MASTERS OF ARTS

IN

COMMUNICATION SCIENCES AND DISORDERS

SPEECH-LANGUAGE PATHOLOGY HANDBOOK

GENERAL REQUIREMENTS FOR ALL SLP STUDENTS

ON CAMPUS PROGRAM

TTI PROGRAM

WEST VIRGINIA PROGRAM

ACinD COLLABORATIVE DISTANCE LEARNING PROGRAM

UNIVERSITY OF CINCINNATI

DEPARTMENT OF COMMUNICATION
SCIENCES AND DISORDERS

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Dear Student:

This handbook is designed to provide information about the graduate programs in Communication Science and Disorders for new master's students and to guide the students through the program.

Section I provides general information about the program at the University of Cincinnati and describes the application process. This section is directed primarily toward prospective students. General information for students just entering the program is provided in Section II.

Section III provides general information about course work, practicum, and research at the master's level.

Section IV provides specific information for On Campus students, Section V for students in the TTI program, Section VI for student in the West Virginia program, and Section VII for students in the ACinD collaborative program when procedures differ.

Students are responsible for following the requirements outlined in the handbook; however, additional information will be provided by the Academic Advisor, Program Coordinator, Practicum Coordinator and Director of Graduate Studies. The Practicum Seminar and Graduate Seminar are particularly important sources of updated information. Finally, always feel free to ask questions when anything is unclear.

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

Sincerely,

Lisa Kelchner, Ph.D.
Interim Department Head

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ADDITIONAL INFORMATION REGARDING GRADUATE PROGRAMS

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

SECTION I

GENERAL INFORMATION FOR PROSPECTIVE STUDENTS

Communication Sciences and Disorders

The undergraduate program in communication sciences and disorders and the graduate program with specialties in Speech-Language Pathology and in Audiology comprise the Department of Communication Sciences and Disorders, located in the College of Allied Health Sciences which is housed in the French East Building on the University's medical/east campus. The program in Speech-Language Pathology which leads to a Masters Degree in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program in Public School Licensure is coordinated by a faculty member in the Department of Communication Sciences and Disorders.

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

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

Levels of Preparation

There are three levels of preparation in Speech-Language Pathology at the University of Cincinnati. The first level leads to the Bachelor of Science Degree, the second fulfills the requirements of the Master of Arts Degree, and the third culminates with the Doctor of Philosophy.

The first, or B.S. level, is devoted to establishing an understanding of normal growth and development of human communication processes. Although students obtain exposure to the management of communication disorders at the level, the bachelor's degree is considered to be a pre-professional one. Courses taken by the students at this level include Speech and Hearing Science, Phonetics, Anatomy and Physiology of the Speech and Hearing Mechanisms, Speech and Language Development, and Statistics. In addition to the above, introductory courses in Speech-Language Pathology and Audiology are offered: Audiometry, Rehabilitative Audiology, and Clinical Management of Communication Disorders. Options in areas such as education, research, business, linguistics, and health careers are available. Upon completion of a bachelor's degree, students should demonstrate knowledge of the normal development of communication skills and should be able to recognize abnormal communicative behaviors.

Speech Pathology students at the second, or M.A. level, are expected to acquire those skills which will enable them to identify and manage a full range of speech/language and hearing disorders. Students are required to complete course work in the areas of language and literacy, speech sound disorders, aphasia, motor speech disorders, dysphagia, cognitive disorders, , voice and resonance disorders, stuttering, autism and other developmental delays, augmentative and alternative communication, management of children with hearing impairment, and research. The program involves in-depth study

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of the various disorders of communication coupled with practicum experience in the areas of study. In order to provide the master's level student with adequate advanced didactic and practicum experience with persons manifesting communication disorders, a minimum of two years of study is necessary, including two summer terms. Students who do not possess a well-rounded undergraduate major in communication disorders, or those who come from other fields, must complete undergraduate prerequisites prior to beginning the graduate program. Clinical case studies are required of all M.A. students at the end of the second year of the program.

In addition, all M.A. students must complete one of the following options:
1. Thesis
2. Publishable paper
3. Non-thesis option which includes an additional research course

All M.A. graduates are eligible for the ASHA Certificate of Clinical Competence and state licensure in Speech-Language Pathology upon completion of the two-year program. It is important for students to examine the specific requirements for licensure in their state to assure appropriate preparation. Master's students also complete education courses for public school licensure .

The third, or Ph.D. level, prepares students for leadership in research, teaching, and/or clinical service in Speech-Language Pathology, Audiology, and Speech, Language and Hearing Science. This level of study emphasizes research techniques in speech, language and hearing science, experience in college teaching and supervision, and the opportunity to explore the theoretical aspects of clinical techniques. Ph.D. students are expected to complete coursework in the major area and to demonstrate research competency. Students must also demonstrate, through a dissertation, contribution to knowledge in the areas of speech, language and hearing science, speech-language pathology, or audiology.

Mission and Goals

The mission of the Communication Sciences and Disorders Graduate Program is to educate students to become competent speech-language pathologists, audiologists, teachers, and/or researchers who are committed to scientific inquiry and lifelong learning, to add to the knowledge base of the discipline, to provide public service to enhance the lives and dignity of individuals with communication disorders, and to embrace diversity.

The goal of the professional preparation program in speech-language pathology is to provide each student with the theoretical background and knowledge base, clinical practice experiences, and research experience to meet the mandated requirements of practice, to provide competent, ethical, and caring assessment and management services, to develop and use evidence-based practice, and to be lifelong learners.

The goals and mission of the Ph.D. program are to prepare students for leadership positions where they will educate future professionals, advance the knowledge base of the discipline, and promote and support the highest quality services in clinical settings. This mission is consistent with the Department's mission to educate clinicians and leaders and to contribute to the basic scientific study of the processes of human communication and the prevention of communication disorders.

Graduates of the Master's Degree Program in Communication Sciences and Disorders with a major in Speech-Language Pathology are prepared for positions as speech-language pathologists in all health care and educational settings throughout the United States. There is a shortage of speech-language

pathologists in Ohio and in the region, especially in school settings. Graduates of the Ph.D. program are prepared for careers as teachers and researchers in higher education and other research settings. The program is committed to educating teachers and researchers to meet the critical need in the discipline in Ohio as well as throughout the United States.

Admission Requirements

Applicants must meet the following admission requirements:

1. Bachelor's degree. For students who enroll in the program, an official transcript with Bachelor's degree posted must be received by the CSD department prior to the beginning of the first semester.
2. 3.0 minimum overall undergraduate grade point average.
3. Completion of the Graduate Record examination (GRE).
3. Minimum score of 100 IBT on the TOEFL for students whose native language is not English.

Students entering the professional preparation program in speech-language pathology must have a well-rounded undergraduate degree or complete a set of prerequisite courses prior to beginning the graduate program.

Students who do not meet the admission requirements stated above may be admitted on a provisional basis. These students must maintain a 3.0 average during each of their first two semesters of study to be admitted to full status and to be eligible for financial aid if available.

Financial Assistance

The program has a limited number of clinical stipends and scholarships that can be awarded to students on the basis of quality of academic record and performance in the program. Requests for financial assistance are made at the time of application by checking the appropriate box and by following application procedures when notified of availability of l financial resources. International students who receive tuition grants and/or stipends must participate in the Oral English Proficiency Testing required by the University. In order to be eligible for financial aid, students must be registered for 10 or more graduate credits each semester to be considered a full-time graduate student. Students receiving fellowships or assistantships must register for a minimum of 12 credit hours for each semester they are funded.

The University of Cincinnati has endorsed and is governed by the following resolution adopted by many colleges and universities in the United States and Canada. Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desire to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institute after April is conditional on presentation by the student of the written release from any previously accepted offer.

Students must be registered for 10 or more graduate credits each semester exclusive of audit credits to

be considered a full-time graduate student.

Ohio Residency

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

Academic Performance

All students will be periodically reviewed in terms of academic and clinical practice performance. Graduate students whose grade point average falls below the 3.0 quality grade point average required for graduation for two semesters may not remain in the program. In addition, those who demonstrate a serious deficiency in professional content areas or clinical practice may expect to be reviewed by the faculty with regard to continued in the graduate program.

The requirements for a Masters in Communication Sciences and Disorders are shown in Section III. Each student's previous academic and practical experiences will be evaluated in relation to the suggested program to determine the actual graduate course of study. Students should expect to enroll in a number of courses in the major area, which may be similar in title to courses taken at the undergraduate level. The second year of study is devoted particularly to completion of practicum experiences, development of research, and/or school and clinical internship experience.

SECTION II

GENERAL INFORMATION FOR MATRICULATED STUDENTS

The program advisor will provide the names of the courses to be taken each semester.   Students must be registered for 10 or more graduate credits each semester to be considered a full-time graduate student.

Students will begin practicum in their first year and have a practicum assignment each term that they are enrolled in the program. One case study is completed during the end of the second year. It may be repeated once, if failed; it may be passed with stipulations for further study, or a repeat examination; or it may be passed without stipulation.

