Master’s Program in Speech-Language Pathology
is accredited by the
Council on Academic Accreditation
in Audiology and Speech-Language Pathology of the
American Speech-Language-Hearing Association
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INTRODUCTION

The Master's handbook is intended to assist in the design of the student’s academic plan of study and to clearly delineate the requirements of the Communication Sciences and Disorders Department. It is not intended to replace the Graduate Catalog available through the Graduate College, but to supplement the general guidelines with information relative to this specific Department. The Graduate Catalog supersedes the CDIS Master’s handbook; if a discrepancy exists, the Graduate Catalog will take precedence over the CDIS Masters Handbook. The Graduate Catalog details the official requirements of the Graduate College for completion of the Master’s Degree. The Graduate Catalog is available online at:

http://www.bgsu.edu/graduate/catalogs-and-policies.html

This handbook is not intended to replace the Clinical Practicum Handbook in Speech-Language Pathology. The Clinical Practicum handbook, detailing clinical policies and procedures, is required for students’ use throughout his/her clinical practicum course work. It is available online at:


The Department of Communication Sciences and Disorders in the College of Health and Human Services offers the Master of Science Degree with a concentration in Speech-Language Pathology. Our Council on Academic Accreditation (CAA) accredited Master’s program meets the academic and clinical requirements of the American Speech-Language-Hearing Association’s Certificates of Clinical Competence as well as the requirements for Licensure from the State of Ohio. Students may optionally pursue requirements for licensure to work in the Ohio public schools as a speech-language pathologist.

The Department’s facilities are housed in the College of Health and Human Services building, including the Bowling Green State University Speech and Hearing Clinic. Special features of the Clinic include a complete hearing aid dispensing facility and clinical treatment rooms which can be monitored by faculty/staff supervisors from their offices. Other features of the building include a classroom with up-to-date audiovisual and computer technology, a teaching laboratory, speech, language, and hearing science laboratories, complete auditory testing facilities, seminar and study rooms, and offices and computer facilities for faculty, staff and graduate students.
MASTER’S PROGRAM

The Master’s Program is a two-year program, consisting of 4 academic semesters of on-campus study (including one summer semester). The fifth semester is devoted to a full-time, off-campus externship. Students will be enrolled in practica experiences every semester. The practica will take place at the on-campus speech and hearing clinic as well as at various sites throughout Northwest Ohio.

MS-PhD DOCTORAL BRIDGE PROGRAM

Master’s students with a strong interest in research who are considering completion of a doctorate may wish to consult with the Graduate Coordinator regarding opportunities available in the MS-PhD Doctoral Bridge program. The Department admits students into this program if they show strong promise of ability to complete the Doctoral level, and exhibit commitment to a research degree. Current Master’s students are eligible to apply for this program; however, its requirements and timelines are distinct from those of either Plan I or Plan II students. Students in the MS-PhD Bridge program may complete a clinical Master’s while simultaneously working on their Ph.D. Interested students should speak with the Graduate Coordinator.

The MS-PhD Doctoral Bridge Program is a combined M.S.-Ph.D. program. It is designed for undergraduate and new master’s students who wish to pursue a Ph.D. without delay. Although the Bridge program does not necessarily reduce the amount of time it takes to complete the two degrees, it allows students to begin their research training earlier than traditional doctoral programs.

The first year of study is similar to the other master’s students’ courses. Bridge students are encouraged to participate in research activities early on and should complete a master’s thesis by the end of the second year (this is a requirement for Bridge students who receive funding). In the fall semester of the second year of the master’s program, Bridge students are assigned a masters/doctoral TDP committee and begin to participate in doctoral courses and activities (as well as continue with the master’s programming).

This program is tailor-made to each student and does not compromise the requirements for either the master’s or the doctoral degree. Although most bridge students complete the clinical requirements to become a licensed speech-language pathologist, students may elect to complete a doctorate without earning the master’s along the way.

The typical interval to complete the Bridge program (earning both the master’s and doctoral degrees) is 5 to 6 years. The duration of the program may be longer for students who desire to complete their Clinical Fellowship Year during the program.
DOCTORAL PROGRAM

The Department of Communication Sciences and Disorders in the College of Health and Human Services offers the Ph.D. degree with a concentration in Speech-Language Pathology. The doctoral program in Communication Sciences and Disorders is designed to develop the scientific and cognitive skills needed to identify and independently study important questions concerning human communication. In pursuit of these goals, students engage actively in research and teaching. The doctoral program emphasizes a student-centered approach to doctoral education. Students participate in research throughout their program and are closely supervised in their research and teaching experiences. The curriculum is individually designed to meet students’ educational needs and professional goals.

The program is designed to develop basic and analytical knowledge in:

(a) the sciences of normal speech and language
(b) disorders of speech and language
(c) related disciplines providing insight into human communication

as well as to develop:

(d) research and technical skills in instrumentation and research methodologies
(e) dissemination of information via oral and written means

AREAS OF STUDY

The Department of Communication Sciences and Disorders at BGSU offers doctoral programs that are customized based on the interests of the student and the expertise of the faculty. Feel free to consult individual faculty pages and contact the graduate coordinator with any doctoral program inquiries.

Faculty pages may be accessed at:

APPLICATION PROCESSES

NOTE: All Departmental and Graduate College application materials (including transcripts and GRE scores) are due no later than January 1 of the application year

MS and MS-PhD Bridge Program Application Process:


Applying to the MS or MS-PhD Bridge graduate programs in the Department of Communication Sciences and Disorders requires two separate application processes:

- one for CSDCAS (Communication Sciences & Disorders Centralized Application Service)
- one for the Graduate College at Bowling Green State University

Doctoral (PhD) Application Process:


CDCAS is used ONLY for the Master's program and for the MS-PhD Bridge program, but not for Doctoral applications. Applying to the Doctoral graduate program in the Department of Communication Sciences and Disorders requires two separate application processes:

- one for the Department of Communication Sciences and Disorders
- one for the Graduate College at Bowling Green State University

Materials will be sent to both the Department and to the Graduate College.

International Doctoral (PhD) Applicants: For more information on the process for international student applicants, visit the International Student Services website at:

http://www.bgsu.edu/international-student-services.html
Also, international students may be requested to provide the Department with a recorded speech sample. The Graduate Coordinator will notify the applicant of specific instructions.

**APPLY TO THE GRADUATE COLLEGE AT BGSU:**

Go to the Graduate College Admissions Website at:

http://www.bgsu.edu/graduate/admissions.html

for instructions on what materials to send to the Graduate College, and on how to submit the required electronic graduate application. You are required to submit the following items to the Graduate College:

- **On-line application** (with payment);
- **GRE scores** (School Code #1069, Program Code #0620); and
- **One official copy of transcripts** from ALL institutions attended.

All students seeking admission to the doctoral program at BGSU should contact the Graduate Coordinator, Dr. Kimberly Traver (ktraver@bgsu.edu), for more information on admissions criteria and what doctoral opportunities are currently available. Students should also seek out a faculty member or members in areas of expertise they are interested in.

**ONCE AGAIN, PLEASE NOTE:**

All Departmental and Graduate College application materials (including transcripts and GRE scores) are **due no later than January 1 of the application year.**
APPLICATION REVIEW PROCESS

Applicants for the Master’s, MS-PhD Bridge, and Doctoral programs will receive an email by December 15 regarding the completeness of their applications. If there are any items missing, you will have until January 1 to get them to CSDCAS/BGSU.

Once all of the materials have been received both at the Departmental (including CSDCAS) and at the Graduate College levels, your application will be forwarded to the Department’s Graduate Admissions Committee for review. Most admission decisions regarding acceptance and funding will be made during the remainder of February and March.

All completed applications will be considered. The review process includes a quantitative score based on GRE score, overall GPA and major (CDIS) GPA. Further review may be completed independently by faculty members on the committee. The committee will discuss the applications and make an admissions decision. The applications will be placed into one of four groups.

1. admit immediately with an assistantship offer
2. admit immediately with an assistantship offer pending
3. admission pending
4. unable to admit

Students in the first two groups will have until April 15 to make their decisions. After that, we will extend all remaining admission and assistantship positions to the next person in the ranking. This will continue until all positions have been filled.

Completed MS-PhD Bridge and Doctoral applications will be reviewed by the entire faculty. You will receive an email and letter with the admission decision by the end of March.
ADMISSION POLICIES AND PROCEDURES

A student, whether full-or part-time, can be admitted to the Graduate College in one of two categories:

- **Regular Admission**: Students given Regular Admission Status are those who meet the Graduate College requirements for admission and have adequate undergraduate preparation in the field.

