



**COLLEGE OF HEALTH
AND HUMAN SERVICES**

THE UNIVERSITY OF TOLEDO

GRADUATE STUDENT HANDBOOK

SPEECH-LANGUAGE- PATHOLOGY PROGRAM

School of
Intervention and
Wellness, 2022

This Handbook is intended to provide all students in the speech-language pathology master's degree program with basic information about academic degree requirements for a major in Speech-Language Pathology. Each student is expected to read it carefully and see a graduate advisor or the program director if any questions or concerns arise. Students are responsible for knowing the information contained in the handbook, and sign a form indicating their understanding of this responsibility. This handbook supplements, but does not supersede, the degree requirements of the University and the College of Graduate Studies. It is not intended to be an all-inclusive document, but is intended as a guideline.

Adopted 1993. Revised 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 8/2008, 7/2009, 8/2010, 8/2011, 8/2012, 10/2012, 7/2013, 8/2014, 8/2015, 8/2016, 8/2017, 10/2018, 7/23/2019, 8/21/20, 4/1/21

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MISSION STATEMENTS

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

SCHOOL OF INTERVENTION AND WELLNESS

The mission of the School of Intervention and Wellness is to foster excellence in the next generation of helping professionals, at all entries of practice, through collaborative, innovative, and experiential learning, research, and service activities. This is accomplished by engaging the community through deliberate intervention and advocacy to advance the quality of life for the individuals we serve.

SPEECH-LANGUAGE PATHOLOGY PROGRAM

The Graduate Program in Speech-Language Pathology at the University of Toledo is dedicated to the development of competent and caring entry-level speech-language pathologists. The program is committed to quality teaching enhanced by faculty research with an emphasis on evidenced-based practices in assessment and remediation of speech-language disorders in children and adults. Clinical practicum is an integral part of the student's development and such experiences are interspersed throughout the student's education to provide opportunities to apply previously learned approaches and techniques under supervision.

Students will be prepared to meet the academic and clinical requirements for the ASHA Certificate of Clinical Competence, to sit for the PRAXIS exam in speech-language pathology, to obtain employment as Clinical Fellows, and to demonstrate knowledge and skills required of competent entry-level speech-language pathologists.

THE UNIVERSITY OF TOLEDO IS AN EQUAL ACCESS, EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER AND EDUCATOR

The University of Toledo has declared a policy of providing equal opportunity in all policies and procedures affecting employment and education. In conjunction with the objectives of the policy and in accordance with the various local, state, and Federal laws, rules and regulations, the University is committed to providing employment and educational opportunities without regard to race, color, religion, sex, age, national origin, sexual orientation, veteran status and/or the presence of a disability.

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ACADEMIC STANDARDS

The Graduate Program at The University of Toledo was accredited by the American Speech-Language-Hearing Association in 1993 and was re-accredited in 1998, 2006, and 2014. The American Speech-Language-Hearing Association (ASHA) is the national governing body for the profession of Speech-Language Pathology (SLP). The ASHA Certificate of Clinical Competence (CCC) is the only professional credential for speech-language pathologists recognized in every state. Currently, candidates for the CCC must have completed the Master's degree or its equivalent, completed nine months of supervised professional experience, and must pass a national exam. Although certification is a voluntary process, most schools, clinics, hospitals, and other service facilities require their employees to have the CCC. Additionally, forty-six states, including Michigan and Ohio also require that speech-language pathologists be licensed. Accordingly, the professional, academic, and clinical standards of the University of Toledo's College of Graduate Studies' (CoGS) and the Speech-Language Pathology Program require that the requisite performance domains are met and provide a pathway to successful achievement of ASHA certification and state licensure, and reflect the current state-of-the-art in speech-language pathology.

COLLEGE OF GRADUATE STUDIES ACADEMIC POLICY STATEMENT

Realizing that professional educational programs are accountable to the public for the quality of their graduates, the Speech-Language Pathology Program has established standards of admission, retention, and graduation in accordance with its mission and philosophy. The Speech-Language Pathology curriculum has been designed to prepare its graduates to meet the levels of comprehension and competency expected of an entry-level speech-language pathologist. Furthermore, standards of achievement and essential functions for enrolled students have been set to ensure adequate professional growth and socialization during the professional component of speech-language pathology education.

Graduate students are also advised to review the most updated copy of the College of [Graduate Studies Graduate Student Handbook](#) for additional details not found in this document regarding the academic standards of the University of Toledo.

RECOMMENDED GRADING SCALE

94-100 = A	87-89= B+	80-82= B-	73-76= C	67-69= D+	60-62 = D-
90-93 = A-	83-86 = B	77-79=C+	70-72= C-	63-66 = D	Below 60 = F

The minimum acceptable grade to meet the Student Learning Outcomes is an 83% or B.

ACADEMIC REQUIREMENTS

ADMISSIONS

Non UT and UWD (see below) students applying to the graduate program will complete an application through the CSDCAS system no later than December 15 of every academic year. All UT students are mandated to complete the UT application only no later than January 30th of every academic year. All information regarding applications and admissions, along with *current and past student statistics*, is available on the program website:

<https://www.utoledo.edu/hhs/speech/AdmissionsProceduresAdvisingFAQ.html>

UNDERGRADUAGE PREPARATION

The University of Toledo began an undergraduate degree program in Speech-Language Pathology in 1969 with the first graduate level speech-language pathology curriculum offered in 1987. The undergraduate curriculum prepares students to enter graduate programs in communication disorders including the UToledo graduate Speech-Language Pathology program.

Students must have a Bachelor's degree (typically in communication sciences and disorders or speech and hearing sciences) to be eligible for admission into our Master's degree program. Students who have an undergraduate degree in another area (i.e., non-majors) are expected to complete specific undergraduate prerequisites (leveling courses) in speech-language pathology. These courses may be completed as part of the [Undergraduate with Degree Program](#) (UWD), or if admitted to the Graduate Program, must be completed prior to registering for graduate level courses.

Coursework in basic human communication processes, including anatomic, physiological, physical, psychophysical, linguistic, and psycholinguistic bases of communication are required for clinical certification. In addition to required professional coursework, students are prepared to achieve the Certificate of Clinical Competence in Speech-Language Pathology must document, according to the [ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology Requirements](#), course work in basic sciences, science skills and statistics. This coursework may be carried forward from the undergraduate degree or taken as a UWD student. The University of Toledo expects students to complete undergraduate course work in the major as well as biological sciences, physical sciences, behavioral and/or social sciences and statistics with a grade of "C" or better. [A list of UToledo courses that meet the requirements can be found on the program website for the [graduate](#) and [undergraduate](#) programs.]

Students are encouraged to visit the ASHA website (www.ASHA.org) to review the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-

Language Pathology as it is ultimately students' responsibility to assure they have fulfilled certification requirements.

STUDENT REQUIREMENTS

All graduate students attending the Speech-Language Pathology program at the University of Toledo are expected to have or complete the following:

STUDENT CONTACT INFORMATION

Each student is required to provide their demographic information, including emergency contact numbers, to the university. ***It is the responsibility of the student to update records*** when changes of address and other relevant information occur.

LIABILITY INSURANCE

All students are provided professional liability insurance through the University of Toledo. Professional liability insurance covers their activities as a speech-language pathology student in the classroom and clinical education experiences. Proof of professional liability insurance by clinical sites is available upon request.

One's student professional liability insurance does not cover the student in activities outside the domain of the SLP Program (e.g. while employed as a tutor) or during unsupervised practice of skills. It is recommended that students also consider obtaining their own liability insurance for such practices.

CRIMINAL BACKGROUND CHECK POLICY

All incoming speech-language pathology students are required to complete both an Ohio BCI&I check and a FBI criminal background check before their first summer semester, and update for their internships (which may require a background check in another state, depending upon their placement).

The purpose of the background check policy is to:

Promote and protect patient/client safety, as well as the well-being of the campus community.

Comply with the mandates of clinical sites, which require student background checks as a condition of their written contracts with the SLP Program, The University of Toledo, as stipulated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

In the event that the background check report identifies a history of criminal activity, the student may be at risk for not being able to successfully complete the required clinical practicum requirements of the Program. Successful completion of all designated clinical practica and clinical internships is a graduation requirement for a Master's degree.

Promote early self-identification of students who may be "at risk" for not meeting licensure eligibility requirements in some states due to a felony conviction.

In order to ensure that a student with a history of a felony conviction is eligible for sitting for the licensure exam, the “at risk” student will need to seek clarifying information directly from the licensure board of the state in which s/he wishes to practice. As practice laws vary from state to state, it becomes the student’s responsibility to know the laws of individual states regarding policies associated with the awarding of a license; the “at risk” student may need to petition the state licensure agency to request a declaratory order/opinion from the licensure agency.

IDENTIFICATION BADGES

The University of Toledo ID system has been automated to allow students to receive a Rocket Card by logging into the myUT portal with their UTAD and password, which automatically inputs, name, Rucker number, and other information including an uploaded photo. Student accounts will automatically be charged. Students will receive an e-mail within three business days letting them know their new ID is ready to be picked up. A photo ID will be required to pick up the Rocket Card.

The photo ID will permit the student to use UT’s libraries, Recreation Center, gain “after-hours” entry into campus buildings for self-study and receive discounts on meals served at the University of Toledo Medical Center’s cafeteria.

GRADUATE PLAN OF STUDY IN SPEECH-LANGUAGE PATHOLOGY

SPEECH-LANGUAGE PATHOLOGY GRADUATE COURSE LIST

The Graduate Plan of Study (PoS) is sent to each student at the time of admission, and an official Plan of Study is developed and submitted to the College of Graduate Studies in the first semester with the assigned advisor. A sample [PoS is available online](#). The **PoS includes a comprehensive project or a thesis.**

COMPREHENSIVE PROJECT

As part of the requirement for graduation from the program, most students complete a comprehensive project, or comps project, under the guidance of a mentor. Students taking the thesis option will complete guidelines for the thesis option only. The purpose of the comps project is to provide an opportunity to exercise evidence-based practice. Students have one year to complete the comps project.

The comprehensive project can be clinical or research based. A clinical project might survey or test the efficacy of treatment, diagnosis or a clinical operation. Research-focused projects require the student to formulate a testable question and work to solve it. Projects are presented in year two, and timelines are provided to students in their research course in year one. Faculty/staff mentors are also assigned to support the students' work. The presentations may consist of one of three possible formats:

1. A poster presentation
2. A hands on demonstration
3. An oral presentation

THESIS OPTION

The Master's Thesis entails original research or scholarly work, which may include collecting and analyzing data, and discussing the results in a substantial written document. The content of the thesis may vary but should at least include the following:

- *Introduction to the Problem:* A statement of rationale, which identifies and/or describes an issue of importance or a problem of interest to the student.
- *Review of Related Literature:* A review of professional literature, which relates to the problem and to previous research into the problem or issue.
- *Methods:* The procedures used to conduct the study should be described in sufficient detail to allow the study to be replicated. The methods section should include a description of participants, instrumentation, and procedures.
- *Results:* Results of the study are displayed and summarized.
- *Discussion:* The results are interpreted and discussed in light of the literature. Conclusions and recommendations are made.
- *References:* List all references cited in the paper.
- *Abstract:* The abstract should be no more than 350 words and should contain a concise statement of the problem, procedure or methods, results obtained and a short conclusion.

