



MASTER'S HANDBOOK

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DEPARTMENT OF COMMUNICATION DISORDERS

BOWLING GREEN, OHIO 43403-0149

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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



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 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 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/downloads/gradcol/file24952.pdf>

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: http://www.bgsu.edu/departments/cdis/cdis_content/grad_program/Handbook.htm

The Department of Communication 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.

The Department's facilities in the Health Center Building house 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 Health Center 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.

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 10801 Rockville Pike, Rockville, MD 20852, 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

Criteria for Complaints Against Graduate Education Programs

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

- (a) be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology,
- (b) relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards,
- (c) 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, 10801 Rockville Pike, Rockville, MD 20852. 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 for Students, 413 South Hall, (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 at: <http://www.bgsu.edu/offices/sa/studentdiscipline/page13640.html> .

COMPUTER USAGE, USB DRIVES AND SECURITY

Computers are available for student use both in the student work room and in the office area in the basement of the Health Center. The computers in the student work room are for clinic- and class-related activities. These computers are not to be used for personal e-mail nor for web surfing. The computers in the basement are also to be used for school-related work. These computers may be used for personal correspondence and for web-related activities. However, school-related activities take precedence over recreational computer use.

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. This includes instant-messaging software. You must purchase your own USB flash drive in order to save any documents on which you are working. Because of HIPAA guidelines, clinical reports are never to be saved to the computer hard drives. You must keep a second, USB flash drive for this purpose. No personal files should be kept on the flash drive dedicated for clinical use. Once a report has been printed and signed, the USB drive should be given to one of the Clinic secretaries. Once the report has been downloaded to the secretary's computer, the USB drive will be returned to you. At that time, you will need to erase the file from the USB drive.

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/security/index.html>

LOCAL PRACTICUM SITES

In addition to working in the University Speech and Hearing Clinic, students will complete internships in various off-campus practicum sites located throughout the Greater Northwest Ohio area and beyond. A partial list of some of these sites includes:

- Ann Grady Center
- Blanchard Valley Regional Health Center
- Children's Resource Center
- Concept Rehabilitation
- Firelands Community Hospital
- Fisher Titus Memorial Hospital
- Fremont Memorial Hospital
- Hancock County Educational Services Center
- Hancock County Society for the Handicapped
- Jordan Family Development Center
- Lima Memorial Hospital
- University of Toledo Medical Center– In/Out-Patient Speech Pathology
- University of Toledo Medical Center - Otolaryngology, Head & Neck Surgery Voice Center
- Ohio Department of Health Specialty Clinics
- St. Charles Mercy Hospital
- St. Rita's Medical Center
- St. Vincent Mercy Medical Center
- Sunshine Children's Home
- Toledo Hearing and Speech Center
- Toledo Hospital (In-Patient)
- Toledo Hospital Pediatrics (Out-Patient)
- United Rehabilitation and Management Services
- University of Michigan Medical Center
- Wood County Educational Services Center
- Wood County Hospital
- Numerous School Systems in Ohio and Michigan

****All students must provide their own reliable transportation to and from practicum sites. It is the responsibility of the student to get to assigned practicum locations. Students may be placed as far as 60-90 miles from BGSU into a practicum site.**

ADMISSION INFORMATION

To initiate the admission process, a student should:

1. Contact the Department of Communication Disorders, Bowling Green State University, 200 Health Center Building, Bowling Green, OH 43403-0149 for all necessary materials.
2. Submit the Graduate College's online admissions application form, located on their website at: <http://www.bgsu.edu/colleges/gradcol/page24959.html>
3. Send GRE test scores to the Graduate Admissions Office, 120 McFall Center, Bowling Green State University, Bowling Green, Ohio 43403.
4. Request two copies of transcripts from **all** colleges and universities attended. Send to Bowling Green State University's Graduate Admissions Office.
5. **Send the following *directly* to the Graduate Coordinator, Department of Communication Disorders, Bowling Green State University, Bowling Green, Ohio 43403:**
 - 1) three letters of recommendation on professional letterhead stationery; request those writing letters for you to send them *directly* to the above address. Note that BGSU does not have a formal university form for completion
 - 2) personal letter of application, and
 - 3) application for graduate assistantship, if seeking funding
6. International students who are not native speakers of English may be requested to provide the Department with a recorded speech sample. Digitally recorded samples may be e-mailed directly to the Graduate Coordinator. Recordings on CD or audio cassette tape should be mailed with your application. Contact the Graduate Coordinator for further details about this requirement. .

NOTE:

All application materials (including transcripts and GRE scores) are **due no later than February 15**.

ADMISSION POLICIES AND PROCEDURES

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

1. Graduation from a regionally 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, GRE scores (General Test), and a personal letter of application.
4. 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.