- **Graduate non-degree Status**: Students who meet the admission criteria of the Graduate College, but have inadequate undergraduate preparation in speech-language pathology, are assigned non-degree student status (guest student status). These students are expected to enroll in the undergraduate prerequisite courses (see below for course listings) that will prepare them for graduate study. A prospective graduate student should consult with the Department to have undergraduate course work evaluated. Should any deficiencies exist, the student will be enrolled in the appropriate course(s). Students must meet all required course pre-requisites before enrolling in CDIS classes.

- **Non-degree students are not guaranteed admission into the Master’s program in Communication Sciences and Disorders**. Upon successful completion of the prerequisite course work, the non-degree student will be considered for admission into the graduate program within the overall pool of applicants. Non-degree students are ineligible for financial aid assistance from the University.

The Department of Communication Sciences and Disorders does not offer Conditional Admission to students who are deficient in course work or other admission criteria.

* A student’s admission to the Master’s program in Speech-Language Pathology is dependent upon the following criteria:

1. Graduation from an accredited undergraduate college or university.
2. A minimum overall grade point average (GPA) of 3.00, and a minimum GPA of 3.20 in the major (no exceptions).
3. Three letters of recommendation.
4. GRE scores (General Test);
   - BGSU’s School/Institution code is 1069
   - Program/Department code is 0620
   - CSDCAS Designated Institution code is 0703
5. Personal letter of application.
6. Successful completion of the following courses, or their equivalents (30 semester hours or 45 quarter hours). Students seeking school licensure may need additional course work at the graduate level. Descriptions of courses can be found in the University’s Undergraduate and Graduate Catalogs.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDIS 1230</td>
<td>Introduction to Communication Disorders</td>
</tr>
<tr>
<td>CDIS 2240</td>
<td>Phonetics</td>
</tr>
</tbody>
</table>
CDIS 2250 Speech and Language Acquisition and Development
CDIS 3010 Anatomy and Physiology of the Speech Mechanism
CDIS 3020 Acoustics for Speech and Hearing
CDIS 3110 Phonological Assessment and Intervention
CDIS 3510 Language Assessment and Intervention
CDIS 3610 Diagnostic Audiology
CDIS 4010 Clinical Methods in Communication Disorders

*Not all students who meet these minimum criteria will be admitted into the graduate program. There are approximately 25 to 31 available spaces per year for incoming graduate students.

Other undergraduate coursework. In addition to the required CDIS courses, students should be aware that current (2015) clinical certification standards require all applicants for certification as a speech-language pathologist to have taken a basic sequence of undergraduate preparatory coursework, including biology, psychology, statistics, and one course in either physics or chemistry. Please contact the Graduate Coordinator if you have questions about your undergraduate academic preparation.

ACADEMIC PLANS OF STUDY

The choice of Plan I (Thesis) or Plan II (Non-Thesis) option should be determined by the individual’s professional goals. A student who plans to pursue a Doctoral degree is strongly urged to adopt Plan I. Most universities require a thesis or its equivalent from their Doctoral students.

The minimum course requirement for the Plan I program is 52 semester credit hours in Speech-Language Pathology, including 3 credits of thesis research and one topics course (minimum 2 credit hours). Plan II students are required to take a minimum of 51 semester credit hours in Speech-Language Pathology including a minimum of two topics courses (minimum 4 credit hours.) Once a student selects Plan I or Plan II and has filed a Tentative Degree Program with the Graduate College, switching plans is possible only with consultation of the Graduate Coordinator.

Both Plans I and II in speech-language pathology prepare the student for ASHA certification and licensure for the state of Ohio. Under either Plan I or Plan II, a student may also wish to become licensed as a speech-language pathologist in an Ohio school setting. In order to do this, the student must fulfill the requirements of the Ohio Division of Special Education for a special provisional certificate. Information on academic requirements for this state licensure can be obtained from the Department office. The check sheet for State of Ohio Licensure for Speech-Language Pathology can be found on page 40 of this handbook. The procedures for obtaining State of Ohio School Licensure can be found on page 46. A listing of all Graduate Course numbers and titles can be found on page 41.

It is recommended that a student become a member of the National Student Speech-Language-Hearing Association. Student membership provides a sizable discount in fees when ASHA membership and certification are sought. To obtain this discount, a student
must be a member of the national NSSLHA for a minimum of two years prior to applying for ASHA membership.

STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS

Classroom instructors and clinical instructors inform students at the beginning of the semester of the specific learning outcomes that are expected in a particular course or student practicum experience. These learning outcomes are stated on each course syllabus. These learning outcomes are consistent with, and follow the numbering of, the 2014 Standards III, IV and V for the Certificate of Clinical Competence in speech-language pathology.

Instructors and supervisors assess students’ knowledge and skills based on their class, clinic, or research experience. Each instructor or supervisor fills out one ASHA Standards Assessment Form for each class or clinical experience each semester, indicating student performance as either “met”, “emerging”, or “remediate”. The records of all students are compiled onto a master form by a secretary dedicated to this task.

This system is based on the principles of multiple indices, flexibility, and development.

Multiple Indices: Each student will have multiple opportunities to learn each knowledge and skill required for entry-level clinical practice. The assessment system tracks each exposure to a knowledge or skill area for a class of students, as well as assessing the performance of individual students.

Flexibility: The assessment system requires that all students meet all ASHA standards in their Master’s program. However, each student may meet these goals with a different mix of classes, clinical assignments, research, independent studies, attendance at conferences and workshops, and other approved activities. This flexibility also allows faculty to adapt classes to address important concepts as they pertain to the current best practice in clinical speech-language pathology, while still meeting the ASHA standards.

Development: The BGSU assessment system is used as a developmental tool for students. There are multiple opportunities for students to achieve all of the specific knowledge and skills needed for entry-level clinical practice. However, should a student require extra help, there is a system in place to identify weak areas and create objective remediation plans to address those weaknesses. Each student will meet with the graduate coordinator at least annually to discuss progress in the program as reflected on the record form.

Beginning with the student’s second semester each student will either meet individually with the graduate coordinator to discuss his/her progress towards the ASHA standards or will receive an email detailing their progression. The purposes of this communication is to:
1. show the standards that were evaluated in the prior semester(s) and the ratings that were achieved;
2. show the progress that has been made towards each of the standards across semesters;
3. discuss any ratings of “emerging” or “remediate” and begin the formulation of a remediation plan (if necessary);
4. plan for future opportunities to meet additional standards;
5. provide students with an electronic copy of their ASHA Student Record Form (e-mailed) each semester.

Note: Students will receive an e-mail update and copy of their form from the Graduate Coordinator during the last semester prior to graduation, to ensure all standards have been met.

**Remediation Plan**

Remediation plans are designed to improve a student’s knowledge and skills in a specific area of weakness. Three scenarios can result in the implementation of a remediation plan.

- A remediation plan will be **automatically** implemented whenever a student receives a score of “remediate” from any instructor or supervisor.

- A remediation plan **may** be instituted if a student receives either multiple scores of “emerging” within an individual experience, or multiple scores of “emerging” on the same ASHA standard. The decision to implement a remediation plan under these circumstances will be made jointly by the instructor(s) who gave the “emerging” scores and the graduate coordinator.

- A student **may** request that a remediation plan be developed for scores of “emerging” that did not already result in a plan. The decision to implement a remediation plan under this circumstance must also be approved by the instructor(s) and the graduate coordinator. This is to be based on the impact that receiving “emerging” will have on the student’s successful completion of the program in a timely manner. For example, a remediation plan may be implemented if few or no future opportunities are available for that standard to be addressed. However, a remediation plan may not be approved if there are many future prospects for completion of the standard.

If a remediation plan is necessary, the following steps will take place:

1. The Graduate Coordinator will meet with the instructor(s) involved. If clinic is involved, the Clinic Director will meet with supervisors and the graduate coordinator.

2. A plan will be created outlining the activities and/or experiences the student must complete to demonstrate adequate improvement in the area of concern. This plan must include measurable goals that can be completed within one semester, specification of persons who will be responsible for monitoring and implementing
plans to achieve each goal, and specific consequences of failure to meet the plan.

3. This plan will be then shared with the student, graduate coordinator, and clinic
director (if applicable) will each sign and receive a copy of the plan. If other
instructors or supervisors are responsible for any portion of the plan, they will also
receive a copy.

4. In the case of academic needs, the instructor(s) involved in identifying need areas
will typically serve as mentors towards the completion of the plan, unless stated
otherwise by the graduate coordinator. In cases where the student and instructor
are unable or unwilling to work with each other, another instructor may be
appointed to oversee the remediation.

At times, it may be appropriate for the student involved in a remediation plan to be
enrolled in a 1-credit class (graded S/U). Students on remedial plans can expect a
range of highly specific assignments targeted to assisting them in achieving program
standards in the identified need area.

- If a student completes a remediation plan successfully, they will receive an “S” in
the remediation class, if they have enrolled in one. The ASHA Standards
Assessment Form will also be updated to include a “met” in the appropriate
row(s) of a new column entitled “remediation”. However, columns indicating that
a “remediate” was received are not expunged from the record.