The writing style used for the thesis is APA; the thesis must conform to the ***Handbook for Preparation of Graduate Thesis and Dissertations Manual*** published by College of Graduate Studies. For more information, students are directed to the [website](#).

All students enrolling in the Master's Thesis must:

Have completed SLP 6040 as a prerequisite to the thesis.

- Obtain a Seminar approval, signed by their thesis advisor in order to enroll in Thesis/Project and register for the appropriate number of credits during the program as specified by the College of Graduate Studies.
- Select, and have approved, a thesis committee, which includes an advisor, a member of the department, and at least one other faculty member.
- Present a proposal to the thesis committee.
- File a *Notice of Thesis* with the College of Graduate Studies.
- Submit *Protection of Human Subjects* form and obtain approval from the Protection of Human Subjects Committee before conducting research on human subjects, if applicable.
- Consult with the advisor to determine when the thesis is ready for committee review.
- Defend thesis in an open meeting before the thesis committee.
- Inform Protection of Human Subjects Committee of the completion of thesis upon approval of chairman of thesis committee, if applicable.
- Submit thesis to graduate school 30 days before graduation, following the guidelines published by COGS.

INTERPROFESSIONAL EXPERIENCE (IPE)

All SLP graduate students are required to participate in this university sponsored program at no additional credit hours/cost. This is in compliance with the new [ASHA 2020 Standards](#).

IPE is a semester-long program that follows directly from recommendations made by the World Health Organization (WHO) in 2010 and the Interprofessional Education Collaborative (IPEC) in 2016 & 2011 to achieve the goal of, "Preparing all health professions students for deliberately working together with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system" (IPEC, 2011). Specifically, interprofessional education is, "When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010). ASHA also strongly encourages and promotes an interprofessional education. Thus, the University of Toledo program has been designed to provide a variety of interprofessional learning activities and educational experiences that include clinical skills training, clinical cases, and patient simulations. Students are assigned to interprofessional teams and will have the opportunity to collaborate with students from other health care professions using an experiential, case-based learning approach to patient care.

Currently, the program includes students from the following programs: medicine (M.D.), nursing, physician assistant, speech language pathology, occupational therapy, physical therapy, respiratory therapy, social work, public health, clinical psychology, and pharmacy. During SLP graduate students' first fall semester, students are assigned to an IPE team, which meets on alternating Friday afternoons for two-hour team class sessions. Participants learn about other professions, teach about their own profession, and develop collaborative skills that benefit all professions and our shared patients.

During the following (spring) semester, in place of bi-weekly class meetings, participants are asked to complete one to two 'passport' activities that vary in offering each year. In past years, passport activities have included IPE escape room, the cost of poverty experience, team conferencing, community care clinics, and more. These activities change each year based on staffing and community needs. Participants are able to choose the activities that best fit their schedule and interests.

ADVISING

Every student accepted into the Speech-Language Pathology program is appointed an academic advising team, knowledgeable in speech-language pathology. All students are encouraged to meet with their advisor(s) regularly and address any issues related to their graduate program. In addition, advisors and students communicate every semester, prior to the time of registration, to discuss class registration, and students are reminded of their responsibility to verify that they are on track to successfully complete their degree requirements.

At the beginning of the Speech-Language Pathology Program typically hosts a retreat and orientation program for incoming graduates. All graduate students are required to attend the orientation program. Students are also expected to complete the orientation sessions presented by the COGS. Further, students are responsible for the information shared at these meetings.

Prior to and during the first semester of enrollment, master's students work with their advisory team to **prepare a "Plan of Study"** as described above. The advisors consider each student's undergraduate preparation when recommending a "Plan of Study" for the Master's degree to meet the educational requirements for ASHA certification and state of Ohio licensure. Information for licensure in other states and/or countries may also be brought to the advisor for consideration. This plan must be approved by the advisor and be submitted to the COGS for approval by October 1st of the first semester (unless otherwise noted).

Students in the Graduate Speech-Language Pathology Program are arbitrarily assigned to two tracks to limit the total number of students enrolled in any one course. A limited class size in graduate school enhances the clinical, teaching, and learning experience. Both tracks will cover the same courses but at different points in the academic year.

REQUIREMENTS FOR LICENSURE AND CERTIFICATION

- Undergraduate and graduate coursework leading to a Master's degree in speech-language pathology and related areas;
- Practicum and internship experience of sufficient diversity and depth to meet [ASHA's standards](#);
- Ability to demonstrate/comply with the Essential Functions (see Appendix A)
- Successful completion of [National Examination in Speech-Language Pathology](#)
- [Clinical Fellowship/Professional Experience Year](#)

Each student is advised of the educational and clinical requirements for:

- Ohio Pupil Services License (school speech-language pathologist licensure).
- State licensure (necessary for practice in most settings).
- American Speech-Language-Hearing Association's [Certification of Clinical Competence in Speech-Language Pathology](#).

CLINICAL REQUIREMENTS

Students are provided the opportunity to obtain the appropriate number and distribution of supervised clinical contact hours to develop the necessary knowledge and skills required to be an effective speech-language pathologist. It is the policy of this Program that students should have the maximum possible number of supervised clinical practicum hours before graduating from the program. For this reason, no student should regard the minimum number of hours required as the total number of hours she or he is expected to acquire, nor strive to only gain hours rather than develop competencies and experience. Supervised hours that are direct contact with clients or the client's family in assessment, management, and/or counseling can be counted toward practicum, and should aid in the development of competency as a future speech-language pathologist.

ON-CAMPUS CLINICAL PRACTICUM

Graduate students will enroll in an on-campus therapeutic practicum each semester during the first year (assuming they are enrolled as full-time students), with a three-semester minimum. Students will simultaneously enroll in two semesters of diagnostic practicum as determined in the individual plan of study. Students enrolled in on-campus clinical practicum are required to attend weekly clinic meetings (generally Friday mornings).

Clinical courses are graded as "Satisfactory/Unsatisfactory" based on students' ability to show competencies in different clinical skills and professionalism. Students who require remediation to improve their clinical competency will be given a clinical growth plan. Please see ACTION PLAN and Clinic Manual for details.

The Clinic Coordinator and Internship Coordinator will make every effort to help students obtain sufficient clinical practicum experience across the age span and across disorders (typically exceeding the minimum hours specified) in a timely basis prior to exiting the program. However, if circumstances arise that cause a student to obtain fewer clinical contact hours than desired in one or more semesters, that student may need to extend his/her clinical training program to fulfill all of the academic and clinical requirements for the Master's degree and to meet the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology. Such circumstances may include, but are not limited to, poor academic or clinical performance (necessitating one or more Action Plans), as well as situations such as pandemic-related closures and limitations, and personal necessity, such as pregnancy, extended illness, professional conduct and essential function concerns, or emotional difficulties. In some of these special circumstances, documentation from the Office of Student Disability Services or a physician may be required.

A detailed ***Clinic Manual*** is provided to all students. The Clinic Manual provides all procedures, expectations, etc. necessary to complete the clinical practica series successfully. It is meant to supplement the information provided by the COGS, as well as the Program Handbook.

OFF-SITE INTERNSHIPS

The second year internship experience includes one semester at a pediatric-focused setting (often a school) and one semester at a medical placement with an adult-focus. Prior to placement in off-site internships (SLP 6940 series), students must demonstrate the requisite academic and clinical skills and demonstrate/comply with the Essential Functions (Appendix A). The Internship Coordinator will take student preferences into account but cannot guarantee any particular site. Further, students interested in an out-of-community internship, during the last semester, should seek information about the policy and procedures regarding this type of placement from the Internship Coordinator as early as possible.

Grades have the same “Satisfactory/Unsatisfactory” grading as on-campus clinical practicum. Students who do not achieve a “Satisfactory” in the internship course will be given an Action Plan based on the where they are on the Action Plan workflow.

GRADUATION

Certain requirements must be satisfied to graduate on schedule. To serve the many students applying for graduation each semester, the College of Graduate Studies must strictly enforce all necessary deadlines. ***It is the student's responsibility*** to ensure that all requirements are met. For information or questions, contact either a graduate advisor or the College of Graduate Studies for assistance.

1. An approved Plan of Study must be on file in the College of Graduate Studies. Courses on your plan of study must appear on your transcript with the appropriate number of credits and grade.
 - a. Any changes in an approved Plan of Study must be filed with the College of Graduate Studies either with a course substitution form or a revised Plan of Study.
 - b. All IN's/PR's must be completed and removed from the transcript.
2. It is necessary to submit an application for degree accompanied by the application fee prior to the filing deadline for the semester in which you plan to graduate, whether a formal ceremony is held or not held. Please refer to CoGS for the appropriate deadline information. Advisors will remind students of these deadlines, but it is the students' responsibility to follow through.
3. For those completing a thesis, several final steps must be completed by posted deadlines including the defense presentation, informing the Protection of Human Subjects Committee, and submitting copies of the thesis and appropriate forms.
4. Students must have a regular admission status into the College of Graduate Studies, in the department, and the college for which they are applying for a degree. **Students who are graduating with a certificate must apply separately for the certificate program(s).**
5. Students must have attained a 3.0 grade point average and the required number of hours for your degree (and/or any certificate(s)).
6. All outstanding fines and fees must be met.
7. Students must be registered at the university for at least one-hour credit the semester during which graduation is planned.
8. It is the student's responsibility to check with the College of Graduate Studies to ensure that all requirements have been met. Any questions about these requirements should be addressed to the [College of Graduate Studies](#) (phone: 419-530-4723). When the student applies for graduation, the College of Graduate Studies will provide a formal audit to aid the student in ensuring that all requirements have been met.

ASSISTANCE FOR ACADEMIC, CLINICAL, OR PERSONAL DIFFICULTIES

Students are encouraged to meet with the Program Director, graduate advisors, and/or Clinic Coordinator if they are having academic, clinical and/or personal difficulties. Students may also seek assistance, support, tutoring, and related resources from one or more of the following:

Computers and Other Technology

The computer lab in Health and Human Service Building (HHS) is located in room 1244. Students must swipe ID at the door for access. Other technology for clinical practicum is available through the clinic. Information is available in the Clinic Manual.

[Student Success](#) for tutoring services and related support (phone: (419) 530-8852).

[Learning Enhancement Center](#) Phone: (419) 530-2176

[Writing Center](#) Experienced, polished writers read, review, and respond to papers in order to assist students individually at any stage of academic or personal writing. Writing Center tutors may help generate ideas, organize notes and thoughts, and provide feedback on drafts or completed papers. Carlson Library, room 1005.

[Office of Excellence and Multicultural Student Success](#) Phone: (419) 530-2261

[Campus Resources](#) Other resources for student success

[Rocket Rapid Response](#) Phone: (419) 530-5923. This is a service of the Office of Student Advocacy and Support. Rocket Care is designed to assist students with comments, complaints, questions or feedback.

[Student Disability Services](#) Phone: (419) 530-4981 (See also [Appendix B](#))

[Medical Center](#) Phone: (419) 530-3451

[Student Counseling Center](#) Phone: (419) 530-2426

[Catharine S. Eberly Center](#) for Women promotes the advancement of women by providing personal and professional development classes. It has Kate's Closet which provides professional clothing and advice for interviews etc. Phone: (419) 530-8575

[Center for Success Coaching](#) Phone: (419) 530-1250

[Student Legal Services](#) Phone: (419) 530-7230

Further information pertaining to the resolution of problems related to clinical assignments is provided in the Clinic Manual.

