undergraduate degree in Communication Sciences Disorders or the required undergraduate leveling courses.

Prerequisites

Students are responsible for completing deficits in prerequisites, as outlined in the admissions letter. All prerequisites must be completed before entering the Master's program, or in rare and special occasions agreed upon by the program director, by the end of year one of your program. Failure to complete prerequisites may prolong your program, increase the total cost of your degree, and possibly delay graduation. Admission requirements are located here: <http://cahs.uc.edu/csd/academic-programs/ma-in-communication-sciences-and-disorders/admission-requirements>

Curriculum

Students complete the Master's Degree program in two full years (6 semesters); graduating in August of the second year. For the on-campus curriculum grid, please click below: <http://cahs.uc.edu/csd/academic-programs/ma-in-communication-sciences-and-disorders/curriculum>.

Ohio Residency

The Department of Communication Sciences and Disorders suggests that all Communication Sciences and Disorders non-international, non-Ohio resident graduate students reside in Ohio during their graduate study and take the appropriate steps to become Ohio residents. This will facilitate eligibility of receiving in-state graduate tuition rates during the remainder of their studies. Application of residency, however, does not guarantee approval for residency for in-state tuition rates. The eligibility criteria and required documentation for Ohio residency can be found on the Registrar's web site at www.uc.edu/registrar.

DISTANCE LEARNING PROGRAMS

AKRON-CINCINNATI COLLABORATIVE DISTANCE LEARNING PROGRAM (ACinD)

The University of Akron and the University of Cincinnati have partnered to offer a collaborative distance learning graduate program that leads to a master's degree in speech-language pathology. This program is currently available for students who live in Ohio, Northern Kentucky, and Eastern Indiana and within a 3-hour drive of the University of Cincinnati. This part-time graduate program offers on-line academic coursework delivered by the University of Cincinnati and other Ohio universities. Students are enrolled for the master's degree at either the University of Akron or the University of Cincinnati. Qualified applicants must have either an undergraduate degree in Communication Sciences Disorders or the required undergraduate leveling courses.

Prerequisites

Students are responsible for completing deficits in prerequisites, as outlined in the admissions letter. All prerequisites must be completed before entering the Master's

program, or in rare and special occasions agreed upon by the program director, by the end of year one of your program.

Curriculum

Coursework and practicum are offered over 8 consecutive semesters beginning in January, annually. For the ACinD curriculum grid, please reference <http://cahs.uc.edu/csd/academic-programs/ma-in-communication-sciences-and-disorders/curriculum>.

Clinical Requirements

Students are required to have enough flexibility in their schedule to support the necessary clinical placements for ASHA certification and state licensure. During the first 3-4 semesters, placements can generally be made with one half-day of availability during standard working hours (M-F, 8-5). In the final year, students will need to be available a minimum of 3 days per week to meet school licensure certification requirements.

Transfer of Credits from University of Akron & Ohio State University

Prior to graduation, transcripts from all classes not taken at the University of Cincinnati must be officially submitted to the University of Cincinnati, CSD program so that they can become part of the student's official record. These transcripts should be sent as soon as they are available to: Program Coordinator, Communication Sciences and Disorders, University of Cincinnati, 3202 Eden Ave, Rm 344 French East Bldg, Cincinnati, OH 45267-0379.

TESTING AND TRAINING INTERNATIONAL (TTI) PROGRAM

The TTI program is a full time distance learning program offered in collaboration with Testing and Training International for students living in New York, New Jersey or Jerusalem, Israel. The program leads to a master's degree in speech-language pathology. Qualified applicants must have either an undergraduate degree in Communication Sciences Disorders or the required undergraduate leveling courses.

Students must be a part of the TTI program in order to be admitted to the University of Cincinnati graduate program. Students applying to the TTI Distance Learning Program must submit preliminary application materials to TTI. The first step is to contact TTI through Malki Lesser at cdcs2001@yahoo.com. All information about the application process will be provided by TTI.