If a student fails to complete a remediation plan successfully, they will receive a “U” in
the remediation class, placing them on academic probation. If the remedial plan relates
to clinic, then they may receive a “U” in practicum. A “U” in practicum places the student
on academic probation. The student will need to meet with the graduate coordinator
(and clinic director, if a clinical problem) to determine the appropriate next step.

**Sample remediation activities:**

Remediation activities are created based on the needs of the student and the area(s) in
which they had difficulty. It is possible to have one remediation plan for multiple areas, if
those areas are related. Below is a list of sample remediation activities.

- Write a paper on a topic.
- Independent study of a topic.
- Complete a literature review for a topic.
- Receive added individual instruction on a topic.
- Complete an additional class or supervised experience (e.g., writing class,
  Writing Center workshops, remedial math class, undergraduate coursework in
  CDIS).
- Complete supervised clinical observations.
- Participate in a professional development experience (e.g., conference or
  seminar).
- Retention in on-campus clinic for further clinical training prior to going off-site.
• Successful completion of specific clinical activities, such as diagnostic report writing.
• Extra oversight and documentation of appropriate professionalism, such as verifying that all paperwork is timely.

Definitions of Terms

Met:
Student has demonstrated knowledge and skills in the specific standard that is commensurate with what one would expect for a given student’s clinical experience/competency level. (Refer to BGSU Competency Levels Revised: April 2012.) By the end of the final semester, the graduate student should exhibit knowledge and skills that are CF (Clinical Fellowship) ready.

Emerging:
Student has demonstrated progress towards the objective, but not enough to meet it. Ratings of emerging do not count positively towards the completion of an ASHA standard. A student who received more than one ‘emerging’ in an area or in a semester may be required to complete extra work until that objective has been met.

Remediate:
Student has not demonstrated appropriate progress towards the objective. This rating is similar to “failing”. Any student who receives a ‘remediate’ will be required to complete extra work until that objective has been met. Instructors are encouraged to attempt to remedy any weak areas during the semester, to avoid the need for remediation plans.

Knowledge:
• The fact of knowing a thing.
• Knowledge of a person, thing, or perception gained through information or facts about it rather than by direct experience

Skill:
• Practical knowledge in combination with ability.
• An ability to perform a function, acquired or learned with practice.
Eligibility Requirements and Essential Functions

BGSU Department of Communication Sciences and Disorders
Master’s Program in Speech-Language Pathology
Adapted from: Council of Academic Programs in Communication Sciences and Disorders - 2007

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social-professional. These skills enable a student to meet graduate and professional requirements as measured by entry level competencies for state licensure and national certification. Some of these skills are inherent and some can be taught and developed during the course of the graduate program through coursework and clinical experience.

A. COMMUNICATION *

A student must possess adequate communication skills to:

1. Communicate proficiently in both oral and written English language.
2. Possess reading and writing skills sufficient to meet curricular and clinical demands.
3. Perceive and demonstrate appropriate non-verbal communication for culture and context.
4. Modify communication style to meet the communication needs of clients, caregivers, and other persons served.
5. Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
6. Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as part of course work and professional practice.
7. Convey information accurately with relevance and cultural sensitivity.

B. MOTOR

A student must possess adequate motor skills to:

1. Sustain necessary physical activity level in required classroom and clinical activities.
2. Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
3. Access transportation to clinical and academic placements.
4. Participate in classroom and clinical activities for the defined workday.
5. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
6. Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
8. Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

C. INTELLECTUAL/COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

1. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.
2. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
4. Self evaluate, identify, and communicate limits of one’s own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
5. Utilize detailed written and verbal instruction in order to make unique and independent decisions.

D. SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile and smell to:

1. Visually and auditorily identify normal and disordered (fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing, cognition, social interaction related to communication).
2. Identify the need for alternative modalities of communication.
3. Visualize and identify anatomic structures.
4. Visualize and discriminate imaging findings.
5. Identify and discriminate findings on imaging studies.
6. Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
7. Recognize when a client’s family does or does not understand the clinician’s written and/or verbal communication.

E. BEHAVIORAL/SOCIAL/PROFESSIONAL

A student must possess adequate behavioral and social attributes to:

1. Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
5. Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
6. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
7. Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
8. Dress appropriately and professionally.


For questions or concerns about these policies please contact the Department Chair, Graduate Coordinator or Clinic Director.
Program Applicant Agreement Statement

As an applicant to the MS program in Communication Sciences and Disorders at Bowling Green State University, I attest that I have read all pages of the Eligibility Requirements and Essential Functions document, that I understand its contents, and I am committed to the policies expressed therein.

___________________________________                             ______________
Applicant’s Signature                                                                Date

Program Participant Agreement Statement

As a current student in the MS program in Communication Sciences and Disorders at Bowling Green State University, I attest that I have read all pages of the Eligibility Requirements and Essential Functions document, that I understand its contents, that I am committed to the policies expressed therein, and that I may be eligible for dismissal from the program, via faculty vote, should I fail to demonstrate all of the Essential Functions despite reasonable accommodations and reasonable levels of support from the academic and clinical faculty.

___________________________________                                ______________
Participant’s Signature                                                                   Date

Final version:  Jan. 2011
SEQUENCING OF COURSE CONTENT AND CLINICAL EXPERIENCES

CAA Standard 3.4 stipulates that students experience a sequence of training appropriate to prepare them for clinical work. CDIS addresses this by the following policy:

Each supervisor of incoming students will be provided with a copy of the student’s check sheet filled out as part of the application process stating what courses and clinical experiences they have had in communication disorders. This will ensure that the supervisors will be aware of each student’s background and enable them to provide the requisite level of supervision.

Other steps that are taken to ensure appropriate sequencing include the following:

- In general, students are assigned clinical cases once they have completed or are concurrently taking the appropriate course work. However, since undergraduate preparation is diverse, it is the practice of the clinic to provide the following support to all students:
  - Every student will be provided with individual teaching, clinical modeling/teaching and may also participate in co-treatment with the supervisor.
  - Mentoring from a prior graduate clinician may occur in order for the current graduate to observe and ask questions. A review of the prior semester’s recordings of therapy will be provided when available.
  - Evidence based practice will be identified for each client and reviewed by the student and the clinical supervisor in development of the treatment program.
  - Students will be encouraged to collaborate with the expert(s) in the area of treatment, when appropriate.
  - Specific readings will be provided/recommended to increase knowledge for specific areas of need identified by the supervisor and/or graduate student
  - Articles and book chapters addressing various diagnoses, treatment strategies, etc. will be provided for the practicum class and/or clinical issues class for access by every student.
  - Grand Rounds presentations will be required for all first year graduate students in order to increase their exposure to different client profiles, current treatment strategies, evidence based practice and problem solving for additional treatment strategies and approaches to clinical questions.
  - Supervision of each individual graduate clinician is based upon his/her knowledge and skills. Greater amount of supervision will be provided to the new clinician and gradually be decreased as appropriate. Weekly supervisory meetings will allow for discussion, evaluation of progress and further development of clinical critical thinking skills.
ACADEMIC STANDING

Graduate College and Department policy stipulates that a student must maintain a GPA of 3.00 in academic course work as well as demonstrate adequate clinical performance (grade of S each semester in clinical practicum and the Internship) in order to be considered in good academic standing. Should a student not meet these requirements for any given semester, the student’s record is sent to the Department with a request for review. Two recommendations may be made: (1) to dismiss the student from the program, or (2) to continue the student on probation. If the situation is not rectified after one probationary semester, the student’s enrollment in the Department will usually be terminated. Good academic standing is a condition for maintaining an assistantship. If a student is on probation, the assistantship contract may be terminated during the academic year upon recommendation of the Graduate College through input from the Communication Sciences and Disorders graduate faculty and Department Chair. A student cannot graduate from the Master’s program while on probation.

Students are expected to counsel with the Graduate Coordinator at least once each semester to review the proposed academic and clinical program. The Graduate Coordinator will submit the names of students in academic or clinical jeopardy to the Department’s graduate faculty for appropriate action. Students who elect to write a thesis must be in good academic and clinical standing prior to securing approval of the thesis topic and before the oral examination.
FINAL EXAM

A passing score on a final exam is required of all students pursuing the MS degree in Communication Disorders. This final exam for both Plan I and Plan II students is the National Examination in Speech-Language Pathology (PRAXIS). The examination is designed to assess the student's ability to integrate academic and clinical knowledge in various areas of Speech-Language Pathology and Audiology. A passing score of 162 is required. Please see: [http://www.ets.org/praxis/asha/requirements](http://www.ets.org/praxis/asha/requirements) for more information.

