



MASTER'S HANDBOOK

Effective: Summer 2018

DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS

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The Master's Degree Education Program in
Speech-Language Pathology at
Bowling Green State University is accredited by the
Council on Academic Accreditation
in Audiology and Speech-Language Pathology (CAA) of
American Speech-Language-Hearing Association
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Department of Communication Sciences and Disorders

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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:

<https://www.bgsu.edu/content/dam/BGSU/health-and-human-services/document/cdis/2017-BGSU-CDIS-Clinic-Handbook-Effective-12-2017rcm.pdf>

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.

NON- DISCRIMINATION STATEMENT

The Department of Communication Sciences and Disorders and the Speech and Hearing Clinic adheres strictly to BGSU's anti-harassment and anti-discrimination policy. The Clinic does not discriminate on the basis of sex, sexual orientation, race or color, marital status, ethnicity, religion or creed, ancestry, national origin, disability, age, and/or veteran's status. Following is the link to report issues:

<https://www.bgsu.edu/student-handbook/policies-and-procedures.html>

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 Internship. 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 PhD. Interested students should speak with the Graduate Coordinator.

The MS-PhD Doctoral Bridge Program is a combined MS-PhD program. It is designed for master's students who wish to pursue a PhD 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 Plan of Study Committee and begin to participate in doctoral courses and activities (as well as continue with the master's programming).

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

Bridge students will not graduate with their cohort in the typical five semesters. Due to the structure of course offerings and the start of doctoral classes, completion of the MS program will take 6 – 7 semesters. Students who elect to drop out of the Bridge program up through and including the third semester, may be able to graduate in five semesters. If the decision to discontinue the Bridge program occurs after the third semester, the student may have to continue on the 6 semester time-line as scheduled. All funding is discontinued upon termination of the Bridge 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

Refer to the doctoral handbook for complete PhD program information.

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:

[MS Application Process](#)

[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 three separate application processes:

- Master's application through CSDCAS (Communication Sciences & Disorders Centralized Application Service)
- Graduate College online application via Bowling Green State University
- Bridge Program application emailed to the Graduate Coordinator

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

<https://www.bgsu.edu/international-programs-and-partnerships/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.

Master's and Bridge applicants 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 application materials
are **due no later than**

January 1 of the application year.

APPLICATION REVIEW PROCESS

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 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.

CDIS	1230	Introduction to Communication Disorders
CDIS	2240	Phonetics
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 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 (2014) CFCC 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 that plan has been filed with the Graduate College, switching plans is possible only with consultation of the Graduate Coordinator and approval of the Graduate College.

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. In order to do this, the student must fulfill requirements for pupil services licensure in speech-language pathology from the Ohio Department of Education. See pp. 57 - 59 for further information.

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. All knowledge and skills assessments are documented and maintained in the system called CALIPSO.

Instructors and supervisors assess students' knowledge and skills based on their class, clinic, or research experience. Each instructor or supervisor evaluates each student per the learning outcomes of the class or clinical experience, and provides an evaluation of whether the student is meeting expectations or is in need of remediation. The records of all students are entered into CALIPSO by the supervisor of the clinical experience and by the designated secretary for academic aspects.

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 in CALIPSO.

Beginning with the student's second semester each student will either meet individually with the Graduate Coordinator to discuss his/her progress towards the CFCC standards or will receive an email detailing their progression. The purpose 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 “remediate” and begin the formulation of a remediation plan (if necessary);
4. plan for future opportunities to meet additional standards;
5. remind students of their ability to electronically access CALIPSO to see their progress through the required standards.

Note: Students will receive an e-mail update and reminder to review their information on CALIPSO 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’s instructor or supervisor has evidence to believe that a student is in danger of not meeting the standard by the end of the class/clinical experience OR when multiple instructors/supervisors report concerns about a student’s performance in the same area (e.g., written communication has been noted as a weakness by multiple instructors/supervisors). The decision to implement a remediation plan under these circumstances will be made jointly by the instructor(s) or supervisor(s) providing the recommendation and the Graduate Coordinator.
- A student **may** request that a remediation plan be developed for areas of concern 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) or supervisor(s) and the Graduate Coordinator. This is to be based on the impact that the areas of concern 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 required 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 then will be shared with the student, Graduate Coordinator, and Clinic Director (if applicable); each will 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. CALIPSO will also be updated to include a “met” in the appropriate area.

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

Satisfactory Progress:

Student has demonstrated knowledge and skills in the specific standard that is commensurate with what one would expect for a given student's clinical and academic experience/competency level. (Refer to BGSU Competency Levels Revised: April 2017.) By the end of the final semester, the graduate student should exhibit knowledge and skills that are CF (Clinical Fellowship) ready.

- Performance is rated 1-5 in CALIPSO.
- Performance of 3 or higher indicates satisfactory performance.

Remediate:

Student has not demonstrated appropriate progress towards the objective. This rating is similar to "failing". Note that a student may be passing overall but failing a critical knowledge or skill area and may receive a remediation plan for that area even when otherwise passing. Any student who receives a 'remediate' will be required to complete extra work until that objective has been met. Instructors are encouraged to work with students to address any areas at risk of not meeting the standard expected during the semester, to avoid the need for remediation plans. When a student's performance is sufficiently below expectations, a remediation plan may be instituted at any time, including during the semester.

