The University Of Toledo

New Graduate Program Proposal

* denotes required fields

College*: College of Health Sciences

Dept/Academic Unit*: Rehabilitation Sciences

Contact Person*: Lori Pakulski Phone: 530-2573 (xxx-xxxx) Email: Lori.Pakulski@utoledo

Program Code*: SLP

Program Name*: Speech-Language Pathology

Degree to be granted (if applicable): Certificate

Minimum number of credit hours for completion*: 12

Proposed effective term*: 201430 (e.g. 201140 for 2011 Fall)

List all courses which comprise the certificate or degree and identify term offered (summer/fall/spring):

*Courses have been offered as SLP 6930 (special topics); new course proposals are also being submitted for regular courses

SLP 6810
SLP 6820
SLP 6830
SLP 6840

Identify delivery method (Online/in class/off campus):

online

Attach the OBOR new program proposal: Choose File no file selected

Additional Attachment Choose File no file selected

Program Approval:

Department Curriculum Authority: Beth Ann Hattwick

Department Chairperson:

College Curriculum Authority or Chair:

College Dean:

Date Added: 1-14-14
Council Approved: 2-18-14
To Provost: 2-19-14
Curriculum Tracking

Graduate Council:

Dean of Graduate Studies:

Office of the Provost:

Submit New Program Proposal

Administrative Use Only

Effective Date: (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

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Certificate in Advanced Intervention for Listening and Spoken Language Development of Children who use Advanced Hearing Technologies

Overview of Proposal: The Certificate in Advanced Intervention for Listening and Spoken Language (LSL) Development of Children who use Advanced Hearing Technologies is aimed at alleviating a critical shortage of appropriately trained speech-language pathologists (SLPs). Despite the dramatic improvements in newborn hearing screening and advanced hearing technologies, professional training programs have not met the demands for appropriately trained SLPs, and as a result have severely limited the communicative and educational benefits that could be achieved (JCIH, 2007; White, 2007). Specifically, when children with hearing loss are identified early, fitted with appropriate hearing technology, and provided with family-centered early intervention services from properly trained professionals, most are able to progress at age-appropriate rates for speech-language and academic learning (Kennedy, et. al., 2006; Moeller, 2000; Yoshinaga-Itano, et al., 1998), and require few, if any, special education services by the time they enter elementary school. The aim of this certificate program is to provide pre-professionals and working professionals with the necessary knowledge and skills to address these needs through advanced coursework.

Admission Criteria: There will be two paths into the proposed certificate program. These are summarized below:

<table>
<thead>
<tr>
<th>Student Applicant (Certificate + MA degree)</th>
<th>Professional Applicant (Certificate only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Currently admitted students</td>
<td></td>
</tr>
<tr>
<td>• Bachelor’s degree with appropriate</td>
<td>• Master’s degree in Speech-Language</td>
</tr>
<tr>
<td>undergraduate preparation</td>
<td>Pathology</td>
</tr>
<tr>
<td>• cumulative grade point average (GPA)</td>
<td>• Certificate of Clinical Competence (CCCs) of</td>
</tr>
<tr>
<td>overall and in the major (GPM)</td>
<td>the American Speech-Language-Hearing</td>
</tr>
<tr>
<td>• potential to successfully complete the</td>
<td>Association</td>
</tr>
<tr>
<td>graduate program</td>
<td>• Appropriate state licensure</td>
</tr>
<tr>
<td>• quality of reference letters</td>
<td>• Letter of intent</td>
</tr>
<tr>
<td>• stated goals and purpose in letter of</td>
<td>• Letter of support from supervisor</td>
</tr>
<tr>
<td>intent</td>
<td>• Interview</td>
</tr>
<tr>
<td>• oral and written language skills</td>
<td></td>
</tr>
<tr>
<td>• GRE or other standardized measures</td>
<td></td>
</tr>
<tr>
<td>• Interview</td>
<td></td>
</tr>
</tbody>
</table>

See program’s Admissions Policy, Appendix A

Certificate Program Description: The proposed certificate program consists of four new courses (12 credits). The current Master’s degree program in SLP provides students with the necessary coursework and clinical experience (including working with clients with hearing loss) to meet the requisite knowledge and learning outcomes for the ASHA CCCs as well as licensure in most states.
Students enrolled in the proposed certificate program will be expected to meet the same criteria along with the specialization, which will better prepare graduates to begin working with children with hearing loss, but also position them for certification as a Listening and Spoken Language Specialist by the Alexander Graham Bell Association for the Deaf (a multi-year process). To accomplish this, the certificate program will require an additional semester (six semesters).