This exam is administered by NTE and can only be taken after all required academic work is completed. Therefore, students should plan on taking the exam during the last semester of study (the externship semester).

Prior to taking the PRAXIS exam, Master's students must attain a 3.0 grade point average in their course work, as well as demonstrate adequate clinical performance as determined by the Clinic Director. Otherwise the exam will not count towards graduation. Should a student fail the exam, the student may retake the exam once. Upon failing a second examination, the student is discharged from the Graduate College. The student needs to be enrolled for a minimum of one credit hour during the semester the examination is taken (including any re-examination), if the student plans to graduate that semester. Thesis students must pass the oral final examination associated with their final thesis defense in addition to the PRAXIS exam.
ADVISORS

ACADEMIC ADVISORS: All students will be assigned to the Department’s Graduate Coordinator who will assist students in registering for the first semester of classes. The Graduate Coordinator will also serve as the academic advisor throughout the student’s academic program.

THESIS ADVISORS: Students who select the Plan I option (Thesis) should take the following steps after identifying an advisor they believe will provide the best guidance in the pursuit of their professional objectives:

- Discuss your intention with the Graduate Coordinator.
- Schedule an appointment to discuss the thesis with the identified faculty member.
- Secure written consent of the selected faculty member.
- Notify the Graduate Coordinator regarding consent of the faculty member.
- Seek final approval from the Department Chair

Thesis advisors and committee members for students pursuing a thesis are selected on the basis of five factors:

- the professional areas of specialization of the faculty member(s) to direct the research project
- the student's preference
- the workload and availability of the faculty members concerned
- the consent of the faculty members concerned, and
- the approval of the Department Graduate Studies Committee with final approval from the Department Chair

Students will have ample opportunity to express their preference for a thesis advisor, and the Department will do all it can to honor this preference. There may be specific instances, however, where the preferred faculty member lacks the time, or lacks sufficient expertise in the particular subject for research. In these instances, it would not be in the student’s best interest to insist upon a particular faculty member. The Department Chair is responsible for the final approval of the thesis advisor and committee members.
THESIS

All students deciding to pursue the thesis option will be encouraged to perform a scholarly activity that will be of sufficient quality for subsequent professional presentation and/or publication. The thesis student should obtain a copy of the Thesis and Dissertation Handbook from the Graduate College web site, available at:


This document contains the regulations for writing style, duplication, etc. The student is responsible for being aware of and meeting the deadlines for orals and submission of the thesis to the Graduate College that apply to the anticipated graduation date.


The university requires that all theses be submitted electronically; paper copies are not accepted. Guidelines for electronic submission of theses are posted at:

http://www.bgsu.edu/graduate/thesis-and-dissertations/submission-and-approval-of-your-manuscript.html

A thesis is intended to acquaint the student with research methodology; it is expected that original research or replication of a research project will be undertaken. The nature of the topic should be chosen by the student in consultation with a thesis advisor. Once a suitable topic has been selected, a minimum of two other members of the graduate faculty should be requested in writing to serve on the committee. The advisor and one committee member must be from the Department; the third committee member may be selected from other departments of the University. The written petition should include a copy of the thesis proposal, the anticipated date of the oral examination, and the anticipated date of graduation.

Although the advisor is primarily responsible for guiding the design and writing of the thesis, the other committee members should be consulted on these matters. The student should determine from the other faculty members whether they wish to see drafts of the thesis as it is being prepared. Any major points of disagreement should be resolved in a joint meeting of the student and his/her committee.

The student must submit to each committee member a thesis proposal abstract of 250-500 words and a thesis proposal describing the purpose and methods of the thesis. The proposal abstract includes a brief description of the research plan, time frame, etc. The proposal itself is typically more in-depth. All thesis students must submit a completed Thesis Topic Approval to the Graduate College and an ETD Approval/Submission form when the defense is passed and the manuscript is complete. Deadlines for receipt of these forms are available on the Graduate College website at:

http://www.bgsu.edu/graduate/graduation/degree-candidates-deadlines.html
The Graduate College will not accept a thesis that has not received prior approval. Approval of the thesis topic will not be granted unless the student is in good standing.

A student may apply to the Department for limited financial support for the purchase of materials needed to complete the thesis (e.g., remuneration for research participants, test forms, other supplies as appropriate to the project). The Department will not provide copying services or secretarial support for the completion of the thesis.

Upon completion of the thesis, a copy must be provided to the committee members within the time period required by the Graduate College to allow ample time for scheduling the oral examination.

**FORM OF THESIS FOR THE COMMITTEE.**

The draft which is submitted to the Committee for reading should be complete, readable, and contain necessary documentation and bibliographic entries. This draft should be in a form suitable for final typing.

**APPROVAL OF THESIS FOR ORAL DEFENSE.**

At least two weeks prior to the date of the oral defense of the thesis, the student will contact the members of the committee to determine whether the thesis is defensible in content and form. If revisions are recommended, the thesis advisor and the candidate will develop a plan of action to meet committee expectations regarding these revisions, including postponement of the oral if necessary. Candidates should meet with the committee well in advance so that the timetable for submitting the thesis to the committee and to the Graduate College is met.

The oral examination typically will last for 1-2 hours. Although the thesis topic will be emphasized in the examination, other related professional topics can be covered in the oral examination. Majority vote of the committee will determine the student’s success in defending the thesis. If a student fails the oral, the student may be asked to do one of the following:

- retake the oral defense of the thesis
- rewrite the thesis
- execute a second thesis on the same topic
- select a new topic and do a second thesis

A student may pass the oral examination, and still be asked to rewrite sections of the thesis. The student must be certain that ample time is allowed between the date of the oral examination and the anticipated graduation deadline to allow for such rewriting activity.
The student must prepare and distribute the following number of copies of the final thesis:

- one electronic copy for the Graduate College
- one copy for the advisor, if a hard copy is requested

As a courtesy, the student should ask the other committee members if they desire a hard copy for their personal libraries.

Thesis students are required to maintain continuous registration from one semester to another, excluding summer session, regardless of whether they are in residence, until the research is completed and the thesis is accepted by the Graduate College. The summer exclusion does not hold for a student applying for summer graduation. The minimum continuous registration is one hour per semester.

Plan I students should submit the ETD Approval/Submission form to the Graduate College, indicating the results of their final oral examination (thesis defense) and approval of their manuscript. Under the “Results of the Final Examination for the Degree” heading, all committee members (including the chair) and the graduate coordinator must sign and indicate the results of the exam and manuscript approval.
RESEARCH STANDARDS

The student may not use the name or stationery of the University in connection with personal research, without the sponsorship of a member of the Graduate Faculty. This permission is freely and generously given, but the Department insists upon its right to determine the context in which its name is used.

Research involving human subjects must meet the guidelines of the University Human Subjects Review Board, and projects involving animals must meet the guidelines of the Institutional Animal Care and Use Committee.

The student should be sure to consult the thesis advisor to assure these guidelines are followed.
TRANSFER CREDIT

A student may transfer up to a maximum of nine semester hours of post-baccalaureate credit into the Master’s program subject to approval of the program and the Graduate College. Students seeking transfer credit should contact the Graduate Coordinator for approval. Note that students wishing to substitute courses taken elsewhere for departmentally required courses are required to meet with and obtain the approval of the instructor of the corresponding BG class. The Graduate Coordinator will make a final decision based upon the instructor’s recommendation. Students should retain syllabi and other course materials to assist in determining suitability of graduate work completed elsewhere.
COURSE LOAD

Full-time M.S. students may take between 8 and 18 hours per semester. The Graduate College requires a student on an assistantship to be registered for a minimum of 8 hours. For students awarded an assistantship, earning stipends, during the summer are required to be registered for a minimum of 1 graduate credit hour during the summer.
GRADING POLICIES: INCOMPLETES

There are clear statements concerning incompletes in the Graduate Catalog, which every student should read. Incompletes should not be requested except under extenuating circumstances, and only when a final examination or project cannot be completed in time. Although incompletes do not average into the student’s GPA, they do represent uncompleted work, and therefore contribute to additional work loads on both the student’s and faculty member’s part. Department policy strongly discourages requesting and awarding incompletes. Per Graduate College policy, incompletes not made up by posted deadlines will convert to failing grades automatically. Note that students experiencing extraordinary circumstances causing them to fail to complete substantial portions of a class’s requirements should petition for late withdrawal rather than an incomplete. Incompletes are intended solely when the majority of a class has been completed. Students who are experiencing or anticipate experiencing difficulties completing a course should contact the instructor(s) and the Graduate Coordinator as soon as possible, to work out the most beneficial course of action.
GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS

There are several policies and procedures pertaining to graduate student grievances depending upon the nature of the concern. Course grades may be appealed under the Grade Appeal Policy. This policy is detailed in the Graduate Catalog. Concerns about sexual, racial and ethnic harassment may be pursued under the policies and procedures pertaining to those matters, and are detailed in the Student Affairs Handbook. Students may pursue all concerns with the Graduate Coordinator or the Department Chair. Clinical education concerns may be directed to the Clinic Director. Every effort will be made at the Department level to resolve the complaint or concern.
CAA CONTACT

Concerns and questions relative to the academic and clinical training issues of the Department’s accredited program should be directed to the Department Chair. Students may also contact the American Speech-Language-Hearing Association, Council on Academic Accreditation (CAA) at 2200 Research Boulevard #310, Rockville, Maryland 20850, telephone 888/321-ASHA (2742).