- Any performance of less than 3 in clinic will yield a "remediate".

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

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.
3. Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
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.

Adapted from: Council of Academic Programs in Communication Sciences and Disorders - 2007

*Please see Communication Skills Policy in the BGSU Clinical Practicum Handbook for Speech-Language Pathology for more specific information

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

SEQUENCING OF COURSE CONTENT AND CLINICAL EXPERIENCES

CAA Standard 3.3B 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.
 - Proseminar presentations are made by Faculty, Graduate Students, and Guest Speakers throughout each semester of their first year. Attendance is mandatory at two presentations per semester. These presentations will provide additional knowledge, increased exposure to current research and treatment strategies, and help promote critical clinical thinking.

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 the 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 who are 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> 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 Internship 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 ADVISING: 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 meets with the entire cohort as a group at least once during the first semester to review program expectations, inform them of the Master's Handbook and what information it contains, university resources, complaint procedures and general program information.

During semesters 2, 3 and 4, the Graduate Coordinator arranges individual, face-to-face meetings to discuss each student's academic progress, prospective information on the upcoming semesters, additional external resources available, and any questions or concerns the student has. Additional meetings can be arranged as needed per the student's request.

During the student's fifth semester, the Graduate Coordinator corresponds with the student via email to inform them of any deficiencies that need to be taken care of prior to the end of the semester.

ACADEMIC ADVISING DOCUMENTATION: All information discussed in the face-to-face meetings is documented online in Student Success Center (SSC), which all students have access to. Correspondence during the fulltime Internship is via email. The email serves as the documentation as well as a statement in SSC regarding the information relayed about their academic progress.

THESIS ADVISORS: Students who select the Plan I option (Thesis) should take the following steps after identifying an advisor who 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:

<http://www.bgsu.edu/graduate/thesis-and-dissertations/thesis-dissertation-handbook.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.

<http://www.bgsu.edu/graduate/thesis-and-dissertations/thesis-dissertation-handbook.html>

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 [Institutional Review Board \(IRB\)](#), 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.

Due to State of Ohio rules & regulations and the BGSU Graduate College policies, not all transfer courses may be utilized to meet the requirements of the program. Therefore, it is the recommendation of the Graduate Coordinator that the decision to substitute a transfer course for program requirements be undertaken with caution. While a course may transfer, there is no guarantee that the Graduate College will allow its substitution.

Complete Graduate College information can be found at <https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/Credit-Transfer-graduate.pdf>

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 during the academic year. 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 per university rules. However, due to Ohio retirement system regulations, a minimum of 4 credit hours is required in 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.

EDUCATING STUDENTS ON ETHICAL CONDUCT EXPECTATIONS

Students are informed about ethical practice throughout the program in student orientation meetings, coursework, handbooks and via discussions with clinical supervisors. All ethical conduct expectations are addressed in the ASHA Code of Ethics.

The BGSU Student Code of Conduct can be found at: <https://www.bgsu.edu/student-handbook/code-of-conduct.html>

ASHA CODE OF ETHICS

It is the student's responsibility to be familiar with and adhere to the ASHA Code of Ethics and the laws and regulations governing the provision of clinical services. The Code of Ethics and Scopes of Practice are available to download from the American Speech-Language-Hearing Association website.

There are some activities that may place students in violation of the Code of Ethics and Ohio licensure laws. Some of these activities may include, but are not limited to, providing speech/language/hearing diagnosis and therapy while babysitting, engaging as a tutor for the purpose of providing speech/language/hearing services, implementing speech/language/hearing goals from a student's Individualized Education Plan (IEP), and acting as a therapist in an Applied Behavior Analysis (ABA, Discrete Trial Therapy) program. If you are in question about a specific activity, contact the Clinic Director before engaging in the activity.

For more information, the Code of Ethics of the American Speech-Language-Hearing Association is available on the American Speech-Language-Hearing Association website:

<http://www.asha.org/policy/ET2016-00342/>

COMMUNICATING CONCERNS AND COMPLAINTS

DEPARTMENTAL, COLLEGE & UNIVERSITY COMPLAINTS

Students who have concerns at any time during their program should communicate complaints and issues starting with the person most directly concerned, when possible (e.g., for a problem with a class, they can meet with the instructor, for a problem with a clinic placement they can meet with their supervisor), and if that is not possible or if the student is concerned about negative repercussions, they can then contact the immediate supervisor of the person concerned (for academic faculty, that would be the Department Chair, and for clinical faculty, that would be the Clinic Director, for the Department Chair, that would be the dean, etc.).

The Graduate Coordinator is available for regular advising and to hear student concerns of all types and will guide students to the appropriate next level. The department adheres to all institutional expectations regarding Title IX-related matters, following mandatory reporting guidelines for any potential violations to either the Office of Equity and Diversity on campus (for complaints involving faculty or staff) or to the Dean of Students (for complaints involving students). Please see university policies regarding harassment and non-discrimination here:

<https://www.bgsu.edu/student-handbook/policies-and-procedures.html>

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 Accessibility Services, 38 College Park Office Building, (419) 372-8495.