Prerequisites

Students are responsible for completing deficits in prerequisites, as outlined in the admissions letter. Failure to complete prerequisites may prolong your program, increase the total cost of your degree, and possibly delay graduation.

Curriculum

Coursework and practicum are offered over 5 semesters (depending on the student's availability for practicum assignments) beginning in August. The TTI advisor will provide detailed curriculum requirements for each semester. For the TTI curriculum grid, please reference <http://cahs.uc.edu/csd/academic-programs/ma-in-communication-sciences-and-disorders/curriculum>.

WEST VIRGINIA DISTANCE LEARNING PROGRAM

The West Virginia Program is a part time program developed to help alleviate a critical shortage of Speech-Language Pathologists working in the schools in West Virginia. Qualified applicants must be speech-language pathology assistants or speech-language pathologists working on a temporary permit in the schools in West Virginia. The current cohort started their program in 2016 and will graduate in August of 2019. At this time, no new students are being admitted to the program.

Prerequisites

Students are responsible for completing deficits in prerequisites, as outlined in the admissions letter. Failure to complete prerequisites may prolong your program, increase the total cost of your degree, and possibly delay graduation.

Curriculum

Coursework and practicum are offered over 9 consecutive semester beginning in August, 2016. For the on West Virginia curriculum grid, please reference <http://cahs.uc.edu/csd/academic-programs/ma-in-communication-sciences-and-disorders/curriculum>.

Appendix A

Essential Requirements for Clinical Practicum

Department of Communication Sciences and Disorders

University of Cincinnati

Introduction

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA) accredits the University of Cincinnati's Master's program in SLP and the Clinical Doctoral program in Audiology. Graduate degrees in audiology (AuD) and speech language pathology (SLP) require that students acquire general knowledge and skills across a wide range of applicable domains in communication sciences and disorders. Essential functions in areas of communication, physical/motor, intellectual/cognitive, sensory/observational, and behavioral/social and professionalism are required to competently integrate clinical and academic skills. Through classroom and clinical experiences, students will assimilate their knowledge of assessment and treatment techniques in preparation to become critical thinkers and independent clinicians.

Policy

Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that ensure that the candidate can meet the essential functions of the clinical program required for graduation. It is important that persons admitted and retained in our graduate programs possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the professions of speech-language pathology and/or audiology. Factors related to a student's ability to perform the essential job functions in speech-language pathology and audiology also play a critical role in the requirements for graduation.

Prior Disclosure

If the student is aware of an issue that would prevent meeting any of the essential functions, it is the student's personal responsibility to notify the Graduate program director prior to acceptance of the offer of admission into the program. This is to confirm that reasonable accommodations can be made to ensure academic and professional success in the field of Speech-Language Pathology or Audiology. Many skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred (*) Essential Functions however, are skills that are most inherent and should be present when a student begins the program.

Essential Functions

Essential functions are the basic job duties that a student in training must be able to perform, with or without reasonable accommodations (Equal Employment Opportunity Commission, 2008). To provide quality services across a wide range of disorders and ages, students in our clinical graduate programs must have fundamental skills and characteristics in six areas:

communication, motor, intellectual-cognitive, sensory-observational, behavioral-social, and professionalism. These essential skills allow a student to meet the professional requirements of state and national licensing and credentialing agencies. A number of these skills can be learned and developed through graduate coursework and clinical experiences, however, the items marked with a star (*) are intrinsic characteristics that should be present prior to a student beginning a CSD graduate program. Graduate students who do not maintain or meet the Essential Functions listed below may have limited or different practicum placements, protracted program duration, or will be unable to remain in the graduate program.