Procedures for Complaints to the CAA Against Graduate Education Programs:

A complaint about any accredited program or program in Candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.

Criteria for Complaints Against Graduate Education Programs

For a complaint to be considered by the CAA, it must:

- be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology,

- relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards.

- include verification and documentation (e.g., copies of grievance processes, communications verifying completion of processes, etc.) if the complaint is from a student or faculty/instructional staff member at that institution, that the complainant exhausted all relevant institutional grievance and review mechanisms before submitting a complaint to the CAA, if relevant to the complaint.

The complaint must clearly describe the specific nature of the complaint and the relationship of the complaint to the accreditation standards, and provide supporting data for the charge. The burden of proof rests with the complainant. All written testimony must include the complainant's name, address, and telephone contact information and the complainant's relationship to the program in order for the Accreditation Office to verify and communicate with the source of the complaint.

All complaints must be signed and submitted in writing to the Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, Maryland 20850. Complaints will not be accepted by email or facsimile.
STUDENTS WITH DISABILITIES

In accordance with the University policy, if a student has a documented disability and requires accommodations to obtain equal access in a class or in clinical practicum, the student should contact the Clinic Director at the beginning of his/her graduate program and the instructor(s) of his/her class(es) each semester and make this need known, and provide documentation thereof. Note that instructors are not permitted to make individual judgments about accommodations. Students with disabilities requesting accommodations must first verify their eligibility through the Office of Disability Services, 38 College Park Office Building, (419) 372-8495.
ACADEMIC HONESTY

The Department has a zero tolerance for any violation of academic honesty and/or academic misconduct. Please familiarize yourself with this policy now. It is the student’s responsibility to understand the definitions of academic dishonesty and misconduct. The Academic Honesty Policy is printed in its entirety in the Student Affairs Handbook. It is available on-line under Additional Resources for Students:

http://www.bgsu.edu/student-affairs.html
COMPUTER USAGE, USB DRIVES AND SECURITY

Computers are available for student use in the student work room. The computers in the student work room are for clinic activities. These computers are not to be used for class work, personal e-mail or for web surfing.

You are not permitted to download programs of any kind from the internet to the university computers. Likewise, you are not to save any documents to the hard drives. You may use cloud-based One-Drive storage available to you, linked in the BGSU Webmail page to save documents that do not fall under HIPPA privacy law (e.g., lesson plans, materials to use in clinic). See http://www.bgsu.edu/its/services/files/sharepoint/onedrive.html for more information about OneDrive.

USB drives are not to be used in clinic computers. Clinic documents falling under HIPPA will be created and saved in the secure OnBase electronic records system. See the Clinic manual for more information.

In compliance with the University’s “Acceptable Use Policy for Information Technologies (IT)”: “Deliberate use of viruses or other means for the purpose of disrupting IT services to an individual or to the whole IT community is a violation of the law. Such cases will be prosecuted. Attempts to monitor, read, copy, edit, or delete another user's files or software are equally prohibited. Laws covering libel, sexual and racial harassment, wire fraud, defamation, pyramid schemes, and chain letters are as applicable in IT use as they are in conventional media.”

In addition, “it is a violation of University policy to set up separate servers or to use our Internet connections for unlawful activities. The University does prosecute violators of the policies as well as “hackers” through University procedures, local courts, and the federal court system. Using the Internet to entice minors is unlawful, as is viewing child pornography. Be aware that under certain new rules promulgated by the United States Government, the University may be required to reveal information about you, so use common computers wisely.”

Further information about technology and security at BGSU may be obtained at:

http://www.bgsu.edu/its
FINANCIAL ASSISTANCE AND DUTIES

Assistantships are awarded on the basis of excellence of the student’s academic record, GRE scores, personal letter of intent and letters of recommendation. It is the Graduate College’s policy to award assistantships only to students with a minimum 3.00 accumulative undergraduate GPA. All recommendations for awarding assistantships are made by the Graduate Admissions Committee to the Department Chair for final approval.

The Department will attempt to provide financial assistance for as many students as possible, for at least one academic year of study. The number and amount of this assistance is determined by the Graduate College and is dependent on the availability of funds and the number of qualified applicants. Currently, the Graduate College requires graduate students on assistantships to be registered for a minimum of 8 hours during the regular academic year. Assistantships may continue into the summer session, depending on the availability of funds from the Graduate College. Students earning stipends during the summer are required to be registered for a minimum of 1 graduate credit hour during the summer. We will notify awardees about all funding options as soon as they are made available to us (typically by April of the previous year). Please check with the Graduate Coordinator and the Graduate College for more details about the assistantship awards and current requirements that would apply to you.

Should a student for any reason wish to forfeit an assistantship before the end of the contract period, the student is urged to discuss the situation with the Graduate Coordinator before taking such action.
WORK RESPONSIBILITIES

At the beginning of each semester, students will be given an explanation of their assignments and the name(s) of the faculty member(s) who will supervise the assignment. A student is expected to fulfill the hours-per-week commitment for sixteen weeks each semester, i.e., the fifteen weeks of lecture and the final examination week. Before leaving at the end of each semester, the student should consult the supervising faculty member to receive assurance that all work duties have been completed. It is the student’s responsibility to seek out the faculty member to whom s/he has been assigned to determine the nature of the assignment.

The student should read the “Statement of Understanding” which is received with the letter of notification from the Graduate College. It details the general guidelines for work responsibilities under assistantship contracts. The student should read this carefully since the Department follows this policy, and the faculty supervisors will implement various portions of it with specific reference to the student’s work assignment. Especially important are those portions of the statement dealing with course grading. When students leave the University after completion of the program, they MUST leave all grade records, from any teaching they have done, with the faculty supervisor. It is not uncommon for questions and challenges concerning a grade to arise several weeks after it is issued, and following the departure of the graduate student. Therefore, the Department must be in a position to refer to records in order to resolve any difficulties that may arise.
OFFICE AND KEYS

Office spaces are made available to all graduate students. Keys will be issued to each student for the shared graduate office spaces, including work spaces in the basement and the clinical work space in Room 205. Exterior door building keys will be provided so that students have access to the building after hours and on weekends. It is the student's responsibility to obtain keys, in person, from the Department's Administrative Assistant in room 237 of the Health & Human Services building. If a student's work assignment necessitates an instructional media key or lab key, a key card will be issued and the student must pick up the key(s) at Campus Operations on Poe Road. The student should guard carefully any keys issued for obvious security reasons. **Students must return all keys to the Administrative Secretary in person at the time of final clinic checkout.**
CDIS CLINICAL PRACTICUM FEE

A clinical practicum fee of $200 per enrollment in CDIS 6970 practicum class has been established to cover costs associated with the entire clinical experience while you are enrolled as a graduate student. The practicum fee helps to defray the costs the Speech and Hearing Clinic incurs in providing clinical education, including clinic materials and clinical supervision. The $200 clinical practicum fee is required each time that you enroll in the CDIS 6970 clinical practicum class. The typical student enrolls in this class four times throughout the program ($800 total). There are occasions when a student might enroll in this class for more than four semesters, and in such cases they will still be required to pay the practicum fee each time enrolled. There is no fee for CDIS 6890 Internship.
BGSU SCHOLARSHIPS FOR GRADUATE STUDENTS

Three scholarships are dedicated to Master’s students in speech-language pathology at BGSU and are administered by the Department of Communication Sciences and Disorders. They are:

- Lima Noon Sertoma Scholarships. Two available most years, $1500 each for second year students showing academic and clinical excellence. Preference given to residents of Northwest Ohio.

- Harold (Hal) McGrady Speech-Language Pathology Scholarship. $1000 for a second year student who is in the school-based track in the program who has expressed an interest in working in the school setting after graduation.

- Elizabeth Neidecker Communication Disorders Graduate Scholarship. Approximately $1200, to recognize a high-achieving graduate student who has an interest in a career in the schools.

Application Procedure:

Interested students should e-mail the Department Chair in January of their first year of study to obtain applications for any of these scholarships. Applications will be due in early March. The selection process will be completed in March and award notifications made by early April.
CHECKLIST FOR ATTAINING MASTER’S DEGREE

This checklist should help ensure that you meet requirements for the degree at the appropriate times:

1. Complete prerequisite undergraduate course deficiencies. (In the first conference with the advisor, the student should identify such deficiencies and plan to remediate them. See page 9 for minimum undergraduate preparation).