Office of Accessibility Services website can be found at:
<https://www.bgsu.edu/disability-services.html>

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>

Resources for Students at BGSU

CDIS and BGSU stand ready to support students in a variety of ways. If you have difficulties that affect your ability to perform in the program, please contact the Graduate Coordinator, Clinic Director, or Department Chair. Any of them will work to find solutions and resources to support students. Some university resources available to students include:

- **Psychological crises, emergency mental health: *please call The Link at (419) 352-1545 or 1-800-472-9411 immediately.***
- Counseling Center (free to all BGSU students; walk-in hours available): <https://www.bgsu.edu/counseling-center.html>
- Psychological Services Center (fee for service, full scale diagnostics available as part of graduate program in Clinical Psychology at BGSU): <https://www.bgsu.edu/arts-and-sciences/psychology/services/psychological-services-center.html>
- Falcon Health Center (regular as well as urgent medical care, fee for service): <http://falconhealth.org/>
- Accessibility Services (support for students with disabilities): <https://www.bgsu.edu/disability-services.html>
- Financial Aid: <https://www.bgsu.edu/financial-aid.html>
- Student Legal Services: <https://www.bgsu.edu/student-legal-services.html>
- Off-campus Student Services: <https://www.bgsu.edu/off-campus-student-services.html>
- Equity and Diversity resources: <https://www.bgsu.edu/equity-diversity-and-inclusion.html>
- Office of Multicultural Affairs (Diversity and inclusion resources, LGBTQ resources and support): <https://www.bgsu.edu/multicultural-affairs/student-support.html>
- Dean of Students: <https://www.bgsu.edu/dean-of-students.html>

- Information Technology Services (any issues with email, university computers, software, viruses; also information and some support for personal devices):
<https://www.bgsu.edu/its.html> ; <https://www.bgsu.edu/its/support/pdevice.html>
- Public Safety: <https://www.bgsu.edu/public-safety.html> . **For emergencies, dial 911. For non-emergency situations, call: 419-372-2346.**
 - Further information on safety and reporting crimes:
<https://www.bgsu.edu/student-handbook/public-safety.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 <https://bgsu.teamdynamix.com/TDClient/Requests/ServiceCatalog?CategoryID=3549> 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. The state of Ohio retirement plan requires a student to be registered for a minimum of 4 credit hours in 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. Forfeiting an assistantship will also require the student to forfeit any remaining departmental scholarship.

Students whose program completion takes more than five semesters due to deficiencies, remediations, etc, will not be eligible for departmental scholarships.

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 fifteen weeks each semester, i.e., the fourteen 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 workspaces in the basement and the clinical workspace in Room 205. Exterior door building key PEDS will be provided so that students have access to the building after hours and on weekends. The Dean's office will assign each student a PED (they are numbered). The department will issue the workspace key and the PED to each student and have the student sign for it. If a student's work assignment necessitates an instructional media key or lab key, a key card or access code will be issued. If it is a key, the student must pick it up at Campus Operations on Poe Road. The student should guard carefully any keys, PEDs and codes issued for obvious security reasons. ***Students must return all keys to the Clinic Director in person at the time of final clinic checkout.***

CDIS CLINICAL PRACTICUM FEE

A Clinical Practicum fee has been established to cover costs associated with experience as a student clinician. The fee will help to defray costs associated with students' use of DVDs, diagnostic tests, test forms, therapy materials, computer equipment and printers, equipment repair, and expendable items such as tongue depressors, disposable gloves, and other disposables.

The fee is associated with enrollment in the graduate practicum courses and will be billed through the Bursar's Office.

For CDIS 6970 Graduate Practicum in which students typically enroll four times during their matriculation through the program, there is a fee for each enrollment. There are occasions when a student might need to enroll in this class for more than four semesters. A student will be required to pay the practicum fee each time enrolled. Since use of clinic materials takes place throughout the first four semesters (e.g., during all diagnostic and therapy experiences), associating the fee to each enrollment in the practicum class is simply a mechanism to disperse the payments across several semesters. There is no practicum fee associated with enrollment in CDIS 6890 Internship during the final semester.

Some external placements, primarily medical settings, require an onboarding fee before initiating the Internship. This fee is set by the facility and is typically \$50 or less. Students should check with the Clinic Director to determine if this type of fee is associated with the Internship; occasionally the Clinic Director is made aware of an onboarding fee after the student has been accepted into the placement. The student is not invoiced directly from the facility; rather, the CDIS Department is invoiced for the fee. Therefore the student will be responsible for reimbursing the CDIS Department for payment of this fee which has been made on behalf of the student.

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 complete both the General Application via the College and the CDIS application; these can be found at [Scholarship Applications](#).

The application deadline is February 1st at 5:00pm. The selection process will be completed and award notifications are typically made in March.

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 9-10 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 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 will be taken.
6. Successfully pass the PRAXIS (minimum score of 162) once all required course work is completed (students in good standing).
7. Attend two Proseminar presentations each semester of the first year.

