UTEP
DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES
COLLEGE OF HEALTH SCIENCES

Graduate Student Handbook

Revised August 2026

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Section 1 – General Information

Welcome Letter from the Department

Dear Students,

Welcome to the Master of Science in Speech-Language Pathology (SLP) Program at The University of Texas at El Paso! We are thrilled that you have chosen to join our community of learners, scholars, and future clinicians.

Our program is built on a foundation of **hands-on experience, community engagement, access, and excellence**. As part of our unique border community, you will gain the skills to provide **culturally responsive care** to diverse populations. We emphasize **mentorship, collaboration, and innovation** so that you are prepared to meet the challenges of the profession and make an impact in any setting.

This handbook is designed to serve as your roadmap. Inside, you will find details on academic and clinical requirements, professional expectations, student resources, and important policies that support your success. Please take time to read it carefully and return to it often throughout your program.

We encourage you to be proactive in your learning, lean on your faculty mentors, and take full advantage of the opportunities available to you — from clinical placements and research experiences to professional development and community outreach.

On behalf of the faculty and staff, welcome to the program. We are excited to support you in building your skills, pursuing your goals, and preparing for a rewarding career as a speech-language pathologist.

Sincerely,
Department of Speech, Language, and Hearing Sciences
University of Texas at El Paso

Philosophy

The philosophy of the UTEP SLP program is rooted in:

- **Skill-Building**: Integrating academic knowledge with clinical application to develop professional competence.
- **Hands-On Learning**: Offering early and frequent clinical experiences supported by mentoring faculty.
- **Community Engagement**: Partnering with local and regional organizations to expand service delivery and awareness.
- **Cultural Responsiveness**: Preparing students to serve diverse populations with respect, humility, and competence.
- **Innovation**: Encouraging research literacy, critical thinking, and the use of technology to advance practice.

Vision

The faculty and staff of the Department of Speech, Language, and Hearing Sciences are dedicated to providing the highest quality educational experiences that cultivate speech-language pathologists committed to excellence in clinical practice and leadership. We also aim to create inclusive pathways for all students to engage in cutting-edge research and explore careers in academia. By establishing global collaborations, we will enhance our efforts to empower students in addressing health disparities and promoting equitable healthcare for diverse communities.

Mission

The Department of Speech, Language, and Hearing Sciences is committed to preparing professional speech-language pathologists to serve our linguistically and culturally diverse border community and beyond. Through high-quality clinical and academic training, we provide hands-on experience, skill building, and mentorship in both clinical practice and research. Our program emphasizes community engagement and equips students with the skills and competencies to deliver care that is responsive to diverse needs. Aligned with the UTEP mission of access, excellence, and impact, we prepare students to address the unique challenges of our binational environment and meet the ever-changing needs of person-centered healthcare.

Accreditation Statement



American Speech-Language-Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
(800) 498-2071
https://caa.asha.org/

The Master of Science (M.S.) education program in Speech-Language Pathology {residential} at the University of Texas at El Paso is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

The Speech-Language Program is accredited by the Council of Academic Accreditation (CAA), American Speech Language Hearing Association from 04/01/2021 through 03/31/2029.

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) requires that each program post for public review the following information; student completion rate, employment rate for program graduates, number of students enrolled, student pass rate on the Praxis Exam. When the yearly CAA report is approved by CAA this information will be posted in such a manner that it complies with FERPA guidelines.

To express questions or concerns regarding UTEP CAA accreditation, visit www.caa.asha.org

A copy of the Standards for Accreditation and/or the CAA's Policy on Public Comment may be obtained by contacting the Accreditation Office at ASHA, 2200 Research Boulevard, #310, Rockville, Maryland 20850, calling ASHA's Action Center at 1-800-498-2071, or accessing the documents online at https://caa.asha.org.

The program also aligns with the requirements for **Texas licensure** and provides the academic and clinical preparation necessary for graduates to pursue the **Certificate of Clinical Competence (CCC-SLP)** from ASHA.

To express questions or concerns regarding UTEP CAA accreditation, visit https://caa.asha.org/ .

Call for Public Comment on Applicants for CAA

In accordance with the CAA's Public Comment policy and procedures, the CAA is seeking public comment as part of its review of the clinical doctoral programs in Audiology or master's programs in Speech-Language Pathology that have submitted applications for candidacy or applications for initial or continued accreditation.