NON-CURRICULA POLICIES AND PROTOCOLS

Action Plan Policy

The Speech-Language Pathology (SLP) Program faculty and staff recognize that students develop along different trajectories, may have individual situations and needs across the program, and face different challenges in successfully completing their plans of study. When a student struggles, the SLP program will make every effort to help each student achieve success. Specifically, this Action Plan Policy outlines the ways in which the faculty/staff will design a plan of supports, modifications, and accommodations for students aimed at providing opportunities to develop the requisite knowledge and skills and/or professional and personal standards to meet the competency requirements and demands of the profession.

GENERAL SCHOLASTIC REQUIREMENTS

The College of Graduate Studies has established the following [scholastic and professional requirements](#) for Master's degree program students. Additionally, the program requires a minimum GPA of 3.0 (B) to be in good standing. Students are expected to demonstrate competency in all professional, academic, and clinical domains (see the Student Learning Outcomes; SLOs) at a minimum of "83%" in order to satisfactorily continue the Program of Study (POS) sequence. Unsatisfactory completion (<83%) of any assignment corresponding with a SLO, or of any course or professional/personal standard will result in the implementation of an action plan in accordance with the policies outlined herein. In addition, approval by the Speech-Language Pathology Program faculty is required to enter into the clinical internships and to graduate from the University of Toledo with a Master's degree in Speech-Language Pathology. This approval is dependent upon successful completion of the coursework/SLOs (without exceeding the allowable number of action plans) and continued demonstration of appropriate professional and personal standards. The minimum requirements necessary to progress through the master's program, with or without reasonable accommodations, include the following:

Knowledge: Students are responsible for attaining the knowledge competencies associated with all domains described by ASHA in the academic courses (see SLOs) and tracking performance throughout the graduate program. All concerns about attaining competency should be immediately discussed with faculty/staff. When an instructor identifies that a student will not meet one or more competencies, an Action Plan may be initiated (described below).

Skill: Students are responsible for attaining all skills associated with the ASHA domains of clinical practica and tracking performance throughout the graduate program. All concerns about attaining competency should be immediately discussed with faculty/staff. When a faculty/staff member identifies that a student may not meet one or more competencies, an Action Plan will be initiated (described below).

Essential Functions: Students shall demonstrate and/or comply with all essential functions necessary for professional practice as outlined in the Graduate Handbook and the Essential Functions Policy.

ACTION PLAN IMPLEMENTATION

Students must achieve a minimum grade of 83% and meet expected professional and personal standards for all professional, academic and clinical domains. This includes achieving a minimum grade of 83% on each Student Learning Outcome (SLO) in didactic coursework and an overall Satisfactory rating in clinical coursework while demonstrating all the appropriate professional/personal standards. When a student does not meet the outcomes or expectations, an action plan will be put in place at the time the concern arises, and it will include a plan for remediation. For clinical coursework, if a student does not achieve a minimum of 83% Satisfactory ratings (with no Areas of Concern) by the end of the semester, then an action plan will be put in place. The types of action plans and the consequences are detailed below. The terms of this policy are subject to faculty review.

ASSIGNMENT ACTION PLAN (AAP) / ISOLATED ESSENTIAL FUNCTION PLAN (IEFP) /MIDTERM CLINICAL GROWTH PLAN/

These plans are implemented when:

- a. A student is unable to achieve an 83% for an assignment corresponding to a SLO;
- b. A student is in violation or not demonstrating a professional or personal standard;
- c. When a student has at least one area of concern on the Midterm Evaluation of Student Performance for clinical practica/internship evaluations.

In didactic courses, specified assignments correspond with one or more SLOs. When an assignment corresponding with a SLO is not completed with a minimum grade of 83%, an AAP is developed. If this AAP is not completed successfully in the time allotted or the student scores below an 83% on the AAP, the student's current grade will remain unchanged and an Outcome Action Plan will be developed for the unmet SLO(s).

For essential functions, the equivalent to the AAP is the IEFP. When there is a violation or deficit for an isolated essential function, an IEFP is developed. If the IEFP is not completed successfully in the time allotted, a Professional Action Plan will be developed to address the concern(s).

The total allowable AAPs/IEFPs (combined) across the entire graduate program is **six**. An AAP may include rewriting an assignment, completing an additional assignment, reading, or other activity that the instructor deems appropriate for demonstrating achievement of the SLO. AAPs apply only to didactic coursework. An IEFP may include any of the essential functions, as outlined in the Appendix.

In clinical coursework (SLP 6000 series, 6010 series, and 6940 series), the equivalent to the AAP is the Midterm Clinical Growth Plan. Due to the nature of the Midterm Clinical Growth Plan, it is not factored into the maximum allowable AAPs. This growth plan is located on the Evaluation of Student Performance and fully described in the Clinic Handbook.

(STUDENT LEARNING) OUTCOME ACTION PLAN (OAP)

The Student Learning OAP is implemented when:

- a. A student is unable to achieve an 83% for a SLO with only one corresponding assignment,
- b. When an AAP has not successfully been completed, or
- c. When a student does not achieve 83% at the Satisfactory level on the Final Evaluation of Student Performance AND has no Areas of Concern (e.g., may happen due to multiple “Making Progress” ratings) for clinical practica evaluations.

When the OAP is not successfully completed before the end of the semester, a grade of “IN – in complete” will be assigned. All incompletes will have to be completed and the designation “IN” will be changed with the relevant letter grade within the following semester. If the incomplete is earned during a spring internship course (SLP 6940 & SLP 6941), it will be completed the next fall semester (internships are not scheduled in the summer). The total allowable OAPs across the entire graduate program is **three**; whether they occur in didactic and clinical coursework, or a combination. The OAP may include rewriting an assignment, completing an additional assignment, reading, in-depth study, clinical observation, additional client, or other activity that the instructor deems appropriate for demonstrating achievement of the SLO. If a student is unable to achieve a minimum of 83% on an OAP, a Course Action Plan may be implemented, as long as the total allowable Course Action Plans has not been exceeded.

COURSE ACTION PLAN (CAP)

The CAP is implemented when a student:

- a. Does not achieve a minimum grade of 83% for the course,
- b. Is unable to successfully complete an OAP, or
- c. Has Area(s) of Concern at the Final Evaluation in clinical coursework.

The total allowable CAPs across the entire graduate program is **one** (i.e., one course repeat is allowed – be it didactic OR clinical). When a CAP is implemented for didactic coursework, and a student earned a C or better in a course, the student will be required to retake the course (*registered as an independent study) the next time it is offered to further develop competency. Alternatively, if a student earned a C- or lower in a course, the student will be required to retake the course the next time it is offered (*registered for the original course number) to further develop competency. The student must achieve a minimum grade of 83% in the repeated course to continue in the program. It should be noted that the CAP will lengthen the student’s plan of study.

* Note: Course registration for repeated courses is in accordance with University Policy. For clinical coursework, if a student has one or more “Area(s) of Concern” on the Final Evaluation, the student will be required to retake the course the next time it is offered, which will lengthen the student’s plan of study.

If a student has a Course Action Plan, no additional Action Plans are allowed within that course. If the student does not achieve a grade of 83% OR remediate the Area(s) of Concern, the student will be recommended for dismissal from the program.

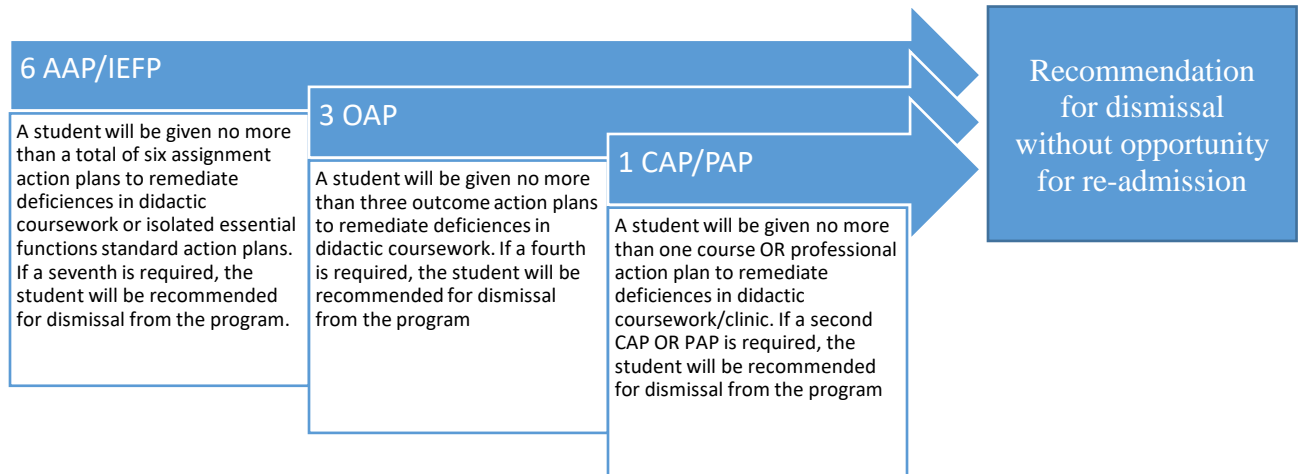
PROFESSIONAL ACTION PLAN (PAP)

The PAP is implemented when a student:

- a. An IEP is not successfully completed, or when the Professional/Personal Standard concerns are not isolated, but include multiple violations or deficits.

The total allowable PAPs across the entire graduate program is **one**. When a PAP is implemented, the student must achieve each outcome and objective put forth in the PAP, or the student will be recommended for dismissal from the program. The PAP will generally be completed during the same semester, unless otherwise noted on the plan.

Summary of Action Plan Policy



Managing Multiple/On-Going Action Plans

If a student has multiple action plans in one or more semesters, faculty reserve the right to review the student’s needs and concerns and adjust the Plan of Study to maximize a student’s preparedness and opportunity for success, while also ensuring that client’s needs are protected. This may involve delaying coursework or clinical practica/internship until action plans are completed, and may result in added semesters and delay graduation from the program.

Action Plan Oversight

The Program Director and the assigned graduate advisor will be notified by each instructor and/or supervisor when Action Plans are implemented. The Program Advisory Committee will review a student’s plan of study, and any additional indicators (i.e., health issues) when multiple action plans are necessary. If needed, the graduate advisor will work with the student to modify the plan of study.

Note. A “reasonable” extension (as determined by the faculty, student, and any involved medical professionals) on the action plan may be granted, with appropriate documentation, if a

student has medical/health issues that impede his/her ability to complete an action plan in the original time allotted.

RETENTION CRITERIA

Every effort will be made to help students achieve success. However, there are circumstances under which some students, on occasion, may not be able to meet the rigors of this program and the profession. As described above, the Action Plan Policy provides opportunity for students to demonstrate competency. In the event a student cannot complete an action plan, as described above, the student will be recommended for dismissal from the program, regardless of how far he or she has progressed through the Plan of Study.