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

8. 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. Complete thesis (see pages 25-27 and [thesis handbook](#)).
10. In addition:
 - a. Pass oral examination of thesis.
 - 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 5610	Aural Rehabilitation (3) <i>(Not required if previously taken at the undergraduate level)</i>
CDIS 6000	Speech for Graduate Students (1-4)
CDIS 6010	Speech Science (4)
CDIS 6040	Counseling in Communication Disorders (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 6320	Cognitive Rehabilitation (3); Graded A/F
CDIS 6410	Stuttering (3)
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 6730	Education Policy and Practice for SLPs (2)
CDIS 6760	Research Methods in Communication Disorders (3)
CDIS 6790	Administration of Speech-Language-Hearing Programs in the Schools (3). **Can be used for a Topics requirement.
CDIS 6800	Seminar in Communication Disorders (1-3); Graded A/F
CDIS 6810	Seminar in Communication Disorders (1-3); Graded S/U
CDIS 6820	Topics in Communication Disorders (2-3); 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 6980	Readings for Comprehensive Examination
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.

First Semester (Fall 1):	CDIS 6010 Speech Science	4
	CDIS 6310 Aphasia	3
	CDIS 6170 Clinical Issues I	2
	CDIS 6610 Pediatric Language Disorders	3
	CDIS 6760 Research Methods in Com Dis	3
	CDIS 6970 Practicum	1
Total Hours:		16
Winter Session:	CDIS 6730 Education Policy & Practice for SLPs (only if pursuing school licensure)	2
Second Semester (Spring 1):	CDIS 6110 Motor Speech Disorders	3
	CDIS 6190 Clinical Issues III	1
	CDIS 6210 Voice Disorders	3
	CDIS 6530 Dysphagia	3
	CDIS 6710 Language Disorders in School Age	3
	CDIS 6970 Practicum	1
Total Hours:		14
Third Semester (Summer):	CDIS 6180 Clinical Issues II	2
	CDIS 6320 Cognitive Rehabilitation	3
	CDIS 6410 Stuttering Topics	3
	Topics	2 - 3
	Topics/School Licensure	2 - 3
	CDIS 6970 Practicum	1
Total Hours:		≥ 9
Fourth Semester (Fall 2):	CDIS 6040 Counseling	3
	CDIS 6200 Clinical Issues IV	2
	CDIS 6630 Phonological Intervention	3
	CDIS 5610 Aural Rehabilitation*	3
	Topics	2 - 3
	CDIS 6970 Practicum	3
Total Hours:		≥ 8
Fifth Semester (Spring 2):	CDIS 6890 Internship	8

* Not required if previously taken at the undergraduate level.

The Graduate College does not permit departments to waive required courses. Substitutions may be possible. See the handbook section entitled "[Transfer Credit](#)" for more information.

TOPICS COURSES

Topics Courses are graduate level classes in CDIS that are chosen by the student from a number of optional courses in the curriculum. 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 in Plan I (Thesis) must complete at least one Topics Course. All students in Plan II (Non-Thesis) 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 an 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 and during the second fall semester. The specific Topics Courses available each year will vary. The following list presents a sample of possible 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, \geq 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.

Sample DARS Report - Plan I (Thesis)

Master of Science, Communication Disorders

Prepared On	06/04/2018 01:25 PM	Program Code	CDIS- SLP	Catalog Year	Spring 2018
Student ID	0000000564	Graduation Date		Job ID	2018060413252836

Open All Sections Close All Sections

---> At least one requirement has not been satisfied <---

✓ OPT LIST OF COURSES IN PROGRESS (REG)

Earned: 0.00 Hours

x A MINIMUM OF 52 HOURS REQUIRED FOR A MASTER OF SCIENCE IN COMMUNICATION DISORDERS - PLAN I (GRAD CD A)

Needs: 52.00 Hours

- x 1) OVERALL GRADUATE ACCUMULATIVE GPA
- x 2) AT LEAST 24 HOURS OF GRADUATE COURSEWORK MUST BE COMPLETED AT BGSU
Needs: 24.00 Hours
- x 3) A MINIMUM OF 18 HOURS OF 6000-LEVEL COURSES (OR HIGHER) REQUIRED
Needs: 18.00 Hours

x CURRICULUM REQUIREMENTS (CD REQM)

- x 1) REQUIRED COURSES - TAKE 16
 Select From: [CDIS 6010](#) [CDIS 6040](#) [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](#) [CDIS 6790](#)
- x 2) INTERNSHIP - TAKE 1 COURSE (AT LEAST 6 HOURS ARE REQUIRED)
 Select From: [CDIS 6890](#)
- x 3) PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY - THIS COURSE IS TAKEN ONCE IN EACH OF THE FIRST FOUR SEMESTERS, MINIMUM 1 CREDIT EACH SEMESTER

Select From: CDIS 6970

x TOPICS COURSE REQUIREMENT (CD TOPIC)

STUDENT IS REQUIRED TO TAKE AT LEAST TWO OF THE FOLLOWING COURSES. THE COURSES MUST BE AT LEAST TWO CREDITS AND BE TAKEN FOR A LETTER GRADE.