A Master's thesis, publishable paper, independent research project, or Research Methods course is required. The proposal for the thesis is submitted no later than during the first term of the second year of study, and is approved by the program faculty. Each On-campus student must present his/her research at the PRaISE conference.

After completion of the degree, Master of Arts graduates are eligible for the clinical fellowship. After completion of that experience, and passing of the PRAXIS Examination in Speech-Language Pathology, they are eligible for certification by ASHA, and state licensure. States may have slightly different requirements, and one should check these prior to the start of the second year of study to determine if modifications in the course of study can be made to accommodate them.

Student Organization

At the University of Cincinnati there is a chapter of the National Student Speech-Language-Hearing Association (NSSLHA). Graduate students are also represented in the University-wide Graduate Student Association through the local NSSLHA chapter. Masters students are required to join both the National Student Speech-Language-Hearing Association and the local chapter. Students can download the membership application at http://nsslha.org. Students must be members of NSSLHA to access online full-text journals and to qualify for the NSSLHA-to-ASHA Conversion Discount which gives NSSLHA members a significant discount off the initial dues and fees for membership and certification in ASHA when they graduate. The discount requires two consecutive years of national membership. Students are also encouraged to join their local and state associations as a student member.

Computer Use

Computer Requirements

All students are required to have access to a computer with the following:

1. **Windows 7 or newer or Mac OS X Snow Leopard or Lion or newer**

2. **Application Software:** Word 2007 or later (Office 2010 for Windows or Office 2011 for Mac preferred). All students have the option of buying Microsoft Office 2010 directly from the UC bookstores, on either Uptown Campus, for $9.70. Contact the UC Main Computer Store at 513-

556-2679 with any questions.

3. **Virus protection software**: All computers connecting to the UC network are required to have some kind of virus protection. There are no restrictions on the use of any virus protection software. The anti-virus software packages preferred by CSD for Windows machines are Microsoft Security Essentials, which is available directly from Microsoft.com (http://windows.microsoft.com/en-US/windows/products/security-essentials), and McAfee, which is available from the UC website (http://www.uc.edu/ucit/ware/software.html).The preferred Apple anti-virus software is Sophos Anti-Virus Free Edition, which is available from the Sophos.com website (http://www.sophos.com/en-us/products/free-tools/sophos-antivirus-for-mac-home-edition.aspx)

Computer & Network Hardware

4.   **Broadband Internet Connection:** A 768 kbs (kilobits per second) bandwidth connection, guaranteed. Examples of broadband connections are Roadrunner, offered by Time Warner Cable, and Zoomtown, offered by Cincinnati Bell.

5.   **x86 Processor:**   Minimum Dual Core Intel or AMD processor running at 1.6 GHz or faster.

6.   **Memory**: 2 GB of RAM minimum, 4 GB+ preferred.

Blackboard

All of your courses at U.C. will use Blackboard. If you are not familiar with Bb, you can access it through www.blackboard.uc.edu. It can also be reached under UC Tools on the UC webpage, www.uc.edu.

Blackboard (BB) Plugins -Go to BB. Click on the BB support (from the MY UC BB Home Page). Under system requirements, click on **Plugins**, and then you have to download the following:

Adobe Acrobat Reader
Flash Player
Shockwave Player
Windows Media Player
QuickTime for Windows

Browser Requirement for Blackboard

It is recommended that BB be accessed through Internet Explorer 8.0 or higher, Firefox 12 or Higher, or Safari 5 or higher.
   In order for certain areas of BB to function properly, you will have to go to BB support (from the MY UC BB Home Page) and then click on System requirements, then click on browsers and follow the instructions according to the browser version that you have. You will be given instructions how to download and enable *Java* and *cookies*.
Blackboard Support can be reached at 513-556-1602 or contact the Blackboard Support Team http://blackboard.uc.edu/support. The staff is extremely helpful and will be able to walk you through

any difficulties you may be having or contact

Taking Tests in Blackboard

The single most common problem with online test taking occurs when a student's computer loses connectivity with the Blackboard server. If this occurs during test taking, it is very likely that your answers will be lost. There are a number of things you should do to minimize the likelihood of this problem occurring both before and during the online assessment. Use the handy checklist below to minimize problems during the exam.

· **When taking a test in Blackboard, you should:**

· Use the **current version and correct settings** of your preferred web browser. This information can be found on our support site under the System Requirements section at http://blackboard.uc.edu/support.

· Use a **reliable** and, if possible, **fast** internet connection (DSL, cable, or other broadband).

· Check the **inactivity timeout period** set by your Internet Service Provider and find out if it can be disabled or if there is a way to work around it before you begin the test.

· Have **scrap paper** handy to write down your answers as you take the test as a back-up in case your test submission is not successful.

· **Log out and back into Blackboard just before beginning a test** to ensure you have the maximum 3 hour time period to take the test.

· **Periodically click the "Save" button during the test** to record your answers. This option will only appear if all of the test questions are presented on one screen.

· **During the test, you should not:**
· **Resize or minimize** the browser window.

· Use the **Back button** on your browser.

· **Double click** on the link to begin the test or on any buttons or links inside the test.

· Leave the test window **open and unattended** for any period of time.

If you do experience technical difficulties during your exam, contact your instructor via email immediately to alert them to the problem. Be as descriptive as possible in your email about what you were doing when the problem occurred, including the date and time in your description.

Student UConnect Email Address

It is mandatory that all students activate their UConnect E-mail address and update it on Blackboard. Often the email addresses that you have put into Blackboard such as Yahoo, AOL, hotmail, etc…

cannot support the documents that UC sends you.
To activate the UConnect E-mail address, you should go
to http://www.uc.edu/ucit/email/uconnect.html which has the available email functionality information.

The default password is your full birth date (MMDDYYYY). Immediately, you should change this temporary password to a unique, personal password.

Information Technology and Instructional Equipment Fees

All full-time and part-time undergraduate, graduate, and professional students in all programs (except Raymond Walters College, Clermont College, and M.D. programs) are charged an Information Technology and Instructional Equipment (ITIE) fee. This fee is used to fund improved access to and assistance with information technology and to fund other types of instructional equipment.

Fees will be automatically assessed on billing statements at the time of registration and will be subject to the same refund percentages as the Instructional Fee, the General Fee, and the Non-resident surcharge. These monies are used to purchase therapy and laboratory supplies, VHS and audio tape recorders, prerecorded VHS tapes, camcorders, sound level meters, computers and computer software, etc. for student use and to provide equipment maintenance and technical support salaries.

Libraries

The Jean W. Rothenberg Collection in Communication Disorders is housed in the Health Sciences Library in the Medical Sciences Building on east campus. Additional holdings in our field are also in Langsam Library. The Public Library of Cincinnati in Hamilton County is a valuable resource as well. The Curriculum Resource Center in the west campus Blegen Library has a variety of therapy materials and references that may be of value. There are also a variety of computer resources for students within the department labs on the ground level and in the College's student computer rooms on the third floor in French East. The Health Sciences Library offers free one-two hour instructional sessions on computer library access as well as other useful instructional classes such as E-mail Remote Access, Blackboard, Outlook, and Internet. They also offer free introductory, intermediate, and advanced sessions on software such as Word, Excel, Access, and PowerPoint. Students are encouraged to use this valuable free resource.

Non-Discrimination Policy

3361: 10-13-01 University policy on non-discrimination
The University of Cincinnati is committed to excellence and diversity in our students, faculty, staff, and all of our activities. A fundamental component to achieving diversity is ensuring equal opportunity for all through affirmative action and by providing an inclusive environment free from invidious discrimination in all of its forms. The university reaffirms its policy that discrimination on the basis of race, color, religion, national origin, ancestry, disability, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status, or gender identity and expression shall not be practiced in any of its activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled, Vietnam era veterans, or disabled veterans, the university will take affirmative action in carrying out its policy of non-discrimination and equal opportunity for all.
http://www.uc.edu/trustees/rules/administration.html

Right to Review Records

Students, once enrolled, have the right to review their educational records, except for those excluded by law, such as records maintained by a physician or psychiatrist, or parents financial statement. Educational records are maintained in such offices as Student Records, Financial Aid, Career Development and Placement, and Educational Advising. In order to gain a review of such records, along with any appropriate explanation or interpretation, the student should first address the proper university, collegiate, or departmental office. Should the student encounter any difficulty in obtaining the kind of review requested, the question should be referred to the Office of the Registrar. An individual may challenge the content or the right to review a student record by appealing to the Family Educational Rights and Privacy Act Committee. It is the policy of the University of Cincinnati that the kinds of student records referred to in this statement will be reviewable by any qualified student at any reasonable time. Copies of any portion of the record will be provided at cost, except transcripts of students' permanent academic records for which the University's transcript policy will apply.

It is the policy of this institution that all student records, other than "Directory Information," are to be treated with confidentiality so that the only access afforded University faculty or staff is on a "need-to-know" basis. The office responsible for the maintenance of any particular student record will be responsible for seeing to it that such confidentiality is maintained.

The University considers the following information as Directory information:
The student's name, address, telephone number, email address, college, class, major field of study, dates of attendance, registration status, and degrees and awards received.