CDIS 123	Introduction to Communication Disorders
CDIS 224	Phonetics
CDIS 225	Speech and Language Acquisition and Development
CDIS 301	Anat. and Phys. of the Speech Mechanism
CDIS 302	Acoustics for Speech and Hearing
CDIS 311	Phonological Assessment and Intervention
CDIS 351	Language Assessment and Intervention
CDIS 361	Diagnostic Audiology
CDIS 401	Clinical Methods in Communication Disorders

*Not all students who meet these minimum criteria will be admitted into the graduate program. There are approximately 20 to 25 available spaces per year for incoming graduate students.

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

1. **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.
2. **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 above 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 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 not eligible for financial assistance from the University.

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

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 6 credits of thesis research. Students are required to have a basic course in statistics. If not taken at the undergraduate level, the student will need to take a statistics course at BGSU. Plan I students may expect for their program of study to be lengthened by at least one semester. 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 (6 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 pages 18 and 19 of this handbook. The procedures for obtaining State of Ohio School Licensure can be found on page 17. A listing of all Graduate Course numbers and titles can be found on page 13.

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 NSSLHA for a minimum of two years prior to applying for ASHA membership.

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 doctoral bridge program. The Department admits students into this program if they show strong promise of ability to complete doctoral level, and exhibit a 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 bridge program may complete a clinical master's while simultaneously working on their Ph.D. Interested students should speak with the Graduate Coordinator.

STUDENT ASSESSMENT OF KNOWLEDGE AND SKILLS

Classroom instructors and clinical supervisors 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 2005 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 each semester to discuss progress in the program as reflected on the record form.

Within the first month of the semester (beginning with the student's second semester), each student will meet individually with the graduate coordinator to discuss his/her progress towards the ASHA standards. The purposes of this meeting are to:

1. show the standards that were evaluated in the prior semester and the ratings that were achieved;
2. show the progress that has 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, and 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. 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 in this standard that is commensurate with what one would expect of speech-language pathologists who are beginning their Clinical Fellowship Year. Clinical skills can be considered “met” if they are appropriate for a given student’s clinical experience level.

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.

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 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 600 is required. **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. The Graduate Coordinator will develop the student's Tentative Degree Program (see pages 14 & 15).

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:

- A) Discuss your intention with the Graduate Coordinator.
- B) Schedule an appointment to discuss the thesis with the identified faculty member.
- C) Secure written consent of the selected faculty member.
- D) Notify the Graduate Coordinator regarding consent of the faculty member.
- E) 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:

- (1) the professional areas of specialization of the faculty member(s) to direct the research project
- (2) the student's preference
- (3) the workload and availability of the faculty members concerned
- (4) the consent of the faculty members concerned, and
- (5) 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: <http://www.bgsu.edu/colleges/gradcol/tdhandbook/index.html>. 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/colleges/gradcol/etd/index.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/colleges/gradcol/documents/index.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., audio/visual tapes, computer diskettes, or remuneration for subjects). The Department will not provide copying services or secretarial support for the completion of the thesis.

Upon completion of the thesis, examination copies 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:

1. Retake the oral defense of the thesis.
2. Rewrite the thesis.
3. Execute a second thesis on the same topic.
4. 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:

1. One electronic copy for the Graduate College.
2. One copy for the Department (to be submitted to the Chair)
3. One copy for the advisor.

As a courtesy, the student should ask the other committee members if they desire a 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.

TENTATIVE DEGREE PROGRAM

All candidates for the M.S. degree, whether under Plan I or Plan II, must submit a Tentative Degree Program (TDP) to the Graduate College for approval by the Dean of the Graduate College. The TDP for all students should be prepared upon completion of a minimum of 16 hours of course work. The TDP must be filed prior to taking the national exam (PRAXIS). The TDP outlines the minimum requirements expected of the student for the M.S. degree. The program should be determined by students in consultation with the Graduate Coordinator or the Chair, signed by the student, and then sent to the Graduate College. All TDP's submitted must meet minimum Graduate College requirements. Any subsequent changes in the program must have final approval, in writing, by the Dean of the Graduate College. Students must take the initiative in the development of the TDP. The TDP is planned to meet the requirements specified by ASHA (CAA) for the Certification of Clinical Competence in Speech-Language Pathology and for licensure in the state of Ohio. Sample TDP forms can be found on pages 14-15.

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 on 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 12 and 18 hours per semester without paying additional fees. The Graduate College requires a student on an assistantship to be registered for a minimum of twelve hours. During the summer, the average registration is 6 semester hours per six-week term. For students awarded an assistantship, there is no minimum number of hours required for summer registration as long as the student's TDP requirements are met.