COURSES FROM OTHER DEPARTMENTS CAN BE COUNTED AS A TOPICS COURSE. THEY MUST, HOWEVER, BE PRE-APPROVED BY THE GRADUATE COORDINATOR AND DEPARTMENT CHAIR.

x TOPICS COURSES

Select From: CDIS 6790 CDIS 6800 CDIS 6820 CDIS 6850 CDIS 6860 CDIS 6910
CDIS 6920
CDIS 6940 CDIS 6950

x THESIS RESEARCH MAY COUNT FOR UP TO 1 TOPICS COURSE

Select From: CDIS 6990

x THESIS/PROJECT REQUIREMENT (CD THES)

x 1) THESIS RESEARCH - TAKE CDIS 6990 (3 HOURS)

Select From: CDIS 6990

x OTHER CDIS REQUIREMENTS (CD REQ2)

- x 1) PRAXIS EXAM - STUDENT MUST ACHIEVE A PASSING SCORE (6000 OR HIGHER OR 162 OR HIGHER ON NEW SCALE) ON THE NATIONAL EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY PATHOLOGY (PRAXIS).**
 - x 2) CALIPSO - STUDENT MUST MEET ALL OF THE STANDARDS IN THE CALIPSO STUDENT RECORD FORM.**
 - x 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.**
 - x 4) CLINICAL REQUIREMENTS
COMPLETE 3 SEMESTERS OF ON-CAMPUS CLINIC**
 - x 5) CLINICAL REQUIREMENTS
COMPLETE PART TIME OFF-CAMPUS CLINICAL PLACEMENT**
 - x 6) CLINICAL REQUIREMENTS
COMPLETE FULL TIME OFF-CAMPUS CLINICAL PLACEMENT**
-

x OPT SCHOOL LICENSURE (OPTIONAL) (CD LICEN)

ALONG WITH COMPLETING ALL DEPARTMENTAL REQUIREMENTS, STUDENTS SEEKING SCHOOL LICENSURE FROM THE STATE OF OHIO MUST ALSO COMPLETE THE FOLLOWING REQUIREMENTS:

- x STUDENT MUST HAVE A BACHELOR'S DEGREE FROM AN ACCREDITED COLLEGE OR UNIVERSITY
- x COMPLETE THE FOLLOWING UNDERGRADUATE COURSE WORK
 - Select From: CDIS 1230 CDIS 2240 CDIS 2250 CDIS 3010 CDIS 3020 CDIS 3110
CDIS 3510
CDIS 3610 CDIS 4010
- x COMPLETE ONE OF THE FOLLOWING COURSES (OR APPROVED EQUIVALENT)
 - EDFI 3020 AND EDIS 2310 ARE ACCEPTED ONLY IF COMPLETED AS AN UNDERGRADUATE STUDENT
 - Select From: EDFI 3020 EDIS 2310 EDFI 6230 EDFI 6710 EDFI 6730
- x COMPLETE ONE OF THE FOLLOWING COURSES (OR APPROVED EQUIVALENT)
 - EDAS 4090 IS ACCEPTED ONLY IF COMPLETED AS AN UNDERGRADUATE STUDENT
 - Select From: EDAS 4090 EDAS 6210
- x COMPLETE CDIS 6790
 - Select From: CDIS 6790
- x COMPLETE A SCHOOL-BASED INTERNSHIP (EITHER HALF OR FULL TIME)

OPT GRADUATE COURSES THAT HAVEN'T BEEN USED IN OTHER REQUIREMENTS (MA UNUSED)

x APPLICATION FOR GRADUATION FOR GRADUATE COLLEGE (G APPLY)

- x 1) AN APPLICATION FOR GRADUATION FORM MUST BE COMPLETED AND SUBMITTED ON-LINE BY SEPTEMBER 18 FOR FALL, JANUARY 26 FOR SPRING, JUNE 5 FOR SUMMER.

THE APPLICATION FOR GRADUATION FORM WILL BE AVAILABLE AS FOLLOWS:

FALL SEMESTER - JULY 15
SPRING SEMESTER - OCTOBER 15

SUMMER SEMESTER - MARCH 15

APPLICATIONS ARE SUBMITTED THROUGH YOUR STUDENT CENTER AND ARE LOCATED UNDER THE "OTHER ACADEMIC" . DROP DOWN BOX.

THIS DEGREE AUDIT IS NOT AN OFFICIAL GRADUATION CHECK. FINAL APPROVAL FOR GRADUATION RESIDES WITH THE GRADUATE COLLEGE.