Academic Honesty

Academic dishonesty in any form is a serious offense and cannot be tolerated in an academic community. Dishonesty in any form, including cheating, plagiarism, deception of effort, or unauthorized assistance, may result in a failing grade in a course and/or suspension or dismissal from the Graduate Division.

Expectations for Classroom Etiquette

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

1. Consistent attendance and punctuality is expected. Syllabi of particular classes may include specific expectations regarding notification of absence or tardiness. Students are responsible for all materials presented in class during their absence.

2. Cell phones and other personal electronic devices must be turned **off** at all times during class. This means that they cannot be put on silent ring or vibration, and text messaging cannot occur.

3. Computers are to be used **solely** for instructor-directed in-class activities pertinent to the class in session. The following activities are not permitted during class time**:** Net surfing, reading emails, working on assignments for other classes, etc. This is a matter of courtesy to your instructors and to your fellow students.

4. Continuous/lengthy side conversations with classmates are not permitted during lectures, guest lectures, whole-class discussion, student presentations, etc. This is a matter of courtesy to instructors and fellow students.

5. Students are expected to remain in the classroom during tests and exams, unless explicit permission is granted for medical reasons.

6. Students may not alter switch settings on the classroom computer and/or electronic controls.

7. The Bahmann room is to be used for scheduled patients, classes, conferences, and meetings only. It should not be used as a lounge or dinning room during or between classes. The electronic equipment, computer, and video projector should be used only in preparation for and during scheduled classes in this room. The last person out of the Bahmann room is expected to shut down all electronic equipment, the computer, and video projector, and lock and close the door.

Graduate Student Grievance Procedures

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

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

Complaints against graduate education programs or complaints against the Council on Academic Accreditation may also be submitted by any student, instructional staff member, speech-language pathologist, audiology, and/or member of the public to:
Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech Language-Hearing Association
2200 Research Blvd.
Rockville, MD 20850
301-296-5700

Procedures for filing a complaint with the CAA can be found at:
www.asha.org/about/credentialing/accreditation/accredmanual/section8.htm.

Concerns about graduation, practicum, advising, or the conduct of faculty or other graduate students should always be taken up first with the relevant faculty member of student. Unresolved concerns should be addressed to the Department Head. The University has an Ombudsman who may be consulted on issues that seem beyond the scope of the program or department, including issues of

sexual harassment, or discrimination of any sort. It is the student's responsibility to advise the faculty and the Department Chair about the need for assistance with financial, health, or academic problems that might interfere with study or practicum performance.

Standards and Procedures for Probation, Suspension, and Dismissal

Policy for Probation
All graduate students will be reviewed by the faculty following each academic semester. Students who fail to maintain a B (3.0) average on all coursework or who fail to make satisfactory progress toward their degree will, upon vote of the faculty, be placed on academic probation for the ensuing semester.

The student remains on probation for the period that the cumulative GPA is below 3.0, but will be allowed to continue in the program as long as grades in all graduate-level courses are above 3.0 for each individual semester. The student will be dismissed if grades for any semester while on probation are below 3.0.

Policy and Procedures for Dismissal
Receiving an F in any two courses, either concurrently or in different semesters, will result in immediate dismissal with no probationary period. Receiving a GPA below 2.0 (excluding incomplete) for any specific grading period will result in immediate dismissal with no probationary period.

Students may be dismissed for academic, research, or clinical practicum deficiencies. The progress of each student is monitored each semester by reviewing grade reports, practicum and research performance and progress. Problems identified by a faculty member, the practicum coordinator, or any practicum or research supervisor are discussed at faculty meetings. A meeting is subsequently scheduled between the student and the Academic Advisor, Clinic Coordinator, Graduate Program Director, or Department Head. The purpose of this meeting is to address the concern and problem-solve a potential solution. Written documentation of the problem, criteria for dismissal/retention and results of the meeting are presented to the student and to the faculty, with a copy for the student's file. The student is also encouraged to respond to the faculty in written form. Any subsequent meetings are similarly documented. If resolution of the problem cannot be reached, decision for dismissal is made by vote of the entire faculty. The Department Head then has a final meeting with the student, to inform him/her about the decision and provide information about options for further academic or employment opportunities.

A student dismissed from the graduate program may file a written petition with the Director of Graduate Studies for readmission. In making a decision regarding readmission, the faculty may consider extenuating circumstances surrounding the unsatisfactory grades and the probability that the student can successfully complete the program with at least the 3.0 GPA required to graduate.

If a dismissed student wishes to be considered for readmission in the subsequent semester, a petition must be filed within three working days of receipt of the written dismissal notice. If a previously dismissed student is readmitted, all previously earned grades remain on the permanent record and will be computed in the overall grade point average. Students will be specifically warned of possible termination by the Director of Graduate Studies and will be advised of needed improvements.

Students will be fully informed of all decisions affecting their status in the program and each has the right to appeal under grievance procedures drawn up by the Graduate School.

Pre-Registration Procedures and Requirements

Supplementary Information Form

The Supplementary Information Form must be completed prior to registration by the following individuals; (a) new students entering the University, (b) students not enrolled in the previous academic year, (c) students who transfer to another college, (d) students who have earned their Bachelor's degree and are admitted to the Master's programs.

When filling out this form, the student is to enter the program name (CSD) on the line "(Program Major)". The form is to be returned to the academic unit as requested.

Physical Examination

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

Name Change

Name Changes must be completed by students who have legally changed their name. Students should immediately change their name by going to One Stop on the UC website at http://onestop.uc.edu/. Select Forms and then Name Change Request. A name change will not be accepted in the Department until the name change is formally changed on the student database through the Office of the Registrar.

Change of Address

Address Changes must be completed by students who have moved. Students should immediately change their address by going to One Stop (My Information) on the UC web site. The student is to inform the Department Office (344 French East) immediately of a change of address and/or phone number.

Transfer of Credits

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

1) Master's Degree

The minimum requirement for this degree is two years full-time graduate student, or its equivalent. Eligibility for graduation requires a minimum of thirty (30) graduate credits. Graduate credits to be transferred from another institution will be approved by the advisor and Communication Disorders faculty. In no case can credit for the research requirements be satisfied by transfer from another institution.

2) Doctoral Degree

These degrees are conferred on the basis of long study and high scholarly attainment in a special field of learning. In no case, however, will the degree be granted for less than three years of full-time graduate study or its equivalent, of which the last year must be in residence in the University of

Cincinnati or under the University's direction. Eligibility for graduation requires a minimum of 90 graduate credits, the last 30 of which, exclusive of research credits, must be completed at the University of Cincinnati.

Students who have done work at other graduate schools may choose to petition for transfer of credits earned elsewhere toward a master's or doctoral degree at U.C. The petition should be submitted through the Director of Graduate Studies. The merit of the petition will be judged according to the standards and procedures of the graduate program to which application has been made, subject always to the instructions outlined in the policy above.

Normally, credit hours allowed for a transfer course will not exceed the semester credit hours of any U.C. course (s) which cover equivalent material.

In addition, courses eligible for transfer credit should have been taken within the five years prior to application.

Registration

The UC Schedule of Classes provides the courses offered each semester at U.C. To view the schedule click on the following link: The UC Schedule of Classes.

University Breaks

Students in the graduate program will have academic or practicum responsibilities that may extend into one of more of the University breaks. Therefore, students wanting leave during the graduate program must obtain prior permission from the Clinical Practicum Coordinator, School Practicum Coordinator, Faculty Supervisor, Graduate Program Director, or Department Head.

SECTION III

ACADEMIC PROGRAM

Each student is required to complete an academic program in Speech Pathology that meets the ASHA certification and state licensing minimum requirements.

Speech/Language majors must meet a minimum of 75 semester hours, of which 36 must be at the graduate level. See the **specific** academic requirements for your program, On Campus, TTI, West Virginia or ACinD, located in Sections IV, V, VI and VII respectively.

Speech-Language Pathology Undergraduate Prerequisites

specific program section provides a guide to assure that applicants have or can meet the prerequisites when applying to the graduate program. This is especially important for applicants who do not have an undergraduate degree in Communication Sciences and Disorders. An application may be submitted to the graduate program while completing the prerequisite courses if all courses can be completed by the time of enrollment in the graduate program.

Learning Markers

Learning markers (competencies) are developed for each course and practicum assignment. They are used to insure that all students have met requirements for graduation, ASHA certification and state licensure. A student may receive a passing grade in a course without having satisfied all of the learning markers. This means that the student must complete the remaining learning markers for that course through other experiences prior to graduation. Students must satisfy all first-year class and practicum learning markers by August 1 of the first year (or earlier, at the discretion of the instructor). Failure to pass the first-year learning markers will delay entry into second-year practicum experiences.

Students are required to demonstrate all of the course competencies listed on the syllabus during the semester. A remediation plan will be developed for those students who receive a grade of C in the course, indicating failure to meet the competencies during the semester or fail to meet specific competencies. The remediation plan must be successfully completed with demonstration of needed competencies by the seventh week of the succeeding semester.   Students who receive an F in the course or do not successfully complete the remediation plan by the deadline will have a remediation plan which will require repeating the course by viewing the video streams and completing the assignments online, by retaking the course online, or by retaking the course the following year as determined by the instructor.