2. Secure regular admission.

3. Successfully complete all knowledge and skills outcomes associated with the clinical and academic training program.

4. Complete sufficient clinical experience to obtain a minimum of 400 clock hours, at least 325 hours at the graduate level with 50 clock hours in each of three types of clinical settings, and meet all minimum requirements for the Certificate of Clinical Competency (CCC).

5. Submit the application for graduation at the beginning of the last semester of study in which final examination and oral examination of the thesis will be taken.

6. Successfully pass the PRAXIS (minimum score of 162) once all required course work is completed (students in good standing).

The next steps are for Plan I (Thesis) students only:

7. Submit thesis prospectus for approval (The student must have a 3.0 GPA in CDIS courses and must have successfully completed the clinical practicum sequence).


9. In addition:
   b. Submit final copies to Graduate College via OhioLink upload.
   c. Submit final signed Graduate College form indicating passing oral defense.
Masters-Level Courses in Communication Sciences and Disorders (CDIS)

CDIS 6000 Speech for Graduate Students (1-4)
CDIS 6010 Speech Science (4)
CDIS 6040 Counseling in CDIS (3)
CDIS 6050 Communication Disorders and Aging (3)
CDIS 6060 Diagnostics in Communication Disorders I (2)
CDIS 6070 Diagnostics in Communication Disorders II (1-3)
CDIS 6110 Motor Speech Disorders (3)
CDIS 6170 Clinical Issues I (2)
CDIS 6180 Clinical Issues II (2)
CDIS 6190 Clinical Issues III (1)
CDIS 6200 Clinical Issues IV (2)
CDIS 6210 Voice Disorders (3)
CDIS 6310 Aphasia and Related Neuropathologies (3)
CDIS 6410 Stuttering (3)
CDIS 6450 Aural Rehabilitation (3)
(Not required if previously taken at the undergraduate level)
CDIS 6510 Oral-Facial Anomalies (2)
CDIS 6530 Dysphagia (3)
CDIS 6610 Pediatric Language Disorders (3)
CDIS 6630 Issues in Phonological Intervention (3)
CDIS 6710 Language Disorders in the School-Age Population (3)
CDIS 6760 Research Methods in Communication Disorders (3)
CDIS 6790 Administration of Speech-Language-Hearing Programs in the Schools (3)
CDIS 6800 Graduate Seminar in Communication Disorders (1-3); Graded A/F
CDIS 6810 Graduate Seminar in Communication Disorders (1-3); Graded S/U
CDIS 6820 Topics in Communication Disorders (2-3); Graded A/F
CDIS 6820 Cognitive Rehabilitation (3); Graded A/F
CDIS 6830 Topics in Communication Disorders (2-3); Graded S/U
CDIS 6850 Directed Readings in Communication Disorders (1-3); Graded S/U
CDIS 6860 Independent Study in Communication Disorders (1-4); Graded A/F
CDIS 6870 Independent Study in Communication Disorders (1-4); Graded S/U
CDIS 6890 Internship (1-9)
CDIS 6910 Research Problems in Communication Disorders (1-3)
CDIS 6920 Research Group in Communication Disorders (1-3); Graded A/F
CDIS 6930 Research Group in Communication Disorders (1-3); Graded S/U
CDIS 6940 Workshop on Current Topics in Communication Disorders (1-3)
CDIS 6950 Workshop in Communication Disorders (1-3)
CDIS 6970 Practicum in Speech-Language Pathology (1-3)
CDIS 6990 Thesis Research (1-12)

*** Bold items indicate required courses
TYPICAL MASTER’S CURRICULUM SEQUENCE--
**This is an example only and the sequence is subject to change.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester (Fall 1)</td>
<td>CDIS 6010</td>
<td>Speech Science</td>
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<tr>
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<td>CDIS 6040</td>
<td>Counseling</td>
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<tr>
<td></td>
<td>CDIS 6170</td>
<td>Clinical Issues I</td>
<td>2</td>
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<td>CDIS 6610</td>
<td>Pediatric Language Disorders</td>
<td>3</td>
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<td></td>
<td>CDIS 6760</td>
<td>Research Methods in Com Dis</td>
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<td>CDIS 6970</td>
<td>Practicum</td>
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<td></td>
<td><strong>Total Hours:</strong></td>
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<tr>
<td>Second Semester (Spring 1)</td>
<td>CDIS 6110</td>
<td>Motor Speech Disorders</td>
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<td></td>
<td>CDIS 6180</td>
<td>Clinical Issues II</td>
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<td>CDIS 6210</td>
<td>Voice</td>
<td>3</td>
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<td></td>
<td>CDIS 6410</td>
<td>Stuttering</td>
<td>3</td>
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<td>CDIS 6710</td>
<td>School-aged Language Disorders</td>
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<tr>
<td></td>
<td>CDIS 6970</td>
<td>Practicum</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Total Hours:</strong></td>
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</tr>
<tr>
<td>Third Semester (Summer)</td>
<td>CDIS 6190</td>
<td>Clinical Issues III - Instrumentation</td>
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<td>CDIS 6310</td>
<td>Aphasia</td>
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<td>CDIS 6530</td>
<td>Dysphagia</td>
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<td></td>
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<td>Topics</td>
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<td>2 - 3</td>
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<tr>
<td></td>
<td>CDIS 6970</td>
<td>Practicum</td>
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<td><strong>Total Hours:</strong></td>
<td></td>
<td><strong>&gt; 8</strong></td>
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<td>Fourth Semester (Fall 2)</td>
<td>CDIS 6200</td>
<td>Clinical Issues IV</td>
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<td>CDIS 6630</td>
<td>Phonology</td>
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<td>(CDIS 6450)</td>
<td>Aural Rehabilitation*</td>
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<td></td>
<td>CDIS 6970</td>
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<td><strong>Total Hours:</strong></td>
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<td>Fifth Semester (Spring 2)</td>
<td>CDIS 6890</td>
<td>Internship</td>
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* Not required if previously taken at the undergraduate level.
TOPICS COURSES

Topics Courses are graduate level classes in CDIS that are not required for all Master’s students to take. The information covered in Topics Courses must demonstrate potential use for clinical practice as a speech-language pathologist. Material may be theoretical or directly applicable and can cover specific or general aspects of practice (e.g., assessment, intervention, professional issues). A minimum of two credit hours is required for a class to count as a Topics Course. All students must complete at least two Topics Courses.

Topics Courses are required to be letter graded. The Graduate Coordinator and the Department Chair may be petitioned for exemptions to this requirement. Examples of circumstances that may warrant such exemption are CDIS courses that are only offered with an S/U option and students transferring Master’s level courses that meet the requirements as a Topics Course but were taken as S/U.

Topics Courses will generally be offered each Summer session. The specific Topics Courses available each year will vary. The following list presents the Topics Courses within CDIS.

CDIS 6510 Oral-Facial Anomalies
CDIS 6790 Administration of Speech-Language-Hearing Programs in the Schools
CDIS 6800 Seminar in Communication Disorders
CDIS 6820 Topics in Communication Disorders
CDIS 6850 Directed Readings in Communication Disorders
CDIS 6860 Independent Study in Communication Disorders
CDIS 6910 Research Problems in Communication Disorders
CDIS 6920 Research Group in Communication Disorders
CDIS 6940 Workshop on Current Topics in Communication Disorders
CDIS 6950 Workshop in Communication Disorders
CDIS 6990 Thesis Research
    (may count for up to 1 Topics Course, ≥ two hours each)