*****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.**
NGR = No grade reported by instructor.
IG = Final grade is Incomplete. Successful completion of the course is necessary toward completion of the requirement.
IP = Courses in-progress are being used toward completion of the requirement or sub-requirement. Successful completion of the course is necessary toward completion of the requirement.
>C = Cross-listed course. Credit only allowed for one course from a cross-listed pair.
>D = Course has been retaken. Carries no credit or gpa.
>I = In-progress course.
>R = Repeatable course.
>S = Split course. Hours from this course have been split and used multiple places in the audit.
># = Duplicate course that has been retaken
>X = Duplicate course. Carries no credit or gpa.
>* = Duplicate course. Credit and gpa count in totals.
>- = Repeatable course which has exceeded the total hours allowed in the course. The course's credit has been reduced.
RQ = This designation follows mandatory courses
REG = This course is in-progress for the current semester

TR = Transfer credit from another institution

OPT

Needs: 3.00
GPA

1) Needs: 3.00 GPA

Select From: ****

2) Needs: 3.00 GPA

null

***** End of Analysis *****

Sample DARS Report - Plan II (Comprehensive Exam)

Master of Science, Communication Disorders

Prepared On	06/04/2018 11:32 AM	Program Code	CDIS- SLP	Catalog Year	Spring 2018
Student ID	0000000564	Graduation Date	Job ID		2018060411320614

Open All Sections Close All Sections

---> At least one requirement has not been satisfied <---

✓ OPT **LIST OF COURSES IN PROGRESS (REG)**

Earned: 0.00 Hours

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

Needs: 51.00 Hours

- * 1) OVERALL GRADUATE ACCUMULATIVE GPA
- * 2) AT LEAST 24 HOURS OF GRADUATE COURSEWORK MUST BE COMPLETED AT BGSU
Needs: 24.00 Hours
- * 3) A MINIMUM OF 18 HOURS OF 6000-LEVEL COURSES (OR HIGHER) REQUIRED
Needs: 18.00 Hours

* **CURRICULUM REQUIREMENTS (CD REQM)**

- * 1) REQUIRED COURSES - TAKE 16
 Select From: [CDIS 6010](#) [CDIS 6040](#) [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](#) [CDIS 6790](#)
- * 2) INTERNSHIP - TAKE 1 COURSE (AT LEAST 6 HOURS ARE REQUIRED)
 Select From: [CDIS 6890](#)
- * 3) PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY - THIS COURSE IS TAKEN ONCE IN EACH OF THE FIRST FOUR SEMESTERS, MINIMUM 1 CREDIT EACH SEMESTER

Select From: CDIS 6970

*** TOPICS COURSE REQUIREMENT (CD TOPIC2)**

STUDENT IS REQUIRED TO TAKE AT LEAST TWO OF THE FOLLOWING COURSES. THE COURSES MUST BE AT LEAST TWO CREDITS AND BE TAKEN FOR A LETTER GRADE.

COURSES FROM OTHER DEPARTMENTS CAN BE COUNTED AS A TOPICS COURSE. THEY MUST, HOWEVER, BE PRE-APPROVED BY THE GRADUATE COORDINATOR AND DEPARTMENT CHAIR.

*** TOPICS COURSES**

Select From: CDIS 6790 CDIS 6800 CDIS 6820 CDIS 6850 CDIS 6860 CDIS 6910
CDIS 6920
CDIS 6940 CDIS 6950

*** OTHER CDIS REQUIREMENTS (CD REQ2)**

- * 1) PRAXIS EXAM - STUDENT MUST ACHIEVE A PASSING SCORE (6000 OR HIGHER OR 162 OR HIGHER ON NEW SCALE) ON THE NATIONAL EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY PATHOLOGY (PRAXIS).**
 - * 2) CALIPSO - STUDENT MUST MEET ALL OF THE STANDARDS IN THE CALIPSO 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**
 - * 5) CLINICAL REQUIREMENTS
COMPLETE PART TIME OFF-CAMPUS CLINICAL PLACEMENT**
 - * 6) CLINICAL REQUIREMENTS
COMPLETE FULL TIME OFF-CAMPUS CLINICAL PLACEMENT**
-

*** OPT SCHOOL LICENSURE (OPTIONAL) (CD LICEN)**

ALONG WITH COMPLETING ALL DEPARTMENTAL REQUIREMENTS, STUDENTS SEEKING SCHOOL LICENSURE FROM THE STATE OF OHIO MUST ALSO COMPLETE THE FOLLOWING REQUIREMENTS:

- * STUDENT MUST HAVE A BACHELOR'S DEGREE FROM AN ACCREDITED COLLEGE OR UNIVERSITY**

- COMPLETE THE FOLLOWING UNDERGRADUATE COURSE WORK
Select From: [CDIS 1230](#) [CDIS 2240](#) [CDIS 2250](#) [CDIS 3010](#) [CDIS 3020](#) [CDIS 3110](#) [CDIS 3510](#)
[CDIS 3610](#) [CDIS 4010](#)
 - COMPLETE ONE OF THE FOLLOWING COURSES (OR APPROVED EQUIVALENT)

EDFI 3020 AND EDIS 2310 ARE ACCEPTED ONLY IF COMPLETED AS AN UNDERGRADUATE STUDENT

Select From: [EDFI 3020](#) [EDIS 2310](#) [EDFI 6230](#) [EDFI 6710](#) [EDFI 6730](#)
 - COMPLETE ONE OF THE FOLLOWING COURSES (OR APPROVED EQUIVALENT)