EMPLOYMENT (OUTSIDE THE UNIVERSITY) DURING GRADUATE SCHOOL

Given the rigors and time commitment of professional education, the Speech-Language Pathology faculty strongly urges students not to seek employment during the academic term. Should, however, a student choose to be employed in a related professional setting, the following guidelines should be utilized:

SLP students employed in related professional settings **must not** represent themselves **in any way as** speech-language pathologists or as speech-language pathology or communication assistants (unless duly licensed as same).

SLP students representing themselves as having any degree of expertise in speech-language pathology are in violation of state licensure laws. Such claims may result in denial of eligibility for licensure after graduation from the SLP Program. Refer to State licensure laws as contained in the Ohio Revised Code.

SLP students employed in related professional settings must not represent themselves as official representatives of the University of Toledo or its SLP Program.

SLP student liability insurance only covers students during classroom activities and during assigned clinical practica and internships.

SLP students are advised to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a related professional setting, even if the client or employer requests one to do so.

Students should arrange their work schedules around the demands of their program. At no time is it permissible to miss class, clinic, or other program-sponsored activities for work.

Questions regarding employment in an SLP setting should be directed to the **Ohio Licensure Board**.

INCLEMENT WEATHER POLICY

The SLP Program's policy is that classes will be canceled only in the event that The University of Toledo cancels classes due to inclement weather. Students are asked to use discretion regarding attending class in the case of severe weather conditions. Individual instructors may have reason to cancel and should pre-arrange a notification method.

INCLEMENT WEATHER AND ATTENDANCE POLICY

The SLP Program's policy is that students will follow the direction of the clinic or off-site placement regarding attendance during inclement weather. If the student is advised by the clinic to remain at home/go home early this will be an excused absence. As stated above,

students are allowed to miss up to three days for an excused absence, but additional absences must be made up in a manner that is acceptable to the facility and approved by the clinical supervisor and the faculty intern supervisor. Students are asked to use discretion regarding attending the clinic in the case of severe weather conditions. If the student chooses to stay home during severe weather conditions, this time will need to be made up in a manner that is acceptable to the facility and approved by the clinical supervisor and the faculty intern supervisor.

HEALTH POLICIES

CHANGES IN HEALTH STATUS

In the event that a student's health status changes at any time during the program of study, it is the responsibility of the student to notify individual course instructors and the Clinic Coordinator and/or Internship Coordinator regarding any changes or limitations that may place the student "at risk" for not being able to complete the course and/or clinical requirements, including emotional or psychiatric issues. Keep in mind that the student is not required to explain specifics of the medical/psychiatric issue, but rather the nature of the impact on the academic/clinical program. When appropriate, the Program Director may also need to be notified.

In the event of a prolonged illness or health status issues (lasting longer than 3 days) requiring medical or psychiatric attention, a prolonged injury (lasting longer than 3 days) requiring medical attention or a surgery, the student is required to use the following guidelines before returning:

1. The student is responsible for providing individual course instructors and/or clinical supervisors (including the Clinic/Intern Coordinator and Program Director) with a written statement that s/he has been approved to return to and participate in all required classroom, laboratory activities and clinical activities, signed by the physician.
2. In the event that activities need to be restricted, the physician will need to document all limitations and plans for re-examination.
3. Students must recognize that this may create delays in their planned graduation date.

In the event of a prolonged illness or health status issues (lasting longer than 3 days) **not** requiring medical attention or a prolonged injury (lasting longer than 3 days) **not** requiring medical attention, the student will be required to use the following guidelines:

1. The student will be responsible for contacting individual course instructors and/or clinical supervisors (including the Clinic/Intern Coordinator and Program Director) to determine the appropriate level of participation in classroom and clinical activities.
2. Course instructors and/or clinical supervisors (including the Clinic/Intern Coordinator and Program Director) will assist in determining if clearance by a physician will be required prior to resumption of normal classroom/clinical activities.
3. Students must recognize that this may create delays in their planned graduation date.

In the event of pregnancy, the student will be required to use the following guidelines:

1. The student is strongly encouraged to provide early notification to the course instructors and/or clinical supervisors (including the Clinic/Intern Coordinator and Program Director) in order to formulate a plan that will lead to satisfactory completion of didactic and/or clinical program requirements in a safe, efficient, and timely manner.
2. In the event that activities need to be restricted, the physician will need to document all limitations in writing.
3. The student will be responsible for providing individual course instructors and/or clinical supervisors (including the Clinic/Intern Coordinator and Program Director) with the written documentation.
4. Students must recognize that this may create delays in their planned graduation date.

Chronic Health Condition Not Requiring Accommodations

Students are responsible for notifying the instructor of their inability to participate in activities that are potentially harmful due to a pre-existing physical condition, acute or chronic, that places them at risk for injury.

LEAVE OF ABSENCE (LOA)

ACADEMIC LEAVE OF ABSENCE

Students who are required to repeat a course due to unsatisfactory performance may be required to take an academic LOA from the SLP Program until the course is offered again. Given the sequential nature of the curriculum, it is possible that other courses cannot be taken until the student satisfactorily repeats the course in which an unsatisfactory grade was received.

PERSONAL LEAVE OF ABSENCE

Should a student find it necessary to seek a **non-academic LOA**, he or she must submit a written request to the Program Director documenting:

1. A rationale statement supporting the leave as being beneficial to the student's personal health and/or professional growth and progress;
2. The period of requested leave of absence.

Whenever possible, the request for a personal leave of absence should be submitted at least one month prior to the first day of the requested leave.

The Program Director, with the majority consent of the core faculty, will notify the student in writing of the status of his/her request within ten (10) working days of the request. Any consideration for a refund of fees shall comply with the refund policies of the University.

A plan for return from a leave of absence must be submitted to the Program Director at least two (2) months prior to the semester of re-enrollment (unless there are extenuating circumstances). This plan will be subject to the approval of faculty, by majority consent.

Leaves of absence will be handled on an individual basis. However, the student must be aware that the sequential nature of the curriculum may necessitate a leave of multiple semesters in many cases.

Any student requiring a leave of absence longer than one (1) academic year will be required to submit a request for an extension to the original leave of absence at least one (1) month prior to the end of the initial request. Failure to request a continuation of the leave of absence will be considered as **withdraw** from the SLP Program.

The final decision regarding a leave-of-absence and any exception to the above criteria will be made by the Program Director, with the majority consent of the faculty.

WITHDRAWING FROM THE SLP PROGRAM

A student can withdraw from the program voluntarily due to a personal decision. In this case, the student should meet with his/her graduate advisor in the program and the Program Director before withdrawing from the Program. Should the student wish to withdraw from the University in good standing, she or he must obtain permission from the Dean of the College in which he or she is enrolled.

ENTRY AND RE-ENTRY POLICY

If a student withdraws from the program due to personal reasons, re-entry must occur so that courses are completed in sequence. In some cases, when a lengthy absence has occurred, coursework may need to be repeated to ensure the student has the most current knowledge and skill.

DISMISSAL POLICY

The following constitutes criterion for immediate recommendation of **DISMISSAL** from the SLP Program:

- The need for a [7th Assignment Action Plan](#)
- The need for a [4th Outcome Action Plan](#)
- The need for a [2nd Course Action Plan](#)
- The need for a [2nd Professional Action Plan](#)
- Documented violation of [ASHA Code of Ethics](#)
- Documented violations of the UT Graduate Student Ethics Code. Please see [College of Graduate Studies Handbook](#)
- Documented violation of the [Standards of Conduct](#)
- Documented violation of University or ASHA policies
- Leave-of-absence from the SLP Program for longer than one (1) calendar year without written permission (see description below)

Anyone recommended for dismissal from the Speech-Language Pathology Program for reasons other than a personal leave of absence, will not be re-admitted. In some circumstances, those who required a personal leave of absence may re-apply for admission. Re-admission will be determined on an individual basis, particularly considering the reason for the personal leave of absence. Depending upon the length of the absence, re-admission may require retaking one or more courses in order to assure current knowledge/skill.

DISPUTE RESOLUTION

Cases of disagreement between individuals may occur, but if a dispute arises between a member of the faculty/staff and a student, the student may feel uncertain about how to resolve the problem without prejudice. The following have been adopted to give students a forum within which issues can be aired and, hopefully, resolved satisfactorily:

The best hope is that the disagreement can be resolved by discussion between the two parties. If the dispute cannot be resolved between the principle parties for any reason, the student should bring the complaint to the Program Director. The Program Director will establish a group, including the complainant, to discuss the issue and reach a resolution. If the Program Director is not able to successfully resolve the issue, the Chairperson will be informed. The Chairperson may also establish a group, including the complainant, to discuss the issue and reach a resolution. If the preceding steps have failed to assist with dispute resolution, students are encouraged to go to the appropriate university or other authority and follow their guidelines (depending upon the nature of the situation or concern) linked below:

University of Toledo

College of Graduate Studies

<http://www.utoledo.edu/graduate/>

<http://www.utoledo.edu/graduate/currentstudents/>

[Academic Dishonesty Policy \(effective June 2012\)](#)

[Academic Grievance Policy \(effective June 2012\)](#)

Rocket Rapid Response: <http://www.utoledo.edu/feedback/>

Human Research Protection Program: <http://www.utoledo.edu/research/rsp/irb/>

Office of the Registrar (FERPA Compliance):

http://www.utoledo.edu/offices/registrar/ferpa_confident.html

Office of Excellence and Multicultural Student Success

<http://www.utoledo.edu/success/excel/>

Student Involvement: <http://www.utoledo.edu/admission/freshman/studentlife.html>

Office Student Involvement and Leadership

<http://www.utoledo.edu/studentaffairs/osi/>

Students should contact the Chair, Program Director or graduate advisor for assistance in determining other agencies, when warranted by a particular concern not covered above.

STUDENT SECURITY AND EMERGENCY INFORMATION

To obtain emergency medical assistance for any injured employee, student or visitor on any campus, initiate the emergency response system by calling 419-530-2600 (Campus Police dispatcher).

CAMPUS POLICE/SECURITY

In an attempt to enhance security, some buildings on the Main Campus are locked manually between 10:00-11:00 p.m. and unlocked at 6:00 a.m. Buildings equipped with swipe access are automatically locked at night at varying times. The Health and Human Service Building is automatically locked between 9:00 p.m. and 6:00 a.m. Buildings on the Health Science Campus are generally locked between 11:00 p.m. and 6:00 a.m. The hours for Carlson Library on the Main Campus and for the Mulford Library on the Health Science Campus are located at: <http://www.utoledo.edu/library/info/hours.html>

Parking lots are patrolled throughout the night by members of The University of Toledo Police Force.

There is a Night Watch (Escort Service) available to all students from 7:00 p.m. to 2:45 a.m. Students may obtain an escort by calling 419-530-3024.

All suspicious incidents or pending danger should be reported immediately to the police force. Campus telephones for this purpose are available and mounted on the walls throughout the various campus buildings. Code Blue telephones (emergency telephones) are available in all parking lots on all campuses.

All emergencies should be reported immediately by dialing 2600 from any Campus telephone or 419-530-2600 from a cell phone. Copies of security policies of the Police Department will be available upon request.