Courses from other departments can be counted as a Topics Course. They must, however, be pre-approved by the Graduate Coordinator and Department Chair. The approval process consists of the student submitting a petition that includes a complete syllabus from the course. The Graduate Coordinator and Department Chair will use the syllabus and above requirements to guide their decision.
<table>
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<td>1</td>
<td>REQUIRED COURSES - TAKE 15</td>
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<td>Select From: CDIS 6100 CDIS 6400 CDIS 6110 CDIS 6170</td>
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<tr>
<td>2</td>
<td>INTERNSHIP - TAKE 1 COURSE (AT LEAST 8 HOURS ARE REQUIRED)</td>
</tr>
<tr>
<td></td>
<td>Select From: CDIS 6690</td>
</tr>
<tr>
<td>3</td>
<td>PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY - THIS COURSE IS TAKEN ONCE IN EACH</td>
</tr>
<tr>
<td></td>
<td>OF THE FIRST FOUR SEMESTERS, MINIMUM 1 CREDIT EACH SEMESTER</td>
</tr>
<tr>
<td></td>
<td>Select From: CDIS 6970</td>
</tr>
<tr>
<td>4</td>
<td>CLINICAL REQUIREMENTS</td>
</tr>
<tr>
<td></td>
<td>STUDENT MUST HAVE A BACHELOR'S DEGREE FROM AN ACCREDITED COLLEGE OR UNIVERSITY</td>
</tr>
<tr>
<td></td>
<td>COMPLETE THE FOLLOWING UNDERGRADUATE COURSE WORK</td>
</tr>
<tr>
<td></td>
<td>Select From: CDIS 1230 CDIS 2240 CDIS 2250 CDIS 3010</td>
</tr>
<tr>
<td></td>
<td>CDIS 3020 CDIS 3110 CDIS 3150 CDIS 3610</td>
</tr>
<tr>
<td></td>
<td>CDIS 4010</td>
</tr>
<tr>
<td>5</td>
<td>COMPLETE ONE OF THE FOLLOWING COURSES (OR APPROVED EQUIVALENT)</td>
</tr>
<tr>
<td>6</td>
<td>COMPLETE FULL TIME OFF-CAMPUS CLINICAL PLACEMENT</td>
</tr>
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<td></td>
<td>STUDENTS SEEKING SCHOOL LICENSURE FROM THE STATE OF OHIO MUST ALSO COMPLETE</td>
</tr>
<tr>
<td></td>
<td>THE FOLLOWING REQUIREMENTS</td>
</tr>
<tr>
<td></td>
<td>ALONG WITH COMPLETING ALL DEPARTMENTAL REQUIREMENTS,</td>
</tr>
<tr>
<td></td>
<td>STUDENTS SEEKING SCHOOL LICENSURE FROM THE STATE OF OHIO MUST ALSO COMPLETE</td>
</tr>
<tr>
<td></td>
<td>THE FOLLOWING REQUIREMENTS</td>
</tr>
<tr>
<td></td>
<td>STUDENTS SEEKING SCHOOL LICENSURE FROM THE STATE OF OHIO MUST ALSO COMPLETE</td>
</tr>
<tr>
<td></td>
<td>THE FOLLOWING REQUIREMENTS</td>
</tr>
<tr>
<td></td>
<td>STUDENTS SEEKING SCHOOL LICENSURE FROM THE STATE OF OHIO MUST ALSO COMPLETE</td>
</tr>
<tr>
<td>7</td>
<td>CURRICULUM REQUIREMENTS</td>
</tr>
<tr>
<td></td>
<td>STUDENT IS REQUIRED TO TAKEN AT LEAST TWO OF THE FOLLOWING COURSES, THE</td>
</tr>
<tr>
<td></td>
<td>COURSES MUST BE AT LEAST TWO CREDITS AND BE TAKEN FOR A LETTER GRADE.</td>
</tr>
<tr>
<td></td>
<td>COURSES FROM OTHER DEPARTMENTS THAT ARE NOT PART OF THE SCHOOL LICENSURE</td>
</tr>
<tr>
<td></td>
<td>REQUIREMENTS CAN BE COUNTED AS A TOPICS COURSE. THEY MUST, HOWEVER, BE PRE-</td>
</tr>
<tr>
<td></td>
<td>APPROVED BY THE GRADUATE COORDINATOR AND DEPARTMENT CHAIR.</td>
</tr>
<tr>
<td>8</td>
<td>TOPICS COURSES</td>
</tr>
<tr>
<td></td>
<td>Select From: CDIS 6510 CDIS 6800 CDIS 6820 CDIS 6850</td>
</tr>
<tr>
<td></td>
<td>CDIS 6860 CDIS 6910 CDIS 6920 CDIS 6940</td>
</tr>
<tr>
<td></td>
<td>CDIS 6950</td>
</tr>
<tr>
<td>9</td>
<td>THESIS RESEARCH MAY COUNT FOR UP TO 1 TOPICS COURSE</td>
</tr>
<tr>
<td></td>
<td>Select From: CDIS 6990</td>
</tr>
<tr>
<td>10</td>
<td>APPLICATION FOR GRADUATION FOR GRADUATE COLLEGE (G APPLY)</td>
</tr>
<tr>
<td></td>
<td>1) AN APPLICATION FOR GRADUATION FORM MUST BE COMPLETED AND SUBMITTED ON-</td>
</tr>
<tr>
<td></td>
<td>LINE BY SEPTEMBER 18 FOR FALL, JANUARY 26 FOR SPRING, JUNE 5 FOR SUMMER.</td>
</tr>
<tr>
<td></td>
<td>THE APPLICATION FOR GRADUATION FORM WILL BE AVAILABLE AS FOLLOWS:</td>
</tr>
</tbody>
</table>

**GRADUATE COLLEGE LEGEND**

- NO = Requirement is not completed.
- OK = Requirement is completed.
- OPT = Requirement/Sub-requirement is optional.
- - = Sub-requirement is not completed.
- * = Sub-requirement is completed.
- R = Mandatory sub-requirement. It must be completed in order for the requirement to be completed.
- + = Courses reported for informational purposes only.
- WGR = No grade reported by instructor.
- IG = Final grade is Incomplete. Successful completion of
**PROGRAM: CDAR5.1X6  MASTER OF SCIENCE IN COMMUNICATION DISORDERS**

**Prepared: 10/12/11 - 15:04**  
BGSU - Bowling Green, Ohio 43403

**System Code Test**

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**A MINIMUM OF 51 HOURS REQUIRED FOR A MASTER OF SCIENCE IN COMMUNICATION DISORDERS - PLAN II (GRAD CD B)**

---

**TOPICS COURSE REQUIREMENT (CD TOPIC)**

**APPLY**

- **TOPICS COURSES**
  
  Select From: CDIS 6510 CDIS 6680 CDIS 6820 CDIS 6850
  
  CDIS 6860 CDIS 6910 CDIS 6920 CDIS 6940
  
  CDIS 6950 CDIS 6990

---

**OTHER CDIS REQUIREMENTS (CD REQM2)**

- **1) PRAXIS EXAM - STUDENT MUST ACHIEVE A PASSING SCORE (600 OR HIGHER) ON THE NATIONAL EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY (PRAXIS).**
  
  Select From: EDFI 3020 and EDIS 2310
  
  EDFI 6730

- **2) ASHA STUDENT RECORD FORM - STUDENT MUST MEET ALL OF THE STANDARDS ON THE ASHA STUDENT RECORD FORM.**

- **3) CLIENT CONTACT HOURS - STUDENT MUST ACHIEVE A MINIMUM OF 400 CLIENT CONTACT HOURS. THIS INCLUDES A MINIMUM OF 25 OBSERVATION HOURS AND 375 CLIENT CONTACT HOURS. AT LEAST 325 HOURS MUST BE AT THE GRADUATE LEVEL.**

- **4) CLINICAL REQUIREMENTS**
  
  COMPLETE 3 SEMESTERS OF ON-CAMPUS CLINIC

---

**GRADUATE COLLEGE LEGEND*******************

---

**No Application for Graduation for Graduate College (G G)**

---

**PROGRAM: PCDIS-MS  PAGE 1**

**Catalog Year: 3465645**

**System Code Test**

---

**COMMUNICATION DISORDERS - PLAN II (GRAD CD B)**

---

**TOPICS COURSE REQUIREMENT (CD TOPIC)**

**APPLY**

- **TOPICS COURSES**
  
  Select From: CDIS 6100 CDIS 6104 CDIS 6110 CDIS 6170
  
  CDIS 6180 CDIS 6190 CDIS 6200 CDIS 6210
  
  CDIS 6310 CDIS 6410 CDIS 6530 CDIS 6610
  
  CDIS 6630 CDIS 6710 CDIS 6760

---

**CURRICULUM REQUIREMENTS (CD REQM)**

- **1) REQUIRED COURSES - TAKE 15**
  
  Select From: CDIS 6010 CDIS 6040 CDIS 6110 CDIS 6170
  
  CDIS 6180 CDIS 6190 CDIS 6200 CDIS 6210
  
  EDIS 3020 and EDIS 2310
  
  Select From: EDFI 3020 and EDIS 2310
  
  EDIS 6730

---

**TOPICS COURSE REQUIREMENT (CD TOPIC)**

**APPLY**

- **TOPICS COURSES**
  
  Select From: CDIS 6510 CDIS 6680 CDIS 6820 CDIS 6850
  
  CDIS 6860 CDIS 6910 CDIS 6920 CDIS 6940
  
  CDIS 6950 CDIS 6990

---

**OTHER CDIS REQUIREMENTS (CD REQM2)**

- **1) PRAXIS EXAM - STUDENT MUST ACHIEVE A PASSING SCORE (600 OR HIGHER) ON THE NATIONAL EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY (PRAXIS).**

---

**GRADUATE COLLEGE LEGEND*******************

---

**No Application for Graduation for Graduate College (G G)**

---

**PROGRAM: PCDIS-MS  PAGE 1**

**Catalog Year: 3465645**

**System Code Test**
PROCEDURES FOR OBTAINING STATE OF OHIO SCHOOL LICENSURE

First Semester of Graduate School

1. Attend the meeting detailing procedures for licensure that the Department Chair holds during graduate student orientation. Fill out paperwork provided to you at that meeting, including the Good Moral Character Statement of Assurance required by the Department of Education. The Chair will email you a blank course form with instructions; fill this out and email back to him or her. This form will require that you review your transcripts; if equivalents for all requirements are not available, you will need to take those during your graduate program to qualify for school licensure. Students typically need between 1 and 2 extra classes.