Case Studies

Students will present several formal case studies to faculty and other students throughout the program. Guidelines for developing a case presentation will be provided.

Students will be given a case typical of those seen in clinical practice during one of their last two semesters. Faculty feedback will be provided for this presentation, and students may be asked to discuss more cases or provide additional information if the presentation is considered unsatisfactory. The case presentation comprises the comprehensive examination, which is one of the requirements for

completion of the master's degree.

Practicum

Students are required to read the "Practicum/Clinic Handbook" and adhere to the policies, procedures and requirements discussed therein.

Essential Requirements for Clinical Practicum

The Department of Communication Sciences and Disorders at the University of Cincinnati has developed a list of essential requirements and abilities that are considered necessary for a student's successful academic and clinical performance in the professions of Speech Language Pathology.

Students will be asked to read and sign the following document at the beginning of the program and prior to beginning practicum.

ESSENTIAL REQUIREMENTS FOR CLINICAL PRACTICUM
DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
UNIVERSITY OF CINCINNATI

Essential Requirements, as distinguished from academic standards, refer to the essential qualities and abilities that are considered necessary for a student's success in clinical/practicum programs.   The Communication Sciences and Disorders program at the University of Cincinnati is responsible for the welfare of clients tested, treated, or otherwise affected by students enrolled in the CSD program. Thus it is important that persons admitted, retained, and graduated possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice in the profession of speech-language pathology or audiology.

 When requested, the University will provide reasonable accommodation*s* to otherwise qualified students with documented disabilities through the Disability Services Office (556-6823; www.uc.edu/aess/disability.html). Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement but also on non-academic factors that serve to ensure that those students with or without accommodations can meet the essential requirements of the clinical program required for graduation.

IN ORDER TO SUCCESSFULLY PASS PRACTICUM AND COMPLETE NECESSARY COMPETENCIES, REQUIRED FOR ASHA CERTIFICATION STUDENTS SHOULD BE ABLE TO:

PHYSICAL ABILITIES –
- Provide a safe environment for others in responding quickly to emergency situations and in the application of universal precautions
- Sustain necessary physical stamina to complete the required work schedule
- Move independently to, from and within the work setting
- Manipulate screening/diagnostic materials necessary to complete an overall assessment
- Manipulate materials and/or patient utilized equipment (for example, AAC devices, hearing aids) for clinical practice in a safe manner
- Accurately monitor through both visual and auditory modalities materials and equipment used for assessment and treatment of patients

BEHAVIORAL SOCIAL AND COMMUNICATION ATTRIBUTES
- Maintain emotional/mental health required for building professional and collaborative relationships with clients and colleagues
- Maintain composure and emotional stability in demanding or changing situations
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of clients
- Show respect for individuals with disabilities and for individuals of different ages, genders, race, religion, sexual orientation, cultural and socioeconomic backgrounds
- Speak English intelligibly, including the ability to model English phonemes, with satisfactory voice, fluency and resonance for clear communication
- Demonstrate responsibility for lifelong professional growth and development
- Conduct oneself in an ethical and legal manner upholding the ASHA and or AAA Code of Ethics and university and federal privacy policies
- Understand the Scope of Practice and Practice Standards in the field of Speech Language Pathology and Audiology

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- Demonstrate honesty, integrity and overall professional behavior

COGNITIVE ABILITIES
- Comprehend, retain, integrate, synthesize and apply written and verbal information sufficient to meet curricular and clinical demands
- Seek relevant case information to formulate a diagnosis and develop a treatment plan
- Generate discipline-specific documents and clinical reports in English
- Reflect on clinical and academic performance and self assess performance accurately

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Procedure when a student does not meet essential requirements:
- Instructor or clinical supervisor identifies student as not meeting an essential requirement.
- Instructor/clinical supervisor alerts student's advisor and department chair (if identified in academic setting) or clinic director (if identified as a part of clinical practicum).
- Conference will be held with the student and include the instructor/clinical supervisor, department chair/clinic director to review the concern(s) with the student and recommend a course of action. An action/remediation plan will be signed by all parties involved.
- Documentation of the conference and the recommended course of action will be placed in the student's file.

Please review the essential requirements for clinical practicum document and sign the statement below:

I certify that I have read and understand the essential requirements document and that I believe to the best of my knowledge that I meet each of these standards either with or without accommodations. I will contact the Office of Disabilities to determine what accommodations are available. I understand that if I am unable to meet these standards, I may be dismissed from the program.

(Student Signature) _____

 (Date) _____

PRAXIS Examination in Speech-Language Pathology

Students are strongly encouraged to take the PRAXIS examination in March of their second year. Scores must be sent to the Department from ETS. Students must request that scores be sent to the University of Cincinnati when they register for the test. The UC recipient code is RA 0238.

Certification and Licensure

Certificate of Clinical Competence

ASHA's Certificate of Clinical Competence can be obtained by individuals who hold a Master's Degree, meet specific requirements in academic and clinical preparation, complete a nine-month supervised professional experience, and pass the PRAXIS Examination in Speech-Language Pathology. Specific information can be found on the ASHA website at www.asha.org.

State Licensure in Speech Pathology
States require a license to practice speech-language pathology. . . Most state requirements are similar to ASHA's requirements for the Certificate of Clinical Competence and therefore graduates of UC will most likely be prepared for licensure in any state, but it is useful to check the state's specific requirements for academic and clinical preparation, if applying to a state other than Ohio.
Teaching Licensure

States have separate requirements to obtain certification/licensure to work as a school speech-language pathologist. Coursework and student teaching requirements will vary among states. Contact the Student Teaching Coordinator for more information about these requirements in Ohio.

Graduation

Application for Graduation

Application for graduation must be completed via the online graduation process. Students will be notified by the department when the website is available to apply for graduation as well as the application deadline. To apply online go to the Graduate School's website at http://www.grad.uc.edu/graduation.aspx. Deadlines are firm and failure to meet them will delay graduation. If a student does not actually graduate in the semester in which they have applied to graduate, his or her application to graduate is voided. Consequently, he or she must submit another online application for graduation. Students will be assessed a graduation application fee each time they apply for graduation. The master's graduation regalia colors are a sage hood and a black gown and tassel.

Exit Interview

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

The following must be completed before the exit interview occurs:

1.   All course, practicum and research grades are changed to complete.

2. All learning markers and trackables have been met and are "green" on CALIPSO.
3. The final version of the thesis or publishable paper is received and approved by the advisor and committee (if applicable).
4. Announcement of the thesis defense on the Graduate School's website (if applicable).
5. Electronic Thesis (EDT) submitted to the Graduate School (if applicable).
6. The student's ASHA application has been completed and signed by the Department Head.
7. Submission of the following requirements to the CSD Department Office:
   a) Committee Approval form (thesis and publishable papers only)
   b) Thesis/Publishable Paper/Capstone/Independent Study Defense Certification form
   c) IRB Data form
   d) Any keys to department facilities that had been obtained have been turned into the Department Head or Department Office.

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

Licensure and Certification Applications

Ohio Licensure Application

Students applying for an Ohio license can obtain information and an application online at:
http://slpaud.ohio.gov.

Information about licensure in other states can be found on the ASHA website at www.asha.org or by googling the appropriate state (state.gov) and looking for licensing or state agencies.

Ohio Department of Education Application

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

Karen Schmidt, Asst Academic Director
Office of Assessment and Continuous Improvement
College of Education, Criminal Justice and Human Services
PO Box 210002
Cincinnati, OH 45221-0002
Tel: (513)556-0297
Fax: (513)556-2536
E-mail: karen.schmidt@uc.edu

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

Information about school licensure in other states can be found on the ASHA website at www.asha.org, by googling the appropriate state Department of Education. Your employer will be able to provide this information if you have a school-based position.

ASHA CCC-SLP

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

SECTION IV

ON CAMPUS PROGRAM

On Campus Application Procedures

Two applications must be submitted as part of the Graduate Application Process:

Application to University of Cincinnati

- An online application to the Communication Sciences and Disorders MA Program must be submitted to the University of Cincinnati Graduate School by January 1 at http://grad.uc.edu/admissions.html. A non-refundable application fee of $80 payable to The University of Cincinnati must accompany the application. For your program, select Communication Sciences and Disorders MA.

- TOEFL score if English is not the applicant's native language must be sent by the test site directly to the University of Cincinnati.

- No other application materials should be sent or submitted to the University of Cincinnati.