EMERGENCY NOTIFICATION

A public address system is used on all campuses to notify students, faculty, staff, and visitors of any emergencies such as tornado warnings, etc. Be sure to follow the instructions given over the public address system when appropriate. All students are encouraged to sign up for UT Alert, an e-mail and text message alert system, to stay informed anytime, anywhere about emergencies from severe weather to a violent episode. To enroll in the UT Alert System, register within the MyUT Student Toolkit under "Other Resources."

A system of emergency codes is in place for the Health Science Campus and is as follows:

- Fire – Code Red
- Disaster – Code Yellow
- Severe Weather/Tornado Response Procedure – Code Gray

- Radiological, Biological, or Chemical Contamination – Code Orange
- Bomb Threats – Code Black
- Evacuation – Code Green
- Medical Emergency – Code Blue
- Adult Patient Missing – Code Brown
- Snow or Transportation Emergency Plan – Code White
- Child Abduction – Code Adam

PATHWAY TO CERTIFICATION AND LICENSURE

Most positions in the field of speech-language pathology require the ASHA Certificate of Clinical Competence (CCC). Additionally, most states also require a license and special certification to work in the schools.

ASHA CERTIFICATION

1. Complete academic coursework and clinical experience for the certification as stated in the Plan of Study earning a “B” (83%) or better, and meet the outcomes as described on the Student Learning Outcome (SLO) form, as well as demonstrate/comply with the Essential Functions.
2. Obtain the Master's degree.
3. Achieve a passing score (162) on the National Examination in Speech-Language Pathology (NESPA) and submit a copy (photocopy acceptable) of this score to the Clinical Certification Board and the University of Toledo SLP Program Director.
4. Obtain graduate Program Director's signature on necessary forms (completed at exit interview).
5. Complete application for ASHA membership and certification.
6. Complete Clinical Fellowship (CF) year.
7. Submit certification application with all required fees.

ASHA requirement check: <http://www.asha.org/certification/SLPCertification/>

NATIONAL EXAMINATION IN SPEECH-LANGUAGE PATHOLOGY

The National Examination in Speech-Language Pathology and Audiology (NESPA) is administered as Specialty Area tests of the NTE (Educational Testing Service), the Praxis Series (0330). For information on testing centers, appointments, and registration click [here](#).

Candidates should register directly with NTE for the appropriate "Specialty Area" test (Speech-Language Pathology: 0330).

It is recommended that you take the exam close to graduation so that you may complete as much of your coursework and clinical practica as possible. It is NOT recommended to take the exam **before** your second semester of the second year of graduate work.

Score Reporting

Please have a copy of your Praxis score sent to The University of Toledo (R0228) so we may monitor students' completion of the examination, maintain the necessary student records for reporting purposes as well as to help us in strategic planning and goal setting. Student outcome data is used to refine and improve our program. We appreciate your help in this matter.

NTE will also provide ASHA with a copy of your examination score within 8 weeks provided you have entered the appropriate Agency Code **(R5031)** on your answer sheet.

You may also have your score reported to the Ohio State Department of Education **(R7945)** if you are applying for licensure as a school speech-language pathologist.

You may have your score reported to the Ohio State Licensure Board by indicating **R7938** as the Ohio Reporting Code.

NTE saves your examination score for only five years. Therefore, it is extremely important that you retain a copy of your exam score for your own records. If you apply for certification of state licensure in the future without a copy of your exam score, it will be necessary for you to retake the examination.

CLINICAL FELLOWSHIP (CF)

The Clinical Fellowship (CF) is completed after the Master's degree is granted. It is typically completed during the first year of actual employment as a clinician, or it may be accomplished in certain circumstances as a 9 to 18-month position.

The CF must be supervised by a professional who holds CCC in speech-language pathology. Specific requirements for the CF can be obtained from ASHA.

Check State licensure requirements before starting Clinical Fellowship. The state of Ohio requires Ohio license while practicing CF.

OHIO LICENSE IN SPEECH-LANGUAGE PATHOLOGY

1. Obtain application for license to practice as a speech pathologist in the state of Ohio from Ohio Board of Speech Pathology and Audiology:
77 South High Street
16th Floor
Columbus, Ohio 43266
(614) 466 – 3145
<http://slpaud.ohio.gov/>
2. The Department may verify your graduation to the Licensure Board by letter.
3. Have sent directly to the Board:
 - a. Official transcript of all undergraduate and graduate coursework
 - b. National Examination in Speech Pathology (162 score necessary)
 - c. Complete supervised Professional Experience Plan and have signatures notarized.
4. Forward appropriate fees.

SCHOOL SPEECH-LANGUAGE PATHOLOGY LICENSE

1. Recommend taking the NTE examination during last semester of enrollment.
 - a. Specialty Exam: Speech-Language Pathology ("ASHA Exam")
2. Obtain application form from Student Services in Gillham Hall (4th Floor)
3. Provide verification of accomplishments of all requirements for the degree
 - a. Transcript
 - b. Verification of clinical practicum hours
4. Submit all materials to Tim Lewandowski, Student Services, Gillham Hall.

EDUCATIONAL LICENSURE REQUIREMENTS (Ohio Pupil Services License)

1. Undergraduate coursework in speech-language pathology
 - a. includes normal bases of speech and language
 - b. includes audiology / aural rehabilitation / sign
 - c. includes disorders courses
2. Education requirements
 - a. EDP 3280 Introduction to Teaching, SLP 3800 Methods, or equivalent
 - b. EDP 3290 Lifespan Development (or equivalent)
 - c. SPED 2040 Perspectives in Special Education (or equivalent)
 - d. SPED 4110 Curriculum and Methodology for Students with Moderate Educational Needs (or equivalent)
3. Related requirements
 - a. Counseling
 - b. Cultural Diversity
 - c. Collaboration / Teaming
 - d. Technology skills
4. Meet the requirements through:
 - a. Undergraduate major at UToledo
 - b. Undergraduate with degree (UWD) at UToledo meeting specified requirements
 - c. Transfer of credit for similar courses
 - d. Demonstration of related requirements in another undergraduate program
 - e. Demonstration of related requirements in the UToledo graduate program

MICHIGAN LICENSE IN SPEECH-LANGUAGE PATHOLOGY

Contact the [Michigan Board of Speech-Language Pathology](#) for up-to-date information

License instructions for CF and post-CCC employment can be accessed by clicking [here](#).

***Please note:** Individuals seeking initial licensure in Michigan must have completed **human trafficking training prior to obtaining a license as a Speech-Language Pathologist**. *UToledo does not teach a course to meet this requirement. However, another program in our college, HHS, hosts an [annual conference](#) early in the fall semester that is provided for FREE to stueents. The Graduate Advisor will remind students when the registration period opens, but it*

is incumbent upon the student to register and obtain the necessary documentation for future licensing needs.

How We Help You to Meet ASHA Standards for the Certificate of Clinical Competence

As a program accredited by the Council on Academic Accreditation (CAA), the graduate program in speech-language pathology at the University of Toledo is committed to helping students to meet ASHA Standards for the Certificate of Clinical Competence. The program takes the following steps to assist you to meet the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.

1. The program’s mission, goals, objectives, and essential functions are consistent with ASHA-recognized national standards for entry into professional practice and with the mission of the institution.

A critical aspect of the mission statement of the speech-language pathology program is “to prepare students for entry level practice, including facilitating students’ accomplishment of student learning outcomes relevant to completion of ASHA CCC requirements.” Student learning outcomes, including those listed above, are embedded in course syllabi for all courses and practica. To make clear the connection between specific student learning outcomes and essential functions and the ASHA standards for entry into professional practice, outcomes are introduced in each course syllabus by citing relevant CCC standards and using wording from the actual standards related to the outcomes.

2. The program conducts ongoing and systematic assessment of academic and clinical education and performance of its students and graduates. Students also have ongoing opportunity to assess their academic and clinical education program. Results of the assessments are used to plan and implement program improvements that promote high-quality educational experiences for students.

Faculty assesses student performance on specific student learning outcomes in all graduate courses. Students also take competency exams at various points during their program. Students will be assessed at the end of their academic training in order to determine mastery of key knowledge outcomes related to the standards. We currently require a comprehensive project for students who do not complete a thesis and we require an oral defense of the thesis for those who complete a thesis.

Clinical supervisors assess student performance on specific learning outcomes for each graduate practicum/internship in which students are enrolled; students will also be expected to evaluate their own performance on the learning outcomes during each practicum and internship.

In addition, we have developed “priority” skill-oriented learning outcomes that will be covered in specific courses and must be demonstrated as well in practicum experiences.

Clinical supervisors will be responsible for determining if criteria for these learning outcomes have been met during practicum experiences. The signature of a supervisor is required to indicate that the student has met a priority outcome during a practicum or similar experience.

During each semester, faculty's and supervisors' assessments of student performance on outcomes are used to develop action plans for individual students who may need additional time and/or assistance to meet outcomes. This information is also compiled so that faculty can improve the program.

Additionally, students must pass the PRAXIS (ASHA) exam as partial completion of requirements for the ASHA Certificate of Clinical Competence (CCC).

3. The program documents student progress toward completion of the graduate degree and professional credentialing requirements and makes this information available to assist students qualifying for certification and licensure.

Newly enrolled graduate students meet with their assigned Graduate Advisor(s) upon admission to the university, and develop a Plan of Study. Each student will also complete an ASHA tracking form used to determine if the student has taken and successfully completed appropriate undergraduate courses through the clinical aspects of the program. For example, the Graduate Advisor examines undergraduate transcripts to ensure that the student has taken the necessary courses for the ASHA and state standards. If students have not taken the required coursework, they are advised to take these courses before beginning their graduate program, or prior to graduation. In addition, if students have not earned grades of "C" or better in courses related to communication disorders, the normal bases of communication, or in other courses used to satisfy ASHA standards and state licensure, the Graduate Advisor(s) will work with students to determine if they are required to retake these and earn grades of "C" or better.

Throughout, and at the end, of each semester, each faculty/staff member tracks each student's progress on student learning outcomes for each course (didactic and clinical). For students not meeting one or more requirements, the Action Plan Policy will be followed.

Student and faculty/staff signatures are required on the action plans. Copies of any action plan documents are provided to the student and maintained on a secure, online electronic file system.

At the beginning of each new semester, graduate students are guided through the process for using the Student Learning Outcomes form as a worksheet to track their own performance in conjunction with the 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.

After updating the Priority outcomes signatures page each semester, the student submits his/her form to the Clinic or Internship Coordinator, who reviews it for accuracy and verifies it. At the completion of the program, the student submits a final version of the Student Learning Outcomes form for verification by the Internship Coordinator and/or by the Program Director during an exit interview. The final verified version is included in the student's application for certification and a copy of this application is maintained in the student's inactive file following graduation.

The requirements for the Certificate of Clinical Competence in Speech-language Pathology awarded by [ASHA are found online](#). Students are encouraged to become familiar with the requirements so they can track their progress toward meeting them. ***Ultimate responsibility for meeting the requirements rests with the student.***

Students may view their graduate or clinic files as often as desired by scheduling by an appointment for this purpose with their graduate advisor, and/or checking the file out from the clinic administrative assistant or clinic coordinator.

THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

The national scientific and professional association for speech-language pathologists and audiologists concerned with communication behavior and its disorders is [ASHA](#).