If you are uncertain regarding your courses, set up an individual meeting with the Chair. Be ready to provide catalog course descriptions and/or syllabi from the courses that you are requesting to be substituted. The Chair will let you know whether he or she approves your substitution request and what, if any, additional courses you need.

2. Inform the Clinic Director that you will be seeking school licensure. She needs to know when you will be taking any courses related to school licensure so that clinical assignments will not conflict with those courses. The Clinic Director will also determine when and where you will be assigned a school practicum placement. This placement is usually during the fourth or fifth semester. The Clinic Director will also need to know if you later decide not to seek school licensure. All of your decisions impact on your clinical placement as well as the placement of your peers.

Third Semester of Graduate School

1. A Fingerprint/Background Check (FBC) is required for those seeking school licensure. Therefore, you are advised to initiate the procedure as soon as possible, but no earlier than one year prior to the completion of your licensure program. The fee for the FBC will be either $15.00 (if you have lived continuously in the State of Ohio for the past five years) or $24.00 (if you have not lived continuously in the State of Ohio for the past five years). If you have not lived in the State of Ohio for the last five years, you must also complete an FBI record check. The details for the FBC requirement are found in the Fingerprinting guidelines.

Fifth Semester of Graduate School

1. Towards the end of the fifth semester or shortly thereafter, complete an online application for licensure form. Instructions for doing so can be obtained from the Department Administrative Assistant. Copies are available on the department Forms page as well.
2. You must make arrangements with the Registrar to have your final transcript sent to the Department Administrative Assistant. The transcript must show the date of degree conferral. Please note that your final transcript will not be available until 4-6 weeks after your date of graduation. It is your responsibility to make this arrangement.

3. You must mail or fax (419-372-8089) a copy of your Ohio state license as soon as you receive it to the Department.

*All forms necessary for school licensure can be obtained from the Administrative Assistant to the Department Chair.

Please note that it is your responsibility to make sure that all of the steps have been completed appropriately and in the correct time frame to secure school licensure.
NAME __________________________________________________ BGSU ID#: __________________________

I. A bachelor's degree from an accredited college or university __________________________

II. Undergraduate course work in CDIS to include the following required courses or their equivalents:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CDIS 1230</td>
<td>Introduction to Communication Disorders 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 2240</td>
<td>Phonetics 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 2250</td>
<td>Normal Language Acquisition &amp; Development 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 3010</td>
<td>Anatomy &amp; Physiology of the Speech Mechanism 4</td>
</tr>
<tr>
<td></td>
<td>CDIS 3020</td>
<td>Acoustics for Speech and Hearing 4</td>
</tr>
<tr>
<td></td>
<td>CDIS 3110</td>
<td>Phonological Assessment &amp; Intervention 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 3510</td>
<td>Language Assessment &amp; Remediation 4</td>
</tr>
<tr>
<td></td>
<td>CDIS 3610</td>
<td>Diagnostic Audiology 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 4010</td>
<td>Clinical Methods in Communication Disorders 4</td>
</tr>
</tbody>
</table>

III. Required graduate courses (or equivalents) for school licensure:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CDIS 6310</td>
<td>Aphasia &amp; Related Neuropathologies 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6010</td>
<td>Speech Science 4</td>
</tr>
<tr>
<td></td>
<td>CDIS 6710</td>
<td>Language Disorders in the School-Age Population 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6210</td>
<td>Voice Disorders 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6110</td>
<td>Motor Speech Disorders 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6410</td>
<td>Stuttering 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6760</td>
<td>Research Methods in CDIS 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6450</td>
<td>Aural Rehabilitation OR CDIS 4610 Aural Rehabilitation 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6610</td>
<td>Pediatric Language Disorders 3</td>
</tr>
<tr>
<td></td>
<td>CDIS 6970</td>
<td>Practicum in Speech-Language Pathology 3</td>
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</tbody>
</table>

**ONLY 1 COURSE NEEDED**

<table>
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<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>EDFI 3020</td>
<td>Educational Psychology 3</td>
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(Accepted only if completed as undergraduate student)

**or**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDIS 2310</td>
<td>Education of children with Exceptionalities 3</td>
</tr>
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</table>

(Accepted only if completed as undergraduate student)

**or**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDFI 6230</td>
<td>Foundations of Early Childhood Education 2</td>
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</table>

**or**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDFI 6710</td>
<td>Human Growth &amp; Development 3</td>
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**or**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
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<tbody>
<tr>
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<td>EDFI 6730</td>
<td>Adolescence 3</td>
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</tbody>
</table>

- over -
<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ONLY 1 COURSE NEEDED</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDAS 4090  Organization &amp; Administration of Ed in Am Society 3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>CDIS 6820  Educational Policy &amp; Practice Issues for SLPs 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Total:</strong> 36-37</td>
</tr>
</tbody>
</table>

IV. Master's degree in Speech-Language Pathology  Date of graduation: ____________________________
(According to University policy, 51% of the course work for a graduate degree must be completed on the main campus.)

V. Clinical and field based experience in Speech-Language Pathology in a school setting (at least 10 weeks).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CDIS 4810  Organization &amp; Management of School S-L-H Prgms 3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>CDIS 6790  Administration of S-L-Hearing Programs in the Schools 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CDIS 4970  Student Teaching 10</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>CDIS 6890  Internship (includes at least 10 weeks practicum/student teaching in a school setting) 1</td>
</tr>
</tbody>
</table>

Verification of passing score on the NTE Specialty Area Test in Speech-Language Pathology ____________________________

Completion of requirements verified by:

Signature ____________________________  Title ____________________________  Date ____________________________
Department of Communication Sciences and Disorders

Completion of requirements verified by:

Signature ____________________________  Title ____________________________  Date ____________________________
College of Education and Human Development

08/2014 revised
Brent Archer, Ph.D., CCC-SLP
University of Louisiana at Lafayette
Aphasiology, dysphagia, multilingual neurogenic communication disorders, qualitative approaches to research

Karen Brackenbury, M.A., CCC-SLP
University of Kansas
Clinical supervisor

Tim Brackenbury, Ph.D., CCC-SLP
University of Kansas
Child language development & disorders, word acquisition, language assessment, scholarship of teaching & learning

Donna Colcord, M.S., CCC-SLP, Clinic Director
Purdue University
Pediatric and adult dysphagia, traumatic brain injury

Virginia L. Dubasik, Ph.D., CCC-SLP
Arizona State University
Dual language development in typical and clinical pediatric populations

Colleen Fitzgerald, Ph.D., CCC-SLP
University of Illinois, Champaign-Urbana
Child language

Alexander Goberman, Ph.D., CCC-SLP,
University of Connecticut
Parkinson’s Disease, neurogenic communication disorders, speech science

Lynne E. Hewitt, Ph.D., CCC-SLP, Department Chair
State University of New York at Buffalo
Child language, autism, developmental disabilities

Marie Huff, Ph.D., MSW, Dean, College of Health and Human Services

Charles Hughes, Ph.D., CCC-SLP, BCS-F
Bowling Green State University
Stuttering, listener perceptions of speech fluency, experiences of people who stutter
FACULTY/STAFF IN THE
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
BOWLING GREEN STATE UNIVERSITY
(continued)

Adrienne Lange, M.S., CCC-SLP
Bowling Green State University
Clinical supervisor

Robin Monarch, Clinic/Graduate Secretary

Nicki Reimer, Clinic Secretary

Amy Paluch, M.A., CCC-SLP
Kent State University
Clinical supervisor

Ronald C. Scherer, Ph.D.
University of Iowa
Acoustics, aerodynamics of speech, laryngeal science

Laura L. Schrock, M.S., CCC-SLP
Bowling Green State University
Instructor / clinical supervisor

Kimberly Traver, Au.D., CCC-A, Graduate Coordinator
University of Florida
Lecturer / clinical audiologist

Jason Whitfield, Ph.D., CCC-SLP
Bowling Green State University
Parkinson’s Disease, motor speech disorders, motor learning, speech science

Susan Vining, M.S., CCC-A
Bowling Green State University
Clinical audiologist

Susan Cukierski, Administrative Assistant