EDAS 4090 IS ACCEPTED ONLY IF COMPLETED AS AN UNDERGRADUATE STUDENT

Select From: [EDAS 4090](#) [EDAS 6210](#)
 - COMPLETE CDIS 6790

Select From: [CDIS 6790](#)
 - COMPLETE A SCHOOL-BASED INTERNSHIP (EITHER HALF OR FULL TIME)
-

OPT GRADUATE COURSES THAT HAVEN'T BEEN USED IN OTHER REQUIREMENTS (WA UNUSED)

* APPLICATION FOR GRADUATION FOR GRADUATE COLLEGE (G APPLY)

- * 1) AN APPLICATION FOR GRADUATION FORM MUST BE COMPLETED AND SUBMITTED ON-LINE BY SEPTEMBER 18 FOR FALL, JANUARY 26 FOR SPRING, JUNE 5 FOR SUMMER.

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 SPRING SEMESTER - OCTOBER 15
 SUMMER SEMESTER - MARCH 15

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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.**
NGR = No grade reported by instructor.
IG = Final grade is Incomplete. Successful completion of the course is necessary toward completion of the requirement.
IP = Courses in-progress are being used toward completion of the requirement or sub-requirement. Successful completion of the course is necessary toward completion of the requirement.
>C = Cross-listed course. Credit only allowed for one course from a cross-listed pair.
>D = Course has been retaken. Carries no credit or gpa.
>I = In-progress course.
>R = Repeatable course.
>S = Split course. Hours from this course have been split and used multiple places in the audit.
># = Duplicate course that has been retaken
>X = Duplicate course. Carries no credit or gpa.
>* = Duplicate course. Credit and gpa count in totals.
>- = Repeatable course which has exceeded the total hours allowed in the course. The course's credit has been reduced.
RQ = This designation follows mandatory courses
REG = This course is in-progress for the current semester
TR = Transfer credit from another institution

OPT

Needs:

GPA

3.00

1) Needs: 3.00 GPA

Select From: **** *****

2) Needs: 3.00 GPA

null

REQUIRED HOURS

A minimum of 52 hours is required for a Master of Science in Communication Disorders for Plan 1, thesis.

A minimum of 51 hours is required for a Master of Science in Communication Disorders for Plan 2, no thesis.

PROCEDURES FOR OBTAINING STATE OF OHIO SCHOOL LICENSURE

First Semester of Graduate School

1. Attend the meeting detailing procedures for licensure that is held during graduate student orientation. (If you miss the meeting, contact the Graduate Coordinator and/or Department Chair to schedule a time to go over what you missed.) The department will email you a blank form with instructions to fill out that verifies your undergraduate experience (a sample copy of the form is available at the end of this section); you need to complete the pdf form and email it to the Department. You can also find the pdf form at <https://www.bgsu.edu/health-and-human-services/programs/department-of-communication-sciences-and-disorders/forms.html> . This form will require that you review your transcripts; if equivalents for all requirements are not available, you will need to take that coursework during your graduate program to qualify for school licensure. Students typically need between 1 and 2 extra classes that are not required for the degree but are needed for pupil services licensure for SLP in Ohio.

If you are uncertain regarding your courses, set up an individual meeting with the Department 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 your substitution request is approved or not and what, if any, additional courses are that 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. These are only valid for 12 months, so if you do it earlier than one year prior to applying for pupil services licensure, you will need to re-do it. Therefore, you are advised to initiate the procedure **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

Towards the end of the fifth semester or shortly thereafter, complete an online application for Ohio licensure as an SLP.

1. If you have not already mailed the Schools Checklist to the Department Chair, do so now—it will speed things up once you complete the schools application after you graduate.

After Graduation

1. Complete an online application for pupil services licensure as an SLP on the Ohio Department of Education (DOE) website. See below for guidelines.
 - a. NOTE: Your official transcripts will not be ready until 4 to 6 weeks after graduation; these are needed for the Ohio DOE application for pupil services licensure. This is why you cannot apply for school licensure at the same time you apply for the OH SLP conditional licensure.
2. E-mail a screenshot of your Ohio conditional license (a screenshot showing it was approved is fine, or a scan of the actual license if you have it) to the Department Chair.
3. NOTE: If you are some time out from graduating at the time you do this, be aware that you must apply within 5 years to have BGSU process your application. Also be aware that if you apply under a married name and your original name is not listed as well, we may be confused who you are. Janet Hammersmith (Administrative Assistant, BGSU Student Services EDHD) routinely sends an email telling you to contact the CDIS Department to let them know you are applying and at that time you can inform us of your name change.
4. The Department Chair will double-check that you qualify by looking at your records. If all is complete, the Chair signs the Schools Checklist and emails it to Janet Hammersmith, who then goes on to approve your application.

Please note that it is your responsibility to make sure that all of the steps have been completed appropriately and in the correct timeframe to secure school licensure.

ONLINE LICENSURE APPLICATION GUIDANCE FROM COLLEGE OF EDUCATION & HUMAN SERVICES

Janet Hammersmith, bgsuedulic@bgsu.edu

ONLINE Licensure application procedures

This information may change slightly from year-to-year due to updates on the ODE website, but this is a good “starting point” for how to apply for your teaching license online.