ASHA's GOALS

- to maintain high standards of clinical competence for professionals providing speech-language pathology and audiology services to the public.
- to encourage the development of comprehensive clinical service programs.
- to promote investigation of clinical procedures used in treating disorders of communication.
- to stimulate exchange of information about human communication through conventions, publications, and other continuing professional educational activities.
- to encourage basic research and scientific study of human communication and its disorders.

ASHA REQUIREMENTS:

Members and individuals who hold the Certificate of Clinical Competence subscribe to a [Code of Ethics](#) incorporating the highest standards of integrity and ethical principles (distributed in SLP 3800, SLP 6750 and clinic staffing meetings; available from Clinic Coordinator, Program Director, and posted on clinic bulletin board.

If you have any questions concerning our speech-language pathology program, contact the Program Director. If you think there are serious violations of ASHA standards within the program, and you have consulted with the Program Director and still have concerns, you may contact the Council of Academic Accreditation,

ASHA,
2200 Research Boulevard,
#310, Rockville, MD 20850,
(800) 498-2071 or (301) 897-0142.

LIFELONG EDUCATION

Speech-language pathologists must continue their education throughout their professional careers to keep up with the changes in the field and to prepare for new responsibilities and/or positions. To maintain competence, one should regularly attend workshops, seminars, and conventions including the annual ASHA convention, held each November, whenever possible.

Lifelong education is supported by state regulations and ASHA certification standards. Continuing education (20 clock hours in the two-year license period) is now required for renewal of your Ohio licensure as a speech-language pathologist. Continuing education (30 contact hours in a three-year period) is needed to maintain the Certificate of Clinical

Competence. Continuing education activities for school speech-language pathologists are also required.

CAREER RELATED OPPORTUNITIES

ADDITIONAL EDUCATIONAL OPPORTUNITIES

NSSLHA

Membership in National Student Speech-Language Hearing Association is encouraged for the following benefits:

- The NSSLHA-to-ASHA Conversion discount*
- Access to ASHA's journals
- receive The ASHA Leader,
- Discounts on ASHA convention registration and products, and professional liability insurance.

Annual NSSLHA (national NSSLHA) dues are \$60 per year. Membership should begin after September 1st but before December 31 to maintain the required 2 year membership.

You can join National NSSLHA by going to <http://www.NSSLHA.org>

* Students who hold national membership for two consecutive years leading up to their clinical fellow year (CFY) are offered a conversion discount by ASHA that saves \$225 on the first year of dues and fees (typically \$511).

UToledo CHAPTER OF NSSLHA

The University of Toledo has its own registered chapter of NSSLHA. Membership in our local chapter is also highly encouraged. Membership dues are \$15/ year or \$10 a semester. Our chapter creates a fun way to build relationships with other SLP/COMDIS students. The chapter holds monthly meetings on campus and offers a variety of volunteer and growth opportunities. UT NSSLHA hosts a 5K each year that benefits our philanthropic organization, Operation Smile, to help pay for medical care to repair cleft lips/palates for children. They also sponsor 2 semesters of therapy for clients in need in the UT Speech-Language-Hearing Clinic, provide awareness activities on campus. To find out more you can email NSSLHA at nsslha.ut@gmail.com .

CERTIFICATE PROGRAMS

Several specialization certificate programs are offered to students depending on grant funding. Students will be told if there are any such certificate programs within the Speech-Language Program. Students may also elect to participate in various graduate certificate programs offered at the University. However, requirements and expectations must not interfere with the requirements of the SLP program.

Listed below are some interdisciplinary graduate certificate options:

[Graduate Certificate in Contemporary Gerontological Practice](#)

[Graduate Certificate in Teaming in Early Childhood](#)

For more information, visit each program's respective website.

CAREER OPPORTUNITIES

In addition, we co-host an annual "Job Fair" in the Spring. Health care facilities that employ physical therapists, occupational therapists and speech-language pathologists are invited to attend, and each year approximately 50-60 facilities are represented from the tri-state area and beyond. All SLP students especially those in their second year of training are expected to attend the Job Fair. To facilitate attendance all internship sites will excuse your absence on that day.

Facilities who participate in the Job Fair can also email information to the program to have it posted to students. These might be emailed to the graduating class, but for most sure form of dispersing this information is through the Clinic Facebook page. Please like the **UToledo Speech Clinic** Facebook page to view current SLP job postings.

Center for Experiential Learning and Career Services

The University of Toledo [Career Center](#) also offer several opportunities for students look for jobs including training on taking interviews, global job search in your field of training (Phone: (419) 530-4341)

APPENDIX A

The Speech-Language Pathology (SLP) Graduate Program prepares students for careers as speech-language pathologists through academic and clinical education. The requirements for graduation meet or exceed the standards set forth by the Council for Clinical Certification (CFCC) and the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), the accrediting agencies for the clinical and academic components of the graduate program, respectively.

Admission and retention decisions are based on satisfactory academic and clinical achievement as well as professional and personal standards that include non-academic factors that serve to ensure that the candidate can demonstrate the essential functions of the academic and clinical program required for graduation, and upon graduation demonstrate those functions in the profession. This policy outlines the essential functions and technical standards for the discipline of speech-language pathology as first documented by the CAA (2007).

Essential Functions in Speech-Language Pathology correspond with the [Scope of Practice](#) of the American Speech-Language-Hearing Association: conduct assessments; provide intervention; consult and collaborate with other professionals, clients and family members; create and maintain professional and clinical records, and conduct research (evidence-based practice) in the areas of communication disorders.

Some knowledge and skills should be inherent and are expected to be present when admission is granted; others will be developed and practiced through coursework and clinical experience. Those essential functions that are considered entry level general abilities are denoted with an asterik.

Essential Functions	
Speech-language pathologists must possess adequate:	
Communication Skills	<ul style="list-style-type: none"> • Communicate proficiently in both oral and written English language.¹ * • Possess reading and writing skills sufficient to meet curricular and clinical demands.* • Perceive and demonstrate appropriate non-verbal communication for culture and context.* • Modify communication style to meet the communication needs of patients, caregivers, and other persons served. • Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups. • Communicate professionally, effectively, and legibly on patient documentation reports, and scholarly papers required as a part of coursework and professional practice. • Convey information accurately with relevance and cultural sensitivity.

Motor Skills	<ul style="list-style-type: none"> • Sustain necessary physical activity level to participate in the required classroom and clinical activities for the defined workday.* • Respond quickly to provide a safe environment for patients in emergency situations including fire, choking, etc.* • Access transportation to clinical and academic placements.* • Efficiently manipulate testing and treatment environment and materials without violation of testing protocols and observing best practice. • Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner. • Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).
Intellectual/Cognitive Skills	<ul style="list-style-type: none"> • Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.* • Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop an appropriate treatment plan. • Able to question logically; to identify, generate and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant. • Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation. • Self-evaluate, identify, and communicate limits of one’s own knowledge and skill at the appropriate professional level and be able to identify and utilize resources in order to increase knowledge/skills. • Utilize detailed written and verbal instruction in order to make unique and independent decisions.
Sensory/Observational Skills	<ul style="list-style-type: none"> • Visually and auditorily identify normal and disordered – fluency, articulation, voice, resonance, respiration characteristics, oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology, hearing and balance disorders, swallowing cognition, social interaction related to communication. • Identify the need for alternative modalities of communication • Visualize and identify anatomic structures • Visualize and discriminate imaging findings. • Identify and discriminate findings on imaging studies. • Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests. • Recognize when a patient’s family does or does not understand the clinician’s written and or verbal communication.

Positive Behavioral/Social Attributes

- Display mature, empathetic, and effective professional relationships and exhibit compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, University and federal privacy policies. (See also the Program Social Media Policy, Appendix E).*
- Maintain general good physical and mental health and self-care, and seek professional assistance when warranted, to meet all Program demands and essential functions, and avoid jeopardizing the health and safety of self and others in the academic and clinical settings.*
- Adapt to changing and demanding environments, which includes maintaining both professional demeanor and emotional health.
- Manage time and resources effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism, and respond by modification of behaviors.
- Dress appropriately and professionally.
- Commit to life-long learning, and be able to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
- Able to fulfill commitments and to be accountable for actions and outcomes
- Able to identify sources of stress and emotional distress, and develop effective coping behaviors.

¹It is the position of the American Speech-Language-Hearing Association (ASHA) that students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem.

Policies Influencing the Successful Completion of the Plan of Study

UToledo's graduate program in speech-language pathology is accredited by ASHA's Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Operating within the scope of our accrediting standards, the Program has the freedom and ultimate responsibility for (1) the selection of students, (2) the design, implementation, and evaluation of the curriculum, (3) the evaluation of student progress, and (4) the determination of who should be awarded a degree. Faculty and professional staff in the Program have a responsibility for the welfare of clients evaluated, treated, or otherwise affected by students in the clinical

programs. The Program has the responsibility to the public to assure that its graduates can become fully competent SLP professionals, capable of delivering quality services in a timely manner and preserving the well-being of the clients they serve. Thus, it is important that the persons admitted, retained, and graduated possess the communication, motor, intelligence/cognitive, sensory/observational, behavioral/social, and ethical capacity necessary to practice speech-language pathology.

To meet this responsibility, the Program has established academic and clinical standards described in the Graduate and Clinic Handbooks, and minimum essential functions (defined above), that must be demonstrated by students with or without reasonable accommodations in order to participate in, and successfully complete, the program.

Academic Accommodations (see also Appendix B)

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses and clinical experiences. For students who have an accommodations memo from Student Disability Services, faculty and supervisors will communicate confidentially about implementing accommodations. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are in need of a referral to healthcare resources for a potential disability or need information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](http://www.utoledo.edu/offices/student-disability-services/) (<http://www.utoledo.edu/offices/student-disability-services/>) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

In consultation with the Student Disability Services Office, the Program reserves the right to recommend dismissal of a student who cannot meet the certification, licensure, and program standards including the essential functions, with or without reasonable accommodations.

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)*

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](http://www.utoledo.edu/policies/audience.html/#students) (<http://www.utoledo.edu/policies/audience.html/#students>).

APPENDIX B – STUDENT WITH DISABILITIES

The University of Toledo abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with the Office of Accessibility, please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. The Program also encourages students with disabilities receiving accommodations through OA to discuss these with each instructor and supervisor to better inform them how to assist you during the semester.

Mission Statement

Student Disability Services is committed to removing barriers for students with disabilities at The University of Toledo by ensuring appropriate accommodations. SDS works directly with students, instructors, administrators, and staff to provide accommodations for students with disabilities. SDS promotes equal access for students with disabilities and strives for full inclusion.

The University will make reasonable academic accommodations for students with documented disabilities. Students should contact:

Student Disability Services Office
Rocket Hall 1820
Mail Stop 342
2801 W. Bancroft St.
Toledo, OH 43606-3390
(419)530-4981
studentdisabilitysvs@utoledo.edu
<https://www.utoledo.edu/offices/accessibility-disability/>

This should be done as soon as possible for more information and/or to initiate the process for accessing academic accommodations.

Students with disabilities, who believe they may need academic accommodations, are encouraged to talk with their advisor and faculty/supervisors for support or information. **However, it is incumbent upon the student to contact the Office of Accessibility as soon as possible for more information and/or to initiate the process for accessing academic accommodations. For clinical internships, advance notice is particularly important if accommodations are to be set up in another facility prior to the start of the placement.**

APPENDIX C – COMPLAINT PROCEDURES

The faculty and staff of the Speech-Language Pathology Program welcome your feedback about your experiences in the program, including concerns you may have, and/or suggestions for how the program may accomplish its mission in a better way. We have provided a “Suggestion Box” in the clinic and encourage students to use this. Following the procedure below is recommended. This policy is also posted on the program website.