Accommodation Statement

The University of Cincinnati is committed to providing equal educational access for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment Act (ADAA) of 2008. Students with disabilities who need academic accommodations or other specialized services should contact Accessibility Resources. <http://www.uc.edu/aess/disability.html>. Documentation of disability is required as well as the completion of a Student Self-Report (SSR). Accessibility Resources will review both documentation and the SSR and engage in an interactive process with each student to determine reasonable accommodations to address their individual disability related needs as well as provide advocacy assistance on disability-related issues. In some cases, consultation and collaboration with CSD faculty and/or program staff may be required to determine the most appropriate and reasonable accommodation to meet the requirement of the program or within a clinical placement. Accommodations will be provided which allows for equal participation but do not fundamentally alter the educational or academic standards of the CSD program.

Definition of Reasonable Accommodation

“Reasonable accommodations are made in order to level the playing field for qualified individuals with disabilities. As much as possible, accommodations are designed to minimize the functional limitations of an individual in a given task. These adjustments permit students with disabilities the opportunity to learn by removing barriers that do not compromise academic standards. Thus, wherever possible, the disability is minimized as a measure of performance in the academic environment. This is typically accomplished with services or strategies focused on the end result rather than the means by which that result is customarily achieved. The ADA assumes that people with disabilities have contributions to make and that they have every right to attend colleges and universities -- regardless of whether they have a disability. Thus, access means empowering students with disabilities to take better control of their academic environment, permitting them to demonstrate their skill and knowledge. It also expects, however, that they can meet the academic standards with appropriate accommodations.”- UC Accessibility Resources:

<http://www.uc.edu/content/dam/uc/aess/docs/disabilityservices/Parent%20Guide%20to%20DSO.pdf>

Standard Essential Functions

Communication

UC CSD is in agreement with ASHA’s 1998 position statement below:

"It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem."

With or without reasonable accommodations, prospective and current students must possess and demonstrate adequate communication skills to:

- Communicate proficiently in both oral and written English language. Students who speak English with accents and nonstandard dialects must be capable of modeling "the target phonemes, grammatical features or other aspects of speech and language that characterize the client's particular problem." (ASHA Technical Report, 1998).*
- Perceive and demonstrate appropriate verbal and nonverbal communication effectively and intelligibly in one-on-one and group settings in academic, community and clinical environments (e.g. telephone, email, etc.).*
- Modify communication style to meet the communication needs of clients, caregivers and other persons served with relevance, respect and cultural sensitivity.
- Communicate in writing professionally, effectively, legibly and on time in accordance with setting requirements on clinical documentation, reports, and scholarly papers required as a part of course work and professional practice. (e.g., medical records, standardized assessments, transcription, clinical reports, etc.).

Physical/Motor

With or without reasonable accommodations, prospective and current students must possess and demonstrate adequate physical and motor skills to:

- Access transportation to clinical and academic placements.*
- Sustain the necessary level of physical activity for participation in classroom and clinical activities. These activities may include transitioning between standing, chair and/or floor for the defined workday and possibly for long periods of time (up to 10-hour days in certain settings).*
- Negotiate patient/client care environments, and be able to move between settings such as the classroom, health care facility, educational, or community settings (access elevators, stairs, buildings).*
- Provide a safe environment for others in responding quickly to emergency situations (e.g., fire, choking, etc.) and in application of universal precautions (e.g., standardized approach to infection control).*
- Manipulate testing and treatment environment as well as evaluation and intervention materials, including completion of all academic and client-related forms and paperwork (e.g., lesson plans, data collection forms, SOAP notes, reports) without violation of testing protocol and with best therapeutic practice.

- Access technology for clinical management (e.g., billing, charting, therapy programs, etc.), diagnostic testing and treatment protocols.
- Manipulate patient-utilized equipment (e.g. not limited to durable medical equipment to include AAC devices, hearing aids, etc.) in a safe and effective manner.*

Intellectual/Cognitive

With or without reasonable accommodations, prospective and current students must possess and demonstrate adequate intellectual and cognitive skills to:

- Demonstrate the mental capacity to comprehend, retain, integrate, synthesize, and infer written and verbal professional literature and reports sufficiently to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Analyze, synthesize, apply and interpret ideas and concepts, in academic and clinical settings, through verbal and written expression.
- Demonstrate the ability to attend, initiate, 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 an appropriate professional level.
- Identify and utilize resources in order to increase knowledge.
- Demonstrate adequate executive functions, such as organization, scheduling and prioritizing activities, and providing documentation in a timely manner.