To get started, click on this link to create your SAFE account through the Ohio Department of Education:

<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>

Follow the screen directions to create the SAFE account. Click SIGN UP. You will need a driver's license or state ID number. Use your REAL name, not a nickname. Use your home/permanent address.

+++++

You can now apply online for your license. FYI - you will need a credit card for payment at the end. At some point, it may ask for military papers or a transcript. You do NOT need either for an initial license.

When logged into your SAFE account, click on ODE.core, click on UPDATE and enter any missing information (address, email, etc.). Click on the APPLY button.

****Under My educator profile, go to My Applications. New Credential application for teachers, Resident Educator License, 4 year, find the license type that is correct for you.*

Carefully select credential, field, etc.

Effective year (when you want it to start). It's always July 1 – you choose the year.

The Ohio College E-signer is Bowling Green State University – the IRN# is 062893.

Answer the residency and legal questions, check for accuracy.

**Requirements for State of Ohio School License for Speech-Language
Pathology**

**Department of Communication Sciences & Disorders
Bowling Green State University**

NAME:

BGSU ID Number:

Bachelor's degree from accredited college or
university. Name of institution:

Major:

Required Undergraduate Courses in CDIS:

Notes:

Intro to Communication Disorders
Phonetics
Normal Language Development
Anatomy & Physiology of Speech Mechanism
Hearing Science & Acoustics
Speech and/or Language Disorders
Audiology
Clinical Methods & Observation
Aural Rehabilitation

Required graduate courses or equivalents:

Notes:

Aphasia & Related Neuropathologies
Speech Science
Language Disorders in School-Age Populations
Voice Disorders
Motor Speech Disorders
Stuttering
Research Methods in CDIS
Aural Rehabilitation (ONLY IF NOT TAKEN AS
UNDERGRADUATE)
Pediatric Language Disorders
Practicum in Speech-Language Pathology
Administration of Speech-Language-Hearing
Programs in the Schools

ONE course from the below list:

Notes:

- Educational Psychology
- Human Growth & Development
- Early Childhood Education
- Teaching Students with Exceptionalities
- Child Development
- Adolescence

ONE course from the below list:

Notes:

- Organization & Administration of Educ. in American Society
- Educational Policy & Practice Issues for SLP's

Master's Degree in Communication Disorders with concentration in Speech-Language Pathology. Date of Graduation:

Required field experiences:

- CDIS 6890 Internship
- 10 weeks practicum/student teaching in a school setting

Verification of passing score on the Praxis Test in Speech-Language Pathology

Completion of requirements verified by Chair of Communication Sciences & Disorders:

Date:

ACCESSING STUDENT RECORDS

Depending on what records you need, there are different places where you can get them.

- You have access to your degree audit information electronically in your BGSU student center. This will have grades, and progress towards completing degree requirements.
- You have access to your clinical and required ASHA learning outcomes (KASA form) records in CALIPSO.
- Remedial plans, if any, will be provided to you both in hard copy and as an emailed pdf.
- Other student information is maintained electronically in OnBase. If you need access to any records other than those listed above, submit a request to the graduate secretary and/or graduate coordinator.

Communication Sciences & Disorders program retention policy: Per the university policy, we retain all clinical experience records indefinitely. With the move to OnBase electronic system, there are no plans to erase files, thus records will be maintained indefinitely. Your CALIPSO records will be downloaded and archived in OnBase; this will ensure your clinical experience information is preserved indefinitely. You can also download your record once it is complete, and we advise you to do so and retain for your records. Note that this records policy applies whether or not you successfully complete the program.

BGSU's record retention policies can be found at:

<https://www.bgsu.edu/library/cac/rm/retentionschedules/general.html>

Communication Sciences & Disorders program retention policy: Per the university policy, we retain all clinical experience records indefinitely. With paper files we retained all other records for 10 years (exceeding institutional requirements). With the move to OnBase electronic system, there are no plans to erase files, thus records will be maintained indefinitely.

**FACULTY & STAFF IN THE
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
BOWLING GREEN STATE UNIVERSITY**

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

Melissa Cameron, Clinic Secretary

James R. Ciesla, Ph.D., Dean, College of Health and Human Services

Donna Colcord, M.S., CCC-SLP, Clinic Director

Purdue University
Pediatric and adult dysphagia, traumatic brain injury

Susan Cukierski, Secretary

Maura DeMilt, M.S., CCC-SLP

Adelphi University
Clinical supervisor

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

**FACULTY/STAFF IN THE
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
BOWLING GREEN STATE UNIVERSITY**
(continued)

Lynne E. Hewitt, Ph.D., CCC-SLP, Department Chair

State University of New York at Buffalo
Child language, autism, developmental disabilities

Lori Hutton, M.S., CCC-SLP

Bowling Green State University
Clinical supervisor

Robin Monarch, Clinic/Graduate Secretary

Ilanit Avidor-Reiss, M.S., CCC-SLP

Tel Aviv 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

Claire Silverman, M.S., CCC-SLP

University of Connecticut
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