Application to CSDCAS

- An online application to the Master's Degree Program in Communication Sciences and Disorders with a major in speech-language pathology must be completed through CSDCAS (Communication Sciences and Disorders Centralized Application Service) at https://portal.csdcas.org/. Click on "apply now for the 2014-2015 academic year" to find detailed instructions regarding development of a profile and submission of materials. All application materials must be received by CSDCAS by January 1, including:
  o application
  o extracurricular, volunteer and leadership activities, honors, and awards
  o personal essay limited to one page; This essay is an opportunity to describe educational goals, academic strengths and weaknesses, personal qualities, characteristics, and skills that may enhance success in the graduate program and/or profession
  o academic information (courses, grades, etc.)
  o transcripts from each college or university attended
  o GRE scores must be sent by ETS directly to CSDCAS (code is 0734).
  o three letters of reference: It is strongly recommended that reference letters be written by instructors who can speak to your academic abilities and potential success as a graduate student.
  o application fee of $100 for the first graduate program application and $45 for each additional graduate program application.

If you experience problems or have questions, contact CSDCAS Customer Service at (617) 612-2030 or at csdcasinfo@csdcas.org.

The initial review process for completed files begins in January and takes approximately 6-12 weeks. Incomplete files will not be reviewed. Admission decisions will be made in writing only.

All unclassified students wishing to register for graduate courses offered by the department must secure the permission of the Director of Graduate Studies and permission of the particular instructor offering the course in question as a prerequisite to register for any course. Unclassified graduate students may be admitted to the Graduate Division for study, but not admitted for graduate degree programs. They may take courses for graduate credit, but the number of credits taken under this classification will not exceed 9 graduate credits.

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

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

Keys

Each student who is enrolled in the program is entitled access to the Communication Sciences and Disorders Clinic therapy, preschool and clinic materials rooms and department general labs. Procedures for obtaining keys will be explained during graduate orientation. Keys must be returned to the Communication Sciences and Disorders office (344 French East) at the end of the student's graduate program. Students will be charged $25 for keys lost or stolen and for keys not returned before graduation or upon request. Unpaid fines will result in the inability to obtain transcripts and diplomas.

Academic Program

Each student is required to complete an academic program in Speech-Language Pathology that meets the ASHA certification and state licensing minimum requirements. Speech/Language majors must meet a minimum of 75 semester hours, of which 36 must be at the graduate level. Students complete the Masters Degree program in two full years (6 semesters) graduating in August of the second year.

The distribution of required course work is as follows.

Basic Science Course work	21 credits

Biological Science	3
Physical Science	3
Behavioral and/or Social Sciences	3
Statistics	3
Basic human communication processes including:	
Anatomy and Physiology of Voice & Speech Production	3
Audiology I	3

	Phonetics	3

Required Coursework in Speech-Language Pathology	45 graduate credits
Required Electives	7 graduate credits
Graduate Seminar	4 graduate credits
Clinical Practicum	Minimum 12 graduate credits
Total required credits for graduation	Minimum 60 graduate credits

Speech-Language Pathology Undergraduate Prerequisites

The following prerequisite courses need to be taken prior to beginning the graduate program.

Course Number CSD-	Courses	Cr.
2010	Anatomy & Physiology of Voice & Speech Production	3
2071	Phonetics	3
3080	Speech and Language Development	3
4012	Neurological Foundations of Communication (Prereq: 2010 can also be taken simultaneously with 4012)	3
4021	Clinical Process I: Professional Issues & Assessment	3
4022	Clinical Process II: Professional Issues & Intervention	3
3061	Audiology I	3
Psych 2005	Child & Adolescent Development	3
Psych 2007	Adulthood & Aging	3
HLTH 3098	Research Methods	3

The first academic year includes core coursework designed to prepare students to serve clients with the full range of communication and swallowing disorders. During summers and the second academic year, students may select electives directed to an area of concentration in either neurogenic communication and swallowing disorders or child language and literacy.

Neurogenic Communication Disorders	**Child Language and Literacy Disorders**
Advanced Augmentative & Alternative Communication	Advanced Augmentative & Alternative Communication
Audiologic Management & Counseling	Audiologic Management & Counseling
Pediatric Dysphagia	Early Intervention for Children with/ Communication Disorders
Craniofacial Anomalies	Autism and other Developmental Disabilities
Communication after Laryngectomy	Literacy for SLPs
	Courses in education

Each student must engage in practicum experiences to prepare for practice with any type of client in any setting. Additional practicum experiences will be selected to enhance the student's area of concentration.

2014-2015 ONCAMPUS SLP MA DEGREE PROGRAM COURSEWORK (Rev. 7/29/2014)
73 Credits

FALL Year 1 14/15	SPRING Year 1 17	SUMMER Year 1 11
7010 Speech Sound Disorders (3)	7012 Language Disorders in Later Childhood (3)	7013 Autism and other Developmental Disabilities (3)
7011 Language Disorders in Early Childhood (3)	7014 Voice Disorders (2)	7033 Neurogenic Cognitive Disorders (2)
7048C Advanced Speech and Hearing Science (2)	7032 Neurogenic Language Disorders (3	7034 Neurogenic Speech Disorders (2) (2-3)
8051C Advanced Neurological Basis of Communication Disorders (3)	7035 Dysphagia (4) (3-4)	7037 Augmentative and Alternative Communication (3)
7005-001 Syntax for Language Assessment and Intervention (1)	7077 School Issues and Procedures (2)	7051 Clinical Practicum in Speech/Language Pathology (1)
7063-010 Assessment in SLP (1)	7007 Assessment in SLP (1)	
8090 Grad Seminar (1)	8090 Graduate Seminar (1)	
7051 Clinical Practicum in Speech/Language Pathology (1)	7051 Clinical Practicum in Speech/Language Pathology (1)	
FALL Year 2 Minimum 10	**SPRING Year 2 Minimum 10**	**SUMMER Year 2 Minimum 10**
7015 Fluency Disorders (2)	7046 Research Application Methods (3) **OR** 7044 MA Research in Speech-Language Pathology II (1)	7009 Management of Individuals with Hearing Loss (2)
8090 Graduate Seminar (1)		
7051 Clinical Practicum in Speech/Language Pathology (4-10) **OR** 7052 Internship in Speech/Language Pathology (4-10) **OR** 7053 School Practicum in Speech-Language Pathology (4-10)	8090 Graduate Seminar (1)	7051 Clinical Practicum in Speech/Language Pathology (4-10) **OR** 7052 Internship in Speech/Language Pathology (4-10)
	7051 Clinical Practicum in Speech/Language Pathology (4-10) **OR** 7052 Internship in Speech/Language Pathology (4-10) **OR** 7053 School Practicum in Speech-Language Pathology (4-10)	7044 MA Research in Speech-Language Pathology I (1) **OR** 7046 Research Application Methods (in spring semester)
7043 MA Research in Speech-Language Pathology I (1) **OR** 7046 Research Application Methods (in spring semester)		
One Elective: 7049 Counseling in Communication Disorders (E) (2) **OR** 7038 Advanced Augmentative & Alternative Communication (E) (permission of instructor) (2) **OR** Elective HLTH6050 Interprofessional Collaboration in HealthCare (2)	One Elective: 7036 Pediatric Dysphagia (E) (1) **OR** 7073 Literacy for SLPs (E) (2)	Two Electives or Three with Permission: 7039 Communication and Swallowing Issues Related to Head and Neck Cancer (E) (2) 7040 Craniofacial Anomalies (E) (2) 7041 Early Intervention for Children with Communication Disorders (E) (2)

*3 Elective courses are required

Research Requirements/Options Plan

The Department of Communication Sciences and Disorders encourages and supports research for students in the clinical graduate program. All students are expected to read and evaluate the research literature, apply it to practice and complete a research experience. There are two options for speech-language master's degree students. Students will either complete (1) a thesis or a publishable paper under the direction of a faculty advisor who has an ongoing research project or (2) the research class or independent study project as described below. All students are required to present at the PRaISE conference, either individually or as a group. The options are described below.

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

Option 2: Research Class or Independent Study.
Students enroll in a research methods class during spring semester of the second year, where they complete a research project as a group. Some options may be:
- One or more ongoing IRBs will be developed, which students can use for research during the class.
- The focus may be on public observational research, which does not require the same level of IRB approval as other human subjects research.
- Students may work in groups of 3-5 to complete a project within the class.
Alternatively, students may enroll in an independent study with a professor to participate in a research project during any semester.

PRaISE

All first and second-year MA students must attend the full day of the PRaISE Conference. Participation in this day of learning and celebration is a program requirement for first-year students and a graduation requirement for second-year students.
- On-campus students will present their thesis or publishable papers at PRaISE.
- The student groups in the research class (offered spring semester) will develop a poster (or presentation) DURING the class to present at PRaISE. This will be part of the class requirement.

- Students doing an independent study research project with a professor will develop a poster related to the project.

Thesis/Publishable Paper Research Options

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

Research projects in speech pathology are not limited to experimental studies, although the majority of the projects are of this type.

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

Proposal Outline

I.   Statement of the Problem

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

II.   Review of the Literature

      A.   Survey similar studies that are related to the problem. Although this does not have to be a complete review of the literature on the topic, it should contain a representative sample of pertinent studies that help justify the topic.
B.   Demonstrate in writing how the proposed study is related to those studies:
      1.   Does it test hypotheses suggested by those studies?
      2.   Does it examine the problem in a different way?
      3.   Will the study aid in the development of a theory?
      4.   Does the study extend or clarify any portion of a previous study? If so, how?
      5.   Will the study replicate previous research?