Sensory/Observational

With or without reasonable accommodations, prospective and current students must possess and demonstrate adequate sensory skills of vision, hearing, touch and smell to:

- Visually and auditorily identify normal and disordered fluency, articulation and verbal intelligibility, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, and social interaction related to communication.*
- Identify the need for alternative modalities of communication.
- Visualize, identify and discriminate anatomic structures and function during real time/live examinations and imaging tests (e.g., MBSS, FEES, etc.).
- Demonstrate the ability to discriminate correct production of phonemes; speak and write using English vocabulary, grammatical forms, and prosodic patterns.*
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a patient's family does or does not understand the clinician's written and or verbal communication and modify communication style to meet the communication needs of clients, caregivers and other persons served with relevance, respect and cultural sensitivity.
- Accurately monitor and manipulate equipment displays and controls, including those of hearing instruments, used for assessment and treatment of clients.

Behavioral/Social

With or without reasonable accommodations, prospective and current students must possess and demonstrate adequate behavioral and social skills to:

- Demonstrate emotional stability and mental health necessary to promptly complete responsibilities and to develop appropriate relationships with faculty, supervisors, staff, peers, clients, parents or caregivers, and other professionals.*
- Maintain composure and emotional stability in demanding situations.*
- 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/American Academy of Audiology (AAA) Code of Ethics and University and federal privacy policies (e.g. HIPAA, ADA, FERPA).*
- Maintain general physical and mental health and self-care, including immunizations and medical documentation, in order to uphold the health and safety of self and others in the academic and clinical settings.*
- Maintain appropriate professional behavior including punctuality, regular attendance, maintaining client confidentiality, and completing all duties and assignments pursuant to one's academic plan.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).*
- Understand and respect faculty, supervisor and co-worker authority.*
- Accept and act upon feedback and constructive criticism from faculty and supervisors by modifying behaviors.
- Dress appropriately and professionally according to written policy of university and all other clinical/educational settings.*
- Demonstrate a positive attitude and reflect positively upon SLP/AuD disciplines.*

Communication Screening

Each entering graduate student will undergo a communication screening prior to the first week of classes. These screenings are not comprehensive of all essential functions that are required of the student to meet the professional requirements of state and national licensing and credentialing agencies. These screenings are meant to provide awareness of potential communication disorder(s) with the expectation the student will seek appropriate remediation and/or accommodation.

Essential Functions Remediation Plan Statement

If a faculty member or clinical supervisor observes concerns with a graduate student's professional demeanor or Essential Functions, he or she will first address the concern directly with the student. The student will be advised regarding appropriate ways to improve the concern(s), and be notified that a written record will be filed with his or her program director. If a student has repeated issues demonstrating the outlined essential functions, a formal remediation plan will be developed for the student. The remediation plan will include measurable goals to be achieved in a specified time period. If the student does not meet the goals

as detailed on the remediation plan in the time frame outlined, the student may be placed on formal probation with the possibility of dismissal from the program.

Initial the appropriate statement below:

___ I am verifying that I have read the above Essential Functions document. I understand all of the skills listed and to the best of my knowledge can perform the functions named. I understand that these essential functions are necessary to complete a clinical graduate degree in speech-language pathology or audiology and if not demonstrated may result in the need for academic/clinical assistance or even dismissal from the program.

___ I am verifying that I have read the above Essential Functions document. However, at this time there are functions I do not understand, may not meet, and/or may require accommodations to meet. I understand that it is my responsibility, prior to enrollment, to contact the graduate program director of my program to further discuss my questions or concerns as an inability to demonstrate these skills may result in the need for academic/clinical assistance or even dismissal from the program.