**The sequence is as follows:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Title/Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring I</td>
<td>SLP 6810</td>
<td>Facilitating Auditory Learning &amp; Spoken Language for Children with Hearing Loss</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Based upon current evidence, students learn about early intervention needs and how to provide family-centered services</td>
<td></td>
</tr>
<tr>
<td>Fall II</td>
<td>SLP 6820</td>
<td>Hearing Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students learn about advanced hearing technology and gain experience in troubleshooting and outcome measurement</td>
<td></td>
</tr>
<tr>
<td>Spring II</td>
<td>SLP 6830</td>
<td>Language &amp; Literacy Acquisition of Children with Hearing Loss</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Based upon current evidence, students learn how to facilitate language and literacy.</td>
<td></td>
</tr>
<tr>
<td>Summer II</td>
<td>SLP 6840</td>
<td>Team Models and Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students learn to work on a collaborative team</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

12 credits (4 courses) of new/additional coursework.
Appendix A

Admissions Policy
Speech-Language Pathology Graduate Program

Prospective Students: Admission Guidelines

The following are minimum requirements for initial admission consideration to the Speech-Language Pathology program at the University of Toledo. These standards are consistent with the Admission Criteria of the College of Graduate Studies (http://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html). Additionally, this document outlines the procedures for successful application and the admission policies.

Graduate Application Materials

Earned Degree:

Four-year Bachelor’s degree in Speech-Language Pathology (or other communication disorders) program from a regionally accredited college or university that also holds accreditation of the Council of Academic Accreditation (CAA);

OR

Four-year Bachelor’s Degree (or Master’s Degree) from a regionally accredited college or university in another field, when the appropriate leveling courses have been completed in a Speech-Language Pathology (or other communication disorders) program that is accredited by the CAA.

Please note, students may be enrolled in the leveling courses at the time of application and will be considered for admission as long as their leveling course plan of study will be completed by the start date of the program to which they are applying. For additional information about the leveling requirements, see Undergraduate with Degree Program available online at http://www.utoledo.edu/healthsciences/depts/rehab_sciences/speech/advising.html

Cumulative GPA:

The College of Graduate Studies of the University of Toledo admission criteria includes a 2.70 cumulative GPA for all previous academic work. However, applicants with less than a 2.70 cumulative GPA on all undergraduate work may be considered based upon GRE scores.

The Speech-Language Pathology program is highly competitive and the cumulative GPA for graduate students admitted to the program, on average, exceeds 3.5. In rare circumstances, students with a lower GPA will be considered. Examples include, but are not limited to, the following:

- Applicants who have earned a degree in another field and then decided to
pursue a degree in Speech-Language Pathology, when their GRE scores are above average and their leveling course grades demonstrate a remarkable change in grade/achievement level.

- Applicants who began their undergraduate degree in another field unsuccessfully, but transferred to Speech-Language Pathology, and demonstrate a remarkable change in grade/achievement level accompanied by above average GRE scores.
- Applicants who earned a Bachelor’s degree in Speech-Language Pathology, worked in the field (*e.g., SLP Assistant) and in their clinical practice demonstrate remarkable growth and potential (most often noted by the recommendation of their supervisor and co-workers), and whose GRE scores are above average.

**Major GPA requirement:**

The Speech-Language Pathology program is highly competitive and the major GPA for graduate students admitted to the program, on average, exceeds 3.5. In rare circumstances, students with a lower major GPA will be considered. Examples include, but are not limited to, the following:

- Applicants who earned a Bachelor’s degree in Speech-Language Pathology, worked in the field (*e.g., SLP Assistant) and in their clinical practice demonstrate remarkable growth and potential (most often noted by the recommendation of their supervisor and co-workers), and whose GRE scores are above average.
- Applicants who earned a Bachelor’s degree in Speech-Language Pathology, were unsuccessful at their first attempt to gain admission to a graduate program in Speech-Language Pathology, and who are able to demonstrate the ability to successfully complete the graduate program through additional coursework (e.g., graduate coursework in a related field, earning a high GPA), and/or related professional experience as described above.

**Graduate Record Examination (GRE) requirement:**

The Speech-Language Pathology program requires the GRE for all applicants. The Speech-Language Pathology program is highly competitive and highest consideration will be given to those applicants whose score ranks > 40th percentile on the Verbal, Quantitative, and Writing sections. **However, applicants’ whose writing score falls below 3.5 will not be admitted to the program.** Applicants are encouraged to retake the GRE to improve their scores if they fall below the desired scores; the highest score achieved on any one section will be used in decision making.

*Test scores for GRE cannot be older than 5 years from the first day of the term that the student begins their program.*
Letters of recommendation:
Three letters of recommendation are required. When requesting letters of recommendation, applicants should select faculty, supervisors, and other professionals who are able to discuss the applicant’s ability to succeed in a graduate program in speech-language pathology as well as the profession, personal characteristics and experiences that may contribute to high achievement, and other related factors.

Essay requirement:
A personal essay (statement of interest) must be submitted with the application. Essays should be one-two pages in length, double-spaced, with 1-inch margins and a font size of 12 or larger. The Admissions Committee will also consider the following criteria when reviewing the essay:

Content: What is the message the applicant is conveying? Do the details enrich and develop the idea?