III.   Methodology and Procedures (or Design)

A.   Describe the sample(s) or subjects to be used.
B.   Clearly describe the procedures for gathering data.
C.   Indicate the kind of data to be gathered and the instruments (test, questionnaires,   interviews) to be used.
D.   Indicate the general descriptive (statistical) methods to be used in analyzing the data.

IV.   References

A proposal having this form becomes the outline for the first three chapters of the thesis or the first two sections of the paper.

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

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

Human Subjects Approval

All research involving human subjects must have prior approval from the University and from the cooperating agency. Procedures required by each cooperating agency must be followed. All research protocols involving human subjects should be submitted to the Institutional Review Board (IRB) Office, Room G-08, Wherry Hall (Mail Location 0567). Guidelines and forms for submission are available in the Department Office and, in some cases, on the University web site.

Oral Defense

After completion of the research, the student works with the advisor until a final or near final draft of the document is created. The document is then given to the committee and an oral defense of the research is scheduled. The student is responsible for setting the date and time of this meeting in consultation with the Committee. The committee must receive the document at least one week prior to the defense. After changes or modification in the document are made, the final typed form will be submitted to the University with the appropriate cover sheets signed by committee and advisor.

At the Oral Defense, the student should present a brief summary of the research (purpose, procedures and results) which will be followed by questions and suggestions from the committee. Deadlines for the oral defense and submission of a thesis are determined by the Graduate School. The publishable paper must be defended, revised, and submitted to the department on the same date as the thesis is due to the Graduate School.

Thesis Format

The thesis is generally written in four or five chapters which may include the following: Introduction, Review of the Literature, Methods, Results, and Discussion. Preparation of the document should follow American Psychological Association (APA) guidelines. There are a number of special instructions for typing and submitting the final copy of the thesis to the Graduate School. These

instructions can be found on the Graduate School's web site at http://grad.uc.edu/student-life/graduation.html. Students must pay careful attention to these guidelines.

It is customary to give a finished, though not necessarily bound, copy of the thesis to the advisor and thesis committee members. It is necessary to give the department graduate program coordinator a final copy of the thesis on a diskette.

Publishable Paper Format

The publishable paper should be exactly that, a paper prepared in the form of an article to be submitted to the journal of choice, such as JSLHR, AJSLP, Volta Review, Ear and Hearing, etc.

Topics for publishable papers should be similar to the range of materials seen in the journal of choice such as clinical case studies, therapy techniques, or behavioral descriptions in JSLHR.

The final form of the paper would be that recommended by a particular journal, with one copy submitted to the program for the student file on a diskette. The appropriate number of copies should also be submitted to the chosen journal.

This does not mean that theses are never reworked into journal articles, only those persons selecting a publishable paper option must submit to a journal, or appropriate professional meeting. The paper need not be accepted for the student to have satisfactorily completed the publishable paper option.

Use of Clinic Forms for Research Purposes

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

Abstracts

Students completing a publishable paper or thesis must submit a hard copy of the abstract of the research project to the department. Include either the title page of the research or put the title of the project on the abstract itself. A sample abstract is shown below:
Champion, R., M.A., A study of the clinical relevance of dichotic ear preference in stuttering. S. Hood Advisor

This study evaluated stutterers' ear preference scores for 30 CVC word pairs, for rate of speech and dysfluency types; ear preference scores for stutterers and non-stutterers were compared. Results indicated that stutterers did not differ significantly from the comparison subjects in terms of ear preference patterns exhibited. There was no apparent systematic relationship between the experimental subjects' EPS's and the stuttering patterns emitted.

Presentation at Student Conferences

The students in the College of Allied Health Sciences organize and sponsor a one-day conference in the spring of each year. Each graduate student presents his/her research using either a poster or oral presentation format. Typically, the presentation would be based on the student's thesis or publishable paper. If the student chooses a non-thesis format, other projects may be substituted with the approval

of the student's advisor. All second-year students are required to participate. First-year students are expected to attend the entire event, to learn about the research being conducted in the Department and to support their colleagues.

Guidelines for Faculty and Student Co-authorship on Research Projects

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

1. The student is first author and the faculty advisor is second author when:
    a. the student actively participates in the actual writing and/or preparation of the manuscript itself, and takes the primary responsibility therein.
    and/or
    b. the idea for the research project was generated by the student and the student actively assists the faculty member in the preparation of that research for publication.

2. The faculty advisor is the first author and the student is second author when:
    a. the faculty advisor takes primary responsibility for preparing the research for publication.
    and/or
    b. the idea for the research project was generated by the faculty advisor and he/she shares an active role in the preparation of that research for publication.

3. Data collected during a research project may be used by the faculty member(s) for further research or publication purposes if the student does not want to pursue publication. The faculty member may assume the data after a mutually agreed upon period of time or two years after the student's graduation, whichever comes first.

4. Faculty members who provide assistance to the student (e.g. research committee   members) should be considered co-authors when:
    a. their efforts have a significant impact on the research itself; e.g. design, analysis formulation of the original idea, data collection,
    and
    b. they participate actively in the actual preparation of that research document.

5. The first author of professional presentations (e.g. at national or state conventions) should be the individual (faculty or student) who writes the proposal and prepares the presentation. Typically, this individual would also give the presentation.

However, if the student takes this primary role but is unable to attend and the faculty member presents in his/her place, the student would remain first author and the faculty member would be listed second. An exception would be made if the professional organization requires the first author to be the

presenter. Other co-authors on a presentation would be selected using the same guidelines as described previously.

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

Simply providing editorial assistance should not constitute a claim to co-authorship of a professional publication, unless it is the opinion of the student that such assistance has had a major impact on the study itself.

The student may request that a committee member be listed as second author rather than the advisor if that committee member provided greater assistance to the development and completion of the research project.

The advisor and/or committee members may elect to give the student sole authorship in exceptional cases.

Students may want to use the contact address of the faculty advisor for manuscript editing and/or publication reprints.

The contact author of a manuscript has the responsibility of notifying all co-authors of any editorial correspondence.

SECTION V

TTI PROGRAM

(TESTING AND TRAINING INTERNATIONAL)

TTI Application Procedures

Students applying to the TTI Distance Learning Program must submit preliminary application materials to TTI.   The first step is to contact TTI through Malki Lesser at cdcs2001@yahoo.com.

- For fall admission, an online application must be submitted to the University of Cincinnati Graduate School by March 1 at http://grad.uc.edu/admissions.html. A non-refundable application fee is payable to the University of Cincinnati and must accompany the application. If an application is made to the wrong degree program, the application may not be properly reviewed and a new application and fee will be required.

- Goals essay, resume and letters of recommendation are part of the online application process. No hard copies are to be sent to the University of Cincinnati.

- Original official transcripts from each university attended, regardless of length of attendance or number of credits, are to be sent directly to the Graduate Admissions Committee, Communication Sciences and Disorders, University of Cincinnati, 3202 Eden Ave, Rm 344 French East Bldg, Cincinnati, OH 45267-0379. International transcripts are to be submitted to WES for USA-equivalence interpretation; WES interpretations are to be sent to the above address.

- GRE scores must be sent by ETS directly to the University of Cincinnati (institution code is 1833, speech language pathology code is 0620).

- Official TOEFL test score if English is not the applicant's native language are to be sent by the test site directly to the University of Cincinnati.

The initial review process for completed files begins in May and takes approximately 6-12 weeks. Admission decisions will be made in writing only.

Academic Program

Each student is required to complete an academic program in Speech-Language Pathology that meets the ASHA certification and state licensing minimum requirements.   The TTI advisor will provide detailed curriculum requirements for each semester.

The distribution of required course work is below:

Basic Science Course Work: 21 credits

     Biological Science   3
     Physical Science   3

Behavioral and/or Social Sciences		3
Statistics		3
Basic Human Communication Processes:		
	Anatomy and Physiology of Voice & Speech Production	3
	Audiology I	3
	Phonetics	3

Required Coursework in Speech-Language Pathology	45 graduate credits
Required Elective	Minimum 2 graduate credits
Graduate Seminar	2 graduate credits
Clinical Practicum	Minimum 11 graduate credits
Total required credits for graduation	Minimum 60 graduate credits

Speech-Language Pathology Undergraduate Prerequisites

The following prerequisite courses need to be taken prior to beginning the graduate program.