Student Printed Name_____

Student Signature_____ **Date**_____

References

American Speech-Language-Hearing Association (2014). 2014 Standards and Implementation for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Equal Employment Opportunity Commission (2008). The ADA: Your Responsibility as an Employer. Retrieved from <https://www.eeoc.gov/facts/ada17.html>

American Speech-Language-Hearing Association (1998). Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations. Retrieved from <http://www.asha.org/policy/PS1998-00117>

APPENDIX B

Thesis or Publishable Paper Option-Additional Details

The first step in completing a proposal for a thesis is getting a researchable idea, but the first tangible step involves consultation with an advisor and completion of a thesis proposal. This involves consideration of the research that has already been done on the problem, and the development of a statement of the research needed on the problem. The proposal should state clearly the purpose and procedures and so provide a basis for the introduction to the thesis itself.

The following empirical-experimental outline is included to show one way of organizing the proposal; however, students should work closely with their research advisors, and use the format that the advisor suggests.

Thesis/Paper Advisor and Committee

The advisor must be a Communication Disorders faculty member, as should one of the readers; a third reader (required only for the thesis option), may be any appropriate professional from the community or faculty member from any other area of the university. The University graduate handbook states that at least one member of the thesis committee must be a member of the all-University Graduate faculty (this requirement does not apply for the publishable paper). The advisor works on all document drafts with the student until the advisor is satisfied. The document is then sent to the committee for approval. A committee meeting is strongly suggested. One copy of the proposal must be submitted to the program director, along with the appropriate signed cover sheet.

Students will generally register for one Research course each semester. Credit for Graduate Research Project I will be earned on completion of the proposal; credit for Graduate Research Project II will be earned when data collection is complete. Graduate Research Project III requires completion of the final document.

Proposal Outline

- I. Statement of the Problem
 - a. Begin the proposal for the thesis/publishable paper with an introduction to the problem followed by a clearly worded statement of the problem to be addressed.
 - b. The purpose of the study should then be clearly spelled out.
 - c. The hypotheses or experimental questions which will be tested or investigated should be included.

- II. Review of the Literature
 - a. Survey similar studies that are related to the problem. Although this does not have to be a complete review of the literature on the topic, it should contain a representative sample of pertinent studies that help justify the topic.

 - b. Demonstrate in writing how the proposed study is related to those studies:
 - i. Does it test hypotheses suggested by those studies?
 - ii. Does it examine the problem in a different way?
 - iii. Will the study aid in the development of a theory?
 - iv. Does the study extend or clarify any portion of a previous study? If so,

- how?
- v. Will the study replicate previous research?

III. Methodology and Procedures (or Design)

- a. Describe the sample(s) or subjects to be used.
- b. Clearly describe the procedures for gathering data.
- c. Indicate the kind of data to be gathered and the instruments (test, questionnaires, interviews) to be used.
- d. Indicate the general descriptive (statistical) methods to be used in analyzing the data.

IV. References

A proposal having this form becomes the outline for the first three chapters of the thesis.

Oral Defense

After completion of the research, the student works with the advisor until a final or near final draft of the document is created. The advisor must approve the draft that is forwarded to the committee. Only at this time, may an oral defense of the research be scheduled. The student is responsible for setting the date and time of this meeting in consultation with the Committee. The committee must receive the document at least two weeks prior to the defense. After changes or modification in the document are made, the final typed form will be electronically submitted to the Graduate School, with the appropriate cover sheets signed by committee and advisor.

At the Oral Defense, the student should present a brief summary of the research (purpose, procedures and results), which will be followed by questions and suggestions from the committee.

Deadlines for the oral defense and submission of a thesis are determined by the Graduate School and are hard deadlines; no exceptions are made.

Dissemination

Students who complete a thesis or a lab experience are also encouraged to work with their research advisor to discuss other appropriate venues for disseminating their work (e.g., OSLHA, ASHA, etc.)