- why they are applying to the University of Toledo;
- what influenced them to choose speech-language pathology as a profession;
- what they would like the Admissions Committee to know or consider about them;
- How they expect they will contribute to the University of Toledo program as a student, and to the profession of Speech-Language Pathology in the future?

Voice: The feelings and conviction of the applicant are clear.
Organization: The internal structure or thread of the content is logical and provides an intriguing pattern of ideas.
Conventions: The mechanics of the essay (spelling, grammar, punctuation) are appropriate/correct.
Word choice: Rich, colorful, and precise language that moves and enlightens the reader is used.
Sentence fluency: The rhythm and flow of the language provides for a clear and natural message.
Overall presentation: The finished piece is easy to read and polished.

Transcript requirement:
The Speech-Language Pathology program requires official transcripts be submitted to CSDCAS at the time of application. CSDCAS will verify the transcripts and provide this information to the program for admission consideration (which typically occurs prior to completing the Bachelor's degree).

The College of Graduate Studies requires official transcripts from all
universities/colleges applicants are currently attending or have attended only when admission is granted. Applicants do not need to submit official transcripts to the College of Graduate Studies at the time of application.

*Official transcripts are those sent directly from the institution to CSDCAS or the College of Graduate Studies. Transcripts not received directly from the institution will be considered unofficial.

Test of English as a Foreign Language (TOEFL) program requirement:
All applicants to the Speech-Language Pathology program, whose native language is not English, must achieve satisfactory TOEFL scores regardless of whether or not the applicant has graduated from (or attended) a U.S. regionally accredited college or university. Additionally, applicants who meet the minimum test score requirement will also be interviewed by the program Admissions Committee. Countries of citizenship for which the TOEFL requirement is waived include Australia, Canada (non-francophone areas), England, Ireland, and New Zealand.

Please note that The University of Toledo does not offer conditional admission for international graduate applicants that have not met the English proficiency requirement.

<table>
<thead>
<tr>
<th></th>
<th>SLP Program Minimum Satisfactory Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL PBT</td>
<td>600</td>
</tr>
<tr>
<td>TOEFL IBT</td>
<td>90</td>
</tr>
</tbody>
</table>

Please note - Test scores for TOEFL cannot be older than 2 years from the first day of the term that students begin their program. In the event test scores are considered invalid and cancelled by ETS, The University of Toledo reserves the right to require submission of new test scores. Please contact the College of Graduate Studies if you have questions regarding this.

Interview:
Upon review of applications completed by the December 15 due date, the admissions committee makes preliminary recommendations regarding the status of the applicants. At that time (usually late-January), the Admissions Committee will invite selected applicants to participate in an interview/open house held in mid-February. The number of applicants varies annually depending upon available positions, program resources, and related factors.

Applicants, who are not invited to the interview/open house, may be wait-listed or denied admission into the speech-language pathology graduate program depending upon their qualifications. Notification of denial is made at that time (usually early February) via email from the University of Toledo College of Graduate Studies; applicants may also check their status via the UT application portal.

Applicants denied admission into the Speech-Language Pathology program may consider
other majors for graduate study, may apply to other universities, or may resubmit an application for the following fall. Re-application is only recommended when the applicant is able to demonstrate additional qualifications or new achievements as described above regarding cumulative and major GPA.

Applicants, who meet the criteria for the interview/open house, will be notified by invitation in writing; interviews generally occur in February.

During the interview/open house, applicants will be provided the opportunity to meet faculty/staff, current students and alumni as well as tour the facility and learn about the program. The Admissions Committee will engage each applicant in an interview to learn more about personal characteristics and strengths including communication and pragmatic skills and other desirable traits.

Following interviews, students will be placed into tiers based upon the number of positions available; the first tier will receive a letter of conditional acceptance (pending final approval of the College of Graduate Studies), and others will be placed on a waiting list. In the eventuality that positions become available prior to the academic year, the next ranked candidate will be notified and offered the available position. When it is clear that no additional seats will become available, the remaining applicant pool will be informed. The process takes several weeks (usually occurring between March 1 and late April). The Admissions Committee reserves the right to grant exceptions to this policy.

Additional Considerations for International Applicants

Transcripts:
In addition to the official, final transcripts, applicants must also provide official certified, or attested copies of all graduation certificates, diplomas or degree certificates needed to fulfill admission requirements.

If a degree is earned from a U.S. degree granting institution, simply order a transcript to be sent directly to UT from the school's Registrars' Office. Submitted transcripts become the property of The University of Toledo.

Translations:
Applicants must submit clear and legible photocopies of precise word-for-word English translations of all foreign language documents. English translations must be provided by the issuing institution or a translation service. Please refer to http://naces.org/members.htm for a list of acceptable evaluators. All arrangements must be made by the applicant directly with the translation service.