Course Number CSD	Courses	Cr.
2010	Anatomy & Physiology of Voice & Speech Production	3
2071	Phonetics	3
3080	Speech and Language Development	3
4012	Neurological Foundations of Communication	3
	Prereq: 2010. Can also be taken simultaneously with 4012)	
4021	Clinical Process I: Professional Issues & Assessment	3
4022	Clinical Process II: Professional Issues & Intervention	3
3061	Audiology I	3
Psych 2005	Child & Adolescent Development	3
Psych 2007	Adulthood & Aging	3
HLTH 3098	Research Methods	3

2014-2015 TTI SLP MA-DL DEGREE PROGRAM COURSEWORK
61 Credit Hours
Rev. 7/10/14

FALL Year 1 12	SPRING Year 1 14	SUMMER Year 1 11
7010 Speech Sound Disorders (3)	7012 Language Disorders in Later Childhood (3)	7009 Management of Individuals with Hearing Loss (2)
7011 Language Disorders in Early Childhood (3)	7032 Neurogenic Language Disorders (3)	7013 Autism and other Developmental Disabilities (3)
8051C Advanced Neurological Basis of Communication Disorders (3)	7035 Dysphagia (4)	7037 Augmentative and Alternative Communication (3)
3080 Speech and Language Development (includes Syntax) (4) (If already took as prereq do not need to take)	7077 School Issues and Procedures (2)	**7051 Clinical Practicum in Speech/Language Pathology (3)
7005 Syntax for Language Assessment and Intervention (Special Topics in CSD) (1) (For those who already had Speech and Lang Dev) (Remove this course for 2015-2016)	**7051 Clinical Practicum in Speech/Language Pathology (1) 8091 Assessment in SLP (1)	Electives 7040 Craniofacial Anomalies (E) (2)
7063 Assessment in SLP (Ind Wk in SLP) (1)	No Electives	7041 Early Intervention for Children with Communication Disorders (E) (2)
8090 Grad Seminar (1)		
FALL Year 2 10	**SPRING Year 2 11**	
7014 Voice Disorders (2)	7033 Neurogenic Cognitive Disorders (2)	
7015 Fluency Disorders (2)	7046 Research Methods (3)	
7034 Neurogenic Speech Disorders (2)	7048C Advanced Speech and Hearing Science (2)	
**7051 Clinical Practicum in Speech/Language Pathology (4)	**7051 Clinical Practicum in Speech/Language Pathology (4)	
Elective HLTH6050 Interprofessional Collaboration in HealthCare (2)	Elective 7036 Pediatric Dysphagia (E) (1)	
	6011 Multicultural Topics in CSD (2)	

*Students must take at least 2 elective courses.

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**These numbers are minimum actual patient/family contact hours per week, not total hours at the site. The number of hours scheduled at the site per week will need to be adjusted to assure this minimum number of contact hours.

Registration

In order for first semester registration to occur, download the Basic Data Form at http://www.uc.edu/tllc/BasicDataForm.PDF. The form must be completed in its entirely and faxed to UC CSD a minimum of five working days before registration can occur. The form is to be mailed or faxed to University of Cincinnati, TTI Admissions, Communication Sciences & Disorders, 3202 Eden Ave., 344 French East Bldg, Cincinnati, OH 45267-0379, fax:
(513) 558-8500. Confirmation of your schedule will be available online at www.onestop.uc.edu approximately five days after receipt of your form. A schedule/bill will be mailed to your stated address by the University Of Cincinnati Office Of Student Accounts.

In order for second semester registration to occur, a completed Supplementary Information Form (SIF) must be received by CSD during the first semester. The form is sent to students from CSD with an admission letter to the graduate program and a Financial Responsibility Form (FRF). The SIF is to be returned intact with the signed acceptance letter by the due date stated in the letter along with the signed FRF. The acceptance letter, SIF, FRF and a final transcript with degree posted are all required before matriculation to the graduate program can occur.

Matriculated students can then register for subsequent semesters online through www.onestop.uc.edu.

SECTION VI

WEST VIRGINIA, INDIANA PROGRAM

The West Virginia, Indiana Program is a program developed to help alleviate a critical shortage of Speech-Language Pathologists in certain localities. This cohort started in the 2013 Fall Semester and will graduate in August of 2016.

Academic Program

Each student is required to complete an academic program in Speech-Language Pathology that meets the ASHA certification and state licensing minimum requirements.   The program advisor will provide detailed curriculum requirements for each semester.

The distribution of required course work is below:

Basic Science Course Work:	21 credits

Biological Science	3
Physical Science	3
Behavioral and/or Social Sciences	3
Statistics	3
Basic Human Communication Processes:	
Anatomy and Physiology of Voice & Speech Production	3
Audiology I	3
Phonetics	3

Required Coursework in Speech-Language Pathology	45 graduate credits
Clinical Practicum	Minimum 15 graduate credits

Total required credits for graduation	Minimum 60 graduate credits

Speech-Language Pathology Undergraduate Prerequisites

The following prerequisite courses must be taken prior to beginning the graduate program.

Course Number CSD	Courses	Cr.
2010	Anatomy & Physiology of Voice & Speech Production	3
2071	Phonetics	3
3080	Speech and Language Development	3
4012	Neurological Foundations of Communication	3
	Prereq: 2010. Can also be taken simultaneously with 4012)	
4021	Clinical Process I: Professional Issues & Assessment	3
4022	Clinical Process II: Professional Issues & Intervention	3
3061	Audiology I	3
Psych 2005	Child & Adolescent Development	3

Psych 2007   Adulthood & Aging   3
HLTH 3098   Research Methods   3

Put WV Curriculum chart here

West Virgina, Indiana Coursework
Part-time
60 Total Credits
Rev. 1/23/14

FALL Year 1 · 7	SPRING Year 1 · 6	SUMMER Year 1 · 10
8051C Advanced Neurological Basis of Communication Disorders (3) *(Pete Scheifele)*	7012 Language Disorders in Later Childhood (3) *(Lesley Raisor)*	7013 Autism and other Developmental Disabilities (3) *(Sandi Grether)*
7011 Language Disorders in Early Childhood (3) *(Lesley Raisor)*	7034 Neurogenic Speech Disorders (2) *(Kate Krival)*	7032 Neurogenic Language Disorders (3) *(Aimee Dietz)*
7051 Clinical Practicum in Speech/Language Pathology (1) *(Sally Disney)*	7051 Clinical Practicum in Speech/Language Pathology (1) *(Sally Disney)*	7037 Augmentative and Alternative Communication (3) *(Sandi Grether)*
		7051 Clinical Practicum in Speech/Language Pathology (1) *(Sally Disney)*
FALL Year 2 · 6	**SPRING Year 2 · 7**	**SUMMER Year 2 · 6**
7010 Speech Sound Disorders (3) *(Carney Sotto)*	7014 Voice Disorders (2) *(Lisa Kelchner)*	7009 Management of Individuals with Hearing Loss (2) *(David Brown)*
7048C Advanced Speech and Hearing Science (2) *(Suzanne Boyce)*	7035 Dysphagia (4) *(Lisa Kelchner)*	7042 Research Design in CSD (3) *(Lisa Cahill)*
7051 Clinical Practicum in Speech/Language Pathology (1) *(Sally Disney)*	7051 Clinical Practicum in Speech/Language Pathology (1) *(Sally Disney)*	7051 Clinical Practicum in Speech/Language Pathology (1) *(Sally Disney)*
FALL Year 3 · 7	**SPRING Year 3 · 5**	**SUMMER Year 3 · 6**
7015 Fluency Disorders (2) *(Irving Wollman)*	7077 School Issues and Procedures (2) *(Susan Givler)*	7046 Research Methods (3) *(Lisa Cahill)*
7033 Neurogenic Cognitive Disorders (2) *(Lindsay James Riegler)*	7051 Clinical Practicum in Speech/Language Pathology (3) *(Sally Disney)*	7051 Clinical Practicum in Speech/Language Pathology (3) *(Sally Disney)*
7051 Clinical Practicum in Speech/Language Pathology (3) *(Sally Disney)*		

Registration

Accepted/matriculated graduate students can go to www.onestop.uc.edu to register. Confirmation of your schedule will be available online at www.onestop.uc. A schedule/bill will be mailed to your stated address by the University Of Cincinnati Office Of Student Accounts.

If a student is experiencing problems, "Ask the Virtual Advisor" on the One-Stop web page or contact the One-Stop Center by phone at (513) 556-1000

Listing of Courses

The UC Schedule of Classes provides the courses offered each semester at U.C. To view the schedule click on the following link: The UC Schedule of Classes.

When registering for UC classes, students will find courses listed under the College of Allied Health Sciences; Communication Sciences and Disorders Menu. Do not click on the Distance Learning Menu.

The faculty reserves the right to change the requirements in the student handbook as appropriate for educational purposes. Students will be informed of any such changes in writing and orally during Graduate Seminar.

It is the responsibility of each student to learn the dates, schedules and requirements outlined here and throughout these guidelines.   Failure to do so could result in delay of graduation, certification and/or licensure.

SECTION VII

AKRON-CINCINNATI
COLLABORATIVE DISTANCE LEARNING PROGRAM
(ACinD)

The University of Akron and the University of Cincinnati have partnered to offer a collaborative distance learning graduate program that leads to a master's degree in speech-language pathology. This program is currently available for students who live in Ohio, Northern Kentucky, and Eastern Indiana.

This part-time graduate program offers on-line academic coursework delivered by 4 Ohio universities. Coursework runs for 8 consecutive semesters beginning in January. Students participate in clinical practicum where they are required to accumulate a minimum of 400 clock hours working under a licensed and certified speech-language pathologist in a variety of clinical sites.