Students are expected to share concerns related to a specific supervisor or faculty member directly with that person and to make every effort to resolve the issue(s) with the individual involved. If after following efforts to resolve the concern, the student feels that the problem has not been satisfactorily resolved, he/she may submit a formal complaint in writing to the Program Director. The Program Director will meet with the student and offer to serve as a consultant to both the student and the supervisor/faculty member. If the problem is not resolved satisfactorily at this level, the student’s written complaint and a record of efforts to resolve the problem will be forwarded to the Chair of the School of Intervention and Wellness for further action. Keep in mind that anonymous complaints are difficult to investigate and do not provide opportunity to gather additional information as needed, nor respond to the anonymous person. Thus, students are strongly encouraged to take on a professional role and sign written complaints or voice concerns in person. Please see the Student Handbook for the University’s Student Grievance Procedure.

UNIVERSITY OF TOLEDO – GRADUATE STUDENT ACADEMIC GRIEVANCE

Click here or the University of Toledo’s [graduate student academic grievance policy](#)

COLLEGE OF HEALTH AND HUMAN SERVICES

COLLEGE OF HEALTH AND HUMAN SERVICES GRADUATE STUDENT ACADEMIC GRIEVANCE PROCESS AND POLICY (Approved by College Council – 03/03/2017)

The University of Toledo recognizes a student’s right to due process. An academic grievance is a complaint brought by a student regarding the university’s education and academic services and must be based on a violation of a university rule, policy, or established practice.

The College of Health and Human Services (CHHS) Graduate Academic Grievance Process and Policy shall follow the University of Toledo’s College of Graduate Studies established Graduate Academic Grievance Policy and Procedures which are incorporated herein by reference.

STUDENTS MUST FOLLOW THE FOLLOWING STEPS WHEN PURSUING A GRADUATE ACADEMIC GRIEVANCE WITHIN THE CHHS

STEP 1: The student must promptly discuss the problem with the faculty member whom the student believes has taken improper action. Note: If the faculty member is not at the university during the semester in which a grievance petition must be filed and initial discussion between the student and faculty member is impossible, then the student may skip STEP 1 and proceed directly to STEP 2.

STEP 2: If resolution is not achieved, the will student promptly submit to the chair of the faculty member's department or school the CHHS Petition for Academic Grievance Form ("Petition") that can be obtained by clicking the following link, <http://www.utoledo.edu/hhs/resources-facstaff/index2.html> (See Policies and Forms section).

The Petition must contain the faculty member's signature verifying that the grievance could not be resolved between the student and the faculty member. The student must then discuss the problem with the Chair of the faculty member's department. For more information about Chairs visit: <http://www.utoledo.edu/hhs/about/contact.html>

STEP 3: If resolution is still not achieved after the student discusses the grievance with the Chair of the faculty member's department or school, the student must formally request a meeting with the CHHS Associate Dean for Student Affairs or representative responsible for dealing with CHHS student academic grievances by completing the "Reason for Appeal/Desired Outcome" section of the Petition (including the Chairperson's signature and written recommendation) and submitting the form and any accompanying paperwork to the Office of the Associate Deans.

The student must provide the Associate Dean for Student Affairs with the reasons for the appeal and the desired outcome. The student must meet with the Associate Dean of Student Affairs to review and discuss the issue. The Associate Dean of Student Affairs will attempt to resolve the issue by meeting with the appropriate faculty member, but he or she may not unilaterally change the grade. For more information about the Office of the Associate Deans visit: <http://www.utoledo.edu/hhs/about/contact.html>

STEP 4: If, after meeting with the Associate Dean of Student Affairs, the student wishes to grieve the decision of the college, the student may appeal in writing to the Dean of the College of Graduate Studies. The appeal must be initiated within the semester following the contested grade or issue.

- a. This appeal must include a statement of the specific grounds for appeal and must be accompanied by the written explanations of decisions made at all previous levels of review.
- b. The Dean of the College of Graduate Studies shall attempt to resolve the case by meeting or otherwise communicating with both the student and the college.
- c. If a resolution is not achieved, the Dean of the College of Graduate Studies shall call the Committee on Academic Standing into session to hear the appeal no later than thirty (30) working days, Mondays through Fridays, (not counting holidays and school breaks) after receipt of the written appeal. A quorum of one-half of Committee members must be present to hear the appeal. Any member of the Committee who has first-hand knowledge of the alleged violation will be excused from the hearing panel.
- d. The student shall be given a minimum of seven (7) working days written notice of the date, time and place of the hearing, and he or she is entitled to have counsel present for advisory purposes only. The student will present the appeal and shall have the burden of establishing that the grade or other decision is incorrect. He or she may call

witnesses on their behalf and may question witnesses of the University. Any legal counsel does not have a speaking role in the proceedings. Likewise, the faculty member who is presenting the charge may question witnesses testifying on the student's behalf. The Committee may question any witness and request relevant documentation, which is not otherwise provided.

- e. At the conclusion of the hearing or within fourteen (14) working days thereafter, the Committee shall issue its decision and state the grounds therefore. Both the student and the faculty member shall receive a copy of the decision, and a copy shall be formally communicated to the Dean of the College of Graduate Studies.

Procedural Error: If either the student or the involved professor believes the Committee decision resulted from a procedural error, the student or professor may appeal in writing to the Dean of the College of Graduate Studies within ten (10) working days receiving the Committee's decision. If an appeal is timely presented to the Dean of the College of Graduate Studies, the Dean shall review all documentation and proceedings from the prior hearing solely for procedural error and either:

- a. dismiss this final appeal on the grounds that no procedural error occurred, or
- b. remand the decision to the Committee for the purpose of obtaining further relevant evidence and for confirmation or reversal of its original decision, or
- c. instruct Graduate Council to impanel a new Committee on Academic Standing to adjudicate the case.

If no appeal is made, the decision of the Committee on Academic Standing shall be final and will be implemented by the Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies shall notify the student and college in which the alleged violation occurred within fourteen (14) working days of receiving the final decision.

For complaints or concerns regarding the program's compliance with standards for accreditation or appeals related certification, students are expected to adhere to the following procedures (ASHA, 2006):

ASHA - Procedures for Complaints Against Graduate Education Programs

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

Criteria for Complaints Against Graduate Education Programs

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

- a. be against an accredited education program or program in Candidacy status in speech-language pathology and/or audiology,
- b. relate to the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and specify where possible the relevant standards, include verification and documentation (e.g., copies of grievance processes,

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

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

All complaints must be signed and submitted in writing following the guidelines provided by ASHA (<http://www.asha.org/Practice/ethics/Filing-a-Complaint-of-Alleged-Violation/>).

Mail the completed complaint form, written statement of complaint, and any additional documentation in an envelope marked CONFIDENTIAL to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association,
2200 Research Boulevard, #309
Rockville, MD 20850-3289

For more information [click here](#). Complaints will not be accepted by email or facsimile, nor will anonymous complaints be accepted.

Determination of Jurisdiction

Within 15 days of receipt of the complaint, Accreditation Office staff will acknowledge receipt of the complaint and will forward a redacted copy of the complaint to the Executive Committee of the CAA. The original letter of complaint is placed in an Accreditation Office file separate from the program's accreditation file.

The Executive Committee determines whether the complaint meets the above-specified criteria. Staff, because of the need to redact the complaint, verifies the accreditation status of the program against which the complaint is filed, and communicates this information to the Executive Committee with the redacted complaint. Although complainants are encouraged to specify the accreditation standards as the basis for the complaint, the Executive Committee will verify the relevant standards related to the complaint as part of its jurisdiction review.

An affirmative vote by two-thirds of the voting members of the Executive Committee, exclusive of the chair, is required to proceed with an investigation of a complaint.

If the Executive Committee of the CAA makes the determination that the complaint does not meet the above-listed criteria, the complainant is informed within 30 days of the letter transmitting the complaint to the EC that the CAA will not review the complaint.

Evaluation of Complaint

If the Executive Committee of the CAA determines that the complaint satisfies the above-listed criteria, the CAA will evaluate the complaint.

The chair of the CAA informs the complainant within 30 days of the letter transmitting the complaint to the chair that the Council will proceed with an evaluation, including the specification of the standards upon which the investigation will be based. Because it may be necessary to reveal the identity of the complainant to the affected program or to other potential sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the CAA will proceed with its evaluation. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the investigation is concluded. If the complainant does not wish to withdraw the complaint, the complainant is asked to keep the initiation of an investigation confidential.

Within 15 days of receipt of the waiver of confidentiality, the chair of the CAA notifies the program director and the institution's president or president's designee by certified return receipt mail that a complaint has been registered against the program, including the specification of the standards upon which the investigation will be based. The notification includes a redacted copy of the complaint without revealing the identity of the complainant. The program's director and the institution's president or president's designee are requested to provide complete responsive information and supporting documentation that they consider relevant to the complaint within 45 days of the date of the notification letter.

Within 15 days of receipt of the program's response to the complaint, the chair of the CAA forwards the complaint and the program's response to the complaint to the CAA. The materials are redacted and the identity of the complainant and the program under investigation is not revealed to the members of the CAA or to recipients of requests for information, unless a majority of CAA members consider such disclosure necessary for the proper investigation of the complaint. If the majority of Council members conclude that individuals other than the complainant, the program director, and the institution's president or president's designee may have information relevant to the complaint, the chair of the CAA requests such information. After reviewing all relevant information, the CAA determines the course of action within 30 days. Such actions include, but are not limited to the following:

- a. Dismissal of the complaint;
 - i. Recommending changes in the program within a specified period of time and as they relate to standards (except for those areas that are solely within the purview of the institution);
 - ii. Continuing the investigation through an on site visit to the program;

- b. Placing the program on probation;
- c. Withholding/withdrawing accreditation.

If the CAA determines that a site visit is necessary, the program director and the institution's president or president's designee are notified, and a date for the site visit is expeditiously scheduled. The program is responsible for expenses of the site visit. The site visit team is selected from the current roster of CAA site visitors. During the site visit, emphasis is given only to those standards with which the program is allegedly not in compliance. The site visit team submits a written report to the CAA no later than 30 days following the site visit. As with all other site visits, only the observations of the site visitors are reported; site visitors do not make accreditation recommendations. The CAA forwards the report to the program director and the institution's president or president's designee within 15 days. The program or institution should provide a written response to the chair of the CAA within 30 days of the date on which the report is postmarked to the program director and the president or president's designee. The purpose of the response is to verify the accuracy of the site visit report.

The CAA reviews all evidence before it, including the site visit report and the program's response to the report, and takes one of the following actions within 21 days:

- a. Dismisses the complaint;
- b. Recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution);
- c. Places the program on probation;
- d. Withholds/withdraws accreditation.

If the CAA withholds/withdraws accreditation, the program director and the institution's president or president's designee are informed within 15 days of the CAA decision that accreditation has been withheld/withdrawn. Notification also includes justification for the decision, and informs the program of its option to request Further Consideration. Further consideration is the mechanism whereby the program can present documentary evidence of compliance with the appropriate standards and ask the CAA to reevaluate its decision to withhold/withdraw accreditation.