Students are enrolled for the master's degree at either the University of Akron or the University of Cincinnati. Qualified applicants must have either an undergraduate degree in Communication Sciences Disorders or the required undergraduate leveling courses.

Application Procedures

The Initial process for admission to the DL Graduate Program can be found on the CSD website at www.cahs.uc.edu/csd. A preliminary application is submitted. Students are then directed to the appropriate university to complete the application process. Specific instructions are sent to all preliminary applicants.

- An online application must be submitted to the University of Cincinnati Graduate School at http://grad.uc.edu/admissions.html. A non-refundable application fee is payable to the University of Cincinnati and must accompany the application. If an application is made to the wrong degree program, your application may not be properly reviewed and you may be asked to resubmit a new application and fee.

  Distance Learning Program – Application available beginning May 15th. Application deadline is July 1st.

- Goals essay, resume and letters of recommendation are part of the online application process. No hard copies are to be sent to the University of Cincinnati.

- Original official transcripts from each university attended, regardless of length of attendance or number of credits, are to be sent directly to the Graduate Admissions Committee, Communication Sciences and Disorders, University of Cincinnati, 3202 Eden Ave, Rm 344 French East Bldg, Cincinnati, OH 45267-0379. International transcripts are to be submitted to WES for USA-equivalence interpretation; WES interpretations are to be sent to the above address.

- GRE scores must be sent by ETS directly to the University of Cincinnati (institution code is 1833, audiology code is 0602, speech language pathology code is 0620).

- Official TOEFL test score if English is not the applicant's native language are to be sent by the test site directly to the University of Cincinnati.

Admission decisions will be made in writing only.

Academic Program

Each student is required to complete an academic program in Speech-Language Pathology that meets the ASHA certification and state licensing minimum requirements.

The distribution of required course work is below:

Basic Science Course work: 24-27 credits

    Biological Science   3
    Physical Science   3
    Behavioral and/or Social Sciences   3
    Statistics   3

    Basic Human Communication Processes:

    Anatomy and Physiology of Voice & Speech Production   3
    Audiology I   3
    Language Science and Acquisition   3
    Human Growth and Development   3-6

    Required DL Coursework in Speech-Language Pathology   51 Graduate Credits
    Graduate Seminars   3 Graduate Credits
    Practicum   9 Graduate Credits
    Total   63 Graduate Credits

Speech-Language Pathology Undergraduate Prerequisites

The following prerequisite courses need to be taken prior to beginning the graduate program:

1. Anatomy & Physiology of Voice & Speech Production (CSD-2010), UC
   OR
   Introduction to Speech Science (420), OSU

2. Audiology I (Anatomy of the Ear) (CSD-3061), UC
   OR
   Introduction to Hearing Science (440), OSU

3. Language Science and Acquisition (7700:697:003), UA
   OR
   Language Acquisition (330), OSU

4. Psych 2005 Child & Adolescent Development & Psych 2007 Adulthood & Aging

Applicants must have a schedule that is flexible enough to participate in clinical practicum where they will be required to accumulate a minimum of 400 clock hours working under a licensed and certified speech-language pathologist in a variety of clinical sites.

Coursework

Those students who do not have an undergraduate degree in Communication Sciences and Disorders (CSD) are required to take 5 undergraduate leveling courses (15 semester credits).

The required coursework for the Collaborative Distance Learning Program at the University of Cincinnati is:

**University of Akron and University of Cincinnati Collaborative Distance Learning
Graduate Program in Speech-Language Pathology Program of Study (ACinD)**
Rev. 3/08/15

		Spring Academic Year 1	7	Summer Academic Year 1	9
		Advanced Phonetics (3) *(Robert Fox, PhD)*		6024 Clinical Process in Communication (3) Sciences and Disorders *(Carney Sotto, PhD)*	
		Clinical Issues in Child Language (3) *(Terry Hallett, PhD)*		Neuroscience for Communicative (3) Disorders *(Jan Lorman, MA)*	
		8090 Graduate Seminar (1) *(Sally Disney)*		7032 Neurogenic Language Disorders (3) *(Aimee Dietz, PhD)*	
Fall Academic Year 1	**7**	**Spring Academic Year 2**	**7**	**Summer Academic Year 2**	**8**
7010 Speech Sound Disorders (3) *(Nancy Creaghead, PhD)* *(Carney Sotto, PhD)*		7035 Dysphagia (3) *(Kathy Groves Wright, PhD)*		Augmentative Communication (3) *(Katie Boarman, MA)*	
7012 Language Disorders in (3) Later Childhood *(Nancy Creaghead, PhD)* *(Sandra Combs, PhD)*		Cognitive Communicative Issues (3) In Speech Language Pathology *(Roberta DePompei, PhD)*		7034 Neurogenic Speech Disorders (3) *(Kate Krival, PhD)*	
7051 Clinical Practicum in SLP (1) *(Sally Disney)*		7051 Clinical Practicum in SLP (1) *(Sally Disney)*		7051 Clinical Practicum in SLP (2) *(Sally Disney)*	
Fall Academic Year 2	**9**	**Spring Academic Year 3**	**8**	**Summer Academic Year 3**	**8**
7014 Voice Disorders (3) *(Joy Musser, PhD)*		Fluency Disorders: Assessment (3) Counseling and Treatment *(Scott Palasik, PhD)*		Multicultural Aspects of (3) Communication and its Disorders *(Robert Fox, PhD)*	
Organization and Administration (3) Of Public School Speech, Language and Hearing Programs *(Charles Carlin, PhD)*		Aural Rehabilitation (3) *(Todd Houston, PhD)*		Research Methods (3) *(Chuck Carlin, PhD)*	
7051 Clinical Practicum in SLP (3) *(Sally Disney)*		7051 Clinical Practicum in SLP (2) *(Sally Disney)*		7051 Clinical Practicum in SLP (2) *(Sally Disney)*	

Registration Information

<u>To Register:</u>

- **Accepted/matriculated (at University of Cincinnati)** graduate students can go to www.onestop.uc.edu and register.

- **Anyone else (non-matriculated at UC):**
1. Obtain a Distance Learning Registration Form and a Basic Data Form at: http://www.onestop.uc.edu/forms/registration_re-registration.pdf and the Basic Data Form at http://www.uc.edu/tllc/BasicDataForm.PDF. Both forms must be completed and returned to the Office of the Registrar for processing 24 hours before online web registration can occur. Both forms may be mailed or faxed to the Office of the Registrar, P.O. Box 210150, Cincinnati, OH 45221-0150, Fax: (513) 556-5708 or delivered in person to the One-Stop Student Service Center, 220 University Pavilion, Cincinnati, OH 45221-0091 where they will be forwarded to the Office of the Registrar.
2. After the Registrar has processed the above forms, students can register for future courses online through www.onestop.uc.edu. Confirmation of schedules will be available online at www.onestop.uc.edu. A schedule/bill will be mailed to your stated address.
3. Once you have set up a Bearcat email account through www.onestop.uc.edu. You can view bills and class schedules through www.onestop.uc.edu

If a student is experiencing problems, "Ask the Virtual Advisor" on the One-Stop web page or contact the One-Stop Center by phone at (513) 556-1000

Listing of Courses

The UC Schedule of Classes provides the courses offered each semester at U.C. To view the schedule click on the following link: The UC Schedule of Classes.

When registering for UC classes, students will find courses listed under the College of Allied Health Sciences; Communication Sciences and Disorders Menu. Do not click on the Distance Learning Menu. Directions for registering at other universities will be sent to the students at the time students are to register.

Transfer of Credits

Prior to graduation, transcripts from all classes not taken from the University of Cincinnati must be officially submitted to the University Clinical Practicum Coordinator so they can become part of the student's official record.

The faculty reserves the right to change the requirements in the student handbook as appropriate for educational purposes. Students will be informed of any such changes in writing and orally during Graduate Seminar.

It is the responsibility of each student to learn the dates, schedules and requirements outlined here and throughout these guidelines. Failure to do so could result in serious delays of graduation, certification and/or licensure.

Nondiscrimination Statement Language

Electronic Nondiscrimination Statement – Websites and Emailed Publications

Notice of Non-Discrimination

The University of Cincinnati does not discriminate on the basis of disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities.

The University does not tolerate discrimination, harassment, or retaliation on these bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly and effectively to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University takes immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

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

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, medical condition, genetic information, marital status, age, and veteran status:

Peg Buttermore
Interim Chief Human Resources Officer
Section 504, ADA, Age Act Coordinator
340 University Hall, 51 Goodman Drive
Cincinnati, OH 45221-0039
Phone: 513-556-6381;
Email: peg.buttermore@uc.edu

The following person has been designated to handle inquiries regarding discrimination, harassment, or retaliation based on sex, sexual orientation, gender, and gender identity or expression:

Jyl Shaffer
Title IX Coordinator
3115 Edwards 1, 45 Cory Blvd
Cincinnati, OH 45221
Phone: 513-556-3349
Email: jyl.shaffer@uc.edu