If the program does not exercise its Further Consideration option, the CAA's decision to withhold/withdraw accreditation is final and no further appeal may be taken. If accreditation is withheld/withdrawn, the chair of the CAA notifies the Secretary of the U.S. Department of Education at the same time that it notifies the program of the decision.

If the program chooses to request Further Consideration, the CAA must receive the request within 30 days from the date of the notification letter. With the request for Further Consideration, the program must submit additional written documentation to justify why accreditation should not be withheld/withdrawn. A hearing with the CAA is not provided for Further Consideration requests. The CAA will evaluate the request for Further Consideration and take one of the following actions within 30 days:

- a. Recommends modifications of the program within a specified period of time (except for those areas that are solely within the purview of the institution);
- b. Places the program on probation;
- c. Withholds/withdraws accreditation.

Within 15 days of its decision the CAA notifies the program and the complainant of its decision. If the CAA decision after Further Consideration is to withhold/withdraw accreditation, the program may appeal the decision in accord with the Appeal Procedures described in Chapter VI of this manual.

Summary of Time Lines

The following summarizes the time lines in the complaint process, beginning from the date a complaint is received.

- Complaint is acknowledged within 15 days of receipt and forwarded to CAA Executive Committee (EC)
- If EC determines that complaint does not meet criteria for complaints, complainant is informed within 30 days that CAA will not review
- If EC determines that complaint meets criteria, complainant is informed within 30 days of the determination that CAA will proceed with evaluation
- Complainant is given 30 days to sign waiver of confidentiality or withdraw the complaint
- Within 15 days of receipt of waiver of confidentiality, the complaint is sent to the program for response within 45 days
- Within 15 days of receipt of program's response, Chair forwards complaint and program response to CAA for review
- Within 30 days, CAA determines course of action
- If CAA determines that a site visit is necessary, it is scheduled and site visit team submits report to CAA within 30 days of visit
- Site visit report is forwarded to program for response within 30 days
- CAA takes action within 21 days of program response
- If CAA withholds or withdraws accreditation, program is notified within 15 days of CAA decision
- If program does not request Further Consideration, decision is final and CAA notifies Secretary of U.S. Department of Education; if program requests Further Consideration, CAA must receive within 30 days from notification and takes action within thirty 30 days
- CAA informs program and complainant within 15 days of decision

Procedures for Complaints Against the Council on Academic Accreditation

Criteria for Complaints Against CAA

Complaints against the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) must relate to the accreditation process, decisions, or actions or activities of

the council. Complaints may be filed by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public. All complaints must be signed and in writing to the vice president for academic affairs (vice president), American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville MD 20850. The burden of proof rests with the complainant. Complaints will not be accepted by email or facsimile.

Determination of Jurisdiction

Receipt of a complaint is acknowledged by the ASHA Accreditation Office staff and forwarded to the vice president within 15 days of receipt of the complaint. The original letter of complaint is filed in the ASHA Accreditation Office. The vice president determines whether the complaint meets the above-specified criteria. If the vice president makes the determination that the complaint does not meet the above criteria, the complainant is informed within 30 days of transmitting the complaint to the vice president that the complaint will not be evaluated.

Evaluation of Complaint

If the vice-president determines that the complaint meets the above criteria, the complaint will be evaluated as specified below.

1. The vice president informs the complainant within 30 days of the letter transmitting the complaint to the vice president that the evaluation will proceed. Because it may be necessary to identify the complainant to the CAA, a review committee, or to other sources of relevant information, the complainant will be required to sign a waiver of confidentiality within 30 days of the letter indicating that the complaint will be evaluated. The complainant is given the opportunity to withdraw the complaint during that time. If the complainant does not wish to pursue the matter, the process is concluded. If the complainant wishes to proceed, the complainant is asked to keep the initiation of an investigation confidential.
2. Within 15 days of receipt of the complainant's waiver of confidentiality, the vice-president notifies the CAA that a complaint has been registered against the Council and that an evaluation is in process. Notification includes a redacted copy of the complaint without revealing the identity of the complainant. The CAA is requested to provide complete responsive information and supporting documentation that it considers relevant to the complaint within 45 days of the date of the notification letter.
3. Within 30 days of receipt of the complainant's waiver of confidentiality, the vice president shall appoint a Review Committee to review the complaint against the Council. To assure that the committee is thoroughly familiar with accreditation standards and Council policies and procedures, the Committee shall consist of three past members of the CAA who have served during the preceding 5 years, none of whom shall have any relationship or conflict of interest with the complainant. Within 15 days of receipt of the CAA's response to the complaint, the vice-president forwards the complaint and the CAA response to the complaint to the Review Committee.
4. After reviewing all relevant information, the Review Committee shall determine the course of action within 60 days from the date material related to the complaint is

mailed to the Review Committee. Such recommendations may include, but are not limited to:

- a. Dismissal of the complaint;
 - b. Recommended changes in Council policies and procedures within a specified time period;
 - c. Other recommendations.
5. Within 15 days of the conclusion of its evaluation of the complaint, the Review Committee will forward its recommendations to the vice president. Such recommendations will be disseminated to the CAA for its review. A full discussion of the recommendations of the Review Committee shall be placed on the agenda for the next regularly scheduled meeting of the CAA and for consideration of appropriate Council action. In the event that more immediate action is required, the CAA may have a conference call for discussion and consideration of appropriate Council action.
 6. The vice president will notify the complainant of Council action on the complaint within 15 days of the Council's decision in the matter. Decisions of the Council relative to complaints may not be appealed.

Summary of Time Lines

- Complaint is acknowledged and forwarded to vice president within 30 days of receipt
- If vice president determines that complaint does not meet criteria for complaints, complainant is informed within 30 days that complaint will not be evaluated
- If the vice president determines that complaint meets criteria, complainant is informed within 30 days that evaluation will proceed
- Complainant is given thirty (30) days to sign waiver of confidentiality or withdraw the complaint
- Within 15 days of receipt of waiver of confidentiality, the complaint is sent to the CAA for response within 45 days
- Within 30 days of receipt of waiver of confidentiality, the vice president appoints Review Committee to review complaint
- Within 15 days of receipt of CAA's response, the vice president forwards complaint and CAA response to Review Committee
- Within 60 days, Review Committee determines course of action
- Review Committee forwards recommendations to vice-president within 15 days of decision, and vice president disseminates recommendations to CAA
- CAA discusses Review Committee recommendations at its next regularly scheduled meeting (or by conference call if immediate action is required) and takes appropriate action
- Vice President notifies complainant of CAA action within 15 days of CAA decision

APPENDIX D – PRAXIS RESOURCES

Each year, the SLP program provides opportunities for students to study for the Praxis. These are generally part of the SLP 6750 course, and students are notified by the instructor of required meetings.

ASHA Recommended Preparation/Resources:

<https://www.asha.org/certification/praxis/preparation/>

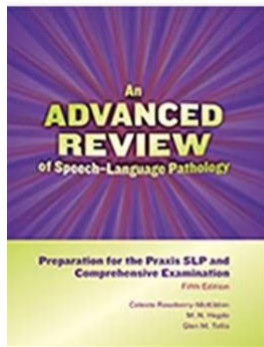
ETS/Praxis Study Materials for Speech-Language Pathology

*Includes free materials and some at a cost.

<https://www.ets.org/praxis/prepare/materials/5331>

National Black Association for Speech-Language and Hearing (NBASLH) [review course](#) in preparation for the Praxis exam in Speech-Language Pathology.

Books for purchase (suggested from past students, but not specifically endorsed by the program):



ADVANCED REVIEW OF SPEECH- LANG.PATHOL. Paperback – January 1, 2018

by Celeste Roseberry-McKibbin & M. N. Hegde & Glen M. Tellis (Author)

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Additional resources are available through Amazon and other online sources.

APPENDIX E – THE USE OF SOCIAL MEDIA

When a student accepts a position in the Speech-Language Pathology (SLP) Graduate Program, the student will receive a link to a Facebook page developed for the cohort to connect with each other prior to the start of the term. Students can introduce themselves, private message to arrange roommates, and share other pertinent information. However, students are expected to present themselves and interact with each other in a professional manner. The Graduate Student Handbook contains a policy for social media; the full handbook will be provided at the start of the term. Students should adhere to these same policies (copied below) for the Graduate Class Facebook Account.

CONDUCT IN USE OF SOCIAL MEDIA

Background

Web based and mobile based technologies enable unique modes of communication with important advantages and challenges. Social media is a term used to indicate a set of web-based applications “that allow the creation and exchange of user generated content” (Kaplan & Haenlein, 2010). Examples of social media services include Twitter, Facebook, blogs, etc. The purpose of this policy is to clarify the professional behavior expectations regarding the use of social media by students enrolled in the SLP program at The University of Toledo.

Rationale for this Policy

Speech-Language Pathology students must maintain the same professional behavior and ethical standards in their online activity as they do in all other forms of communication as presented in ASHA Code of Ethics and other guides to professional behavior. Inattention to these communication standards may lead to harmful and/or negative long-lasting impact on patients, peers, the career of the individual, and the reputation of the student, the program and the university, as well as the profession.

Best Practices that SLP Students are Expected to Follow

1. Take responsibility and use good judgment. You are responsible for the material you share through social media. Be courteous, respectful, and thoughtful about how others may perceive or be affected by what you share. False and unsubstantiated claims and inaccurate or inflammatory communications may create liability for you.
2. Think before you post. Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Current instructors/supervisors, future employers, and clients often have access to this information and may use it to evaluate your personal and professional judgment and suitability for employment. *Take great care and be thoughtful before placing your identifiable comments in the public domain.*
3. Protect your own privacy. Make sure you understand how the privacy policies and security features work on the sites where you are sharing material. Use privacy settings to safeguard personal information and content to the extent possible, but realize that

privacy settings are not absolute and that once on the Internet, content is likely there permanently.

4. When interacting with other students, faculty or clinical instructors, or patients on the internet, maintain appropriate boundaries in accordance with professional and ethical guidelines just as you would in any other context.
5. When students see unprofessional content posted by their cohort group, they have a responsibility to bring the appropriateness of that content to the attention of the individual, so that he or she can remove it and/or take other appropriate actions. If the behavior violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to a SLP faculty member.

Activities That May be Grounds for Dismissal from the SLP Program

1. Publishing, discussing, or sharing in any way the health and personal information of other individuals. Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment or posting of patient stories and/or pictures (such as a before/after photograph of a patient having surgery, or a photograph of a patient participating in therapy or even social activities may still allow the reader to recognize the identity of a specific individual.
2. Claiming to be an official representative or spokesperson for The University of Toledo or its entities, including the SLP program.
3. Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy.

Unprofessional Behavior that may be the Basis for Disciplinary Action

1. Using vulgar language.
2. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity or sexual orientation.
3. Publishing or sharing in any way, personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way, potentially inflammatory or unflattering material on the Graduate Class Facebook site).
5. Publishing or sharing in any way, personal photographs of clients in clinic or social situations. Keep in mind, permission forms signed for use of photographs, etc. in the program/clinic, are NOT intended for student permission/use.

Kaplan, A., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*,53(1), 59-68.