How to Submit Comments

Individuals who wish to provide input about a program seeking candidacy or initial accreditation or about a CAA-accredited program, seeking continued accreditation may do so in 2 ways:

- Submit written comments prior to the accreditation site visit in accordance with the procedures specified in the public comment procedures.
- Provide comments to the site visit team during the program's scheduled site visit.

All comments must. . .

- Relate to a program's compliance with the current Standards for Accreditation
- Identify the specific program seeking candidacy, initial accreditation, or continued accreditation with the CAA
- Comments that do not meet these requirements will not be considered, and the individual or group commenting will be notified.

The Standards for Accreditation and the CAA's Public Comment policy and procedures are available in the Accreditation Handbook. These documents may also be obtained by sending a written request to the Accreditation Office.

Complaints Against Graduate Education Programs

Any individual may submit a complaint about any accredited program or program in candidacy status.

Criteria for Complaints about programs must meet all the following:

A. Must be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;
B. Must relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology, including the relationship of the complaint to the accreditation standards;
C. Must be clearly described, including the specific nature of the charge and the data to

support the charge;

D. Must be submitted within the timelines specified below:
    1. If the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
    2. If the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
    3. If the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation, resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements:

A. Must include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;
B. 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 staff to verify the source of the information;
C. Must be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to the following address:

    Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
    American Speech-Language-Hearing Association
    2200 Research Boulevard, #310 Rockville, MD 20850.

The complainant's burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.

Regional Accreditation

The University of Texas at El Paso is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. The University of Texas at El Paso also offers credentials such as certificates at the baccalaureate and graduate level. Questions about the accreditation of The University of Texas at El Paso may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Section 2 – Program Overview

The program in Speech-Language Pathology offers a program of study which culminates with the Master of Science Degree. Students who complete the plan qualify for state license as well as the Certificate of Clinical Competence in Speech-Language Pathology upon completion of their clinical fellowship. **The graduate plan includes 51 semester hours within 6 semesters (although students typically graduate in 5 semesters) for completion of the Master of Science (M.S.) degree in Speech-Language Pathology**.

Curriculum

UTEP Graduate Catalog - http://catalog.utep.edu/grad/college-of-health-sciences/speech-language-and-hearing-sciences/speech-language-pathology-ms/

Speech-Language Pathology Curriculum

All courses require a grade of C or better in all didactic coursework and a grade of S (Satisfactory) in all practicum courses. Didactic courses in the final spring semester will be offered online to allow students the opportunity to complete their final practicum outside of El Paso, if they choose.

Students complete the program via one of two options:

> **Non-Thesis Option:** Students complete a capstone written project and must successfully pass both mid-program qualifying and final comprehensive examinations (written and/or oral).
>
> **Thesis Option:** Students enroll in 6 semester credits of thesis work and are required to successfully defend the proposal and completed thesis, adhering to Graduate School timelines, formatting and committee guidelines (written and oral).

Graduate electives may be taken within or outside the Program with advisors' approval . Elective courses taken to fulfill a certificate requirement do not count as electives for the M.S. degree. All coursework used to meet M.S. degree requirements must be completed within one six-year period prior to the M.S. degree award.

All students must accrue a minimum of 400 practicum hours before degree conferral.

Minimum Total Graduating Credits: 51 Credit Hours

See the Appendix for the Degree Plan.

Non-Thesis Option

Speech-Language Pathology (All courses require a grade of C or better)		
Required Courses:		37
SLP 5331	Research in SLHS/Thesis 1	
SLP 5335	Fluency Disorders	
SLP 5336	Ped 2 - School-Age	
SLP 5337	Adult 2 - Neuro. Speech/Lang	
SLP 5339	Voice Assess/Intervention	
SLP 5333	Adult 1 - Dysphagia	
SLP 5343	Aug./Alt. Communication	
SLP 5432	Ped 1 - Assess./Inter. 0-5	
SLP 5240	Hearing Disorders	
SLP 5241	Craniofacial Disorders	
SLP 5338	Autism/Behavior Management	
SLP 5234	Cognitive Disorders	
SLP 5344	Ethics & Client-Centered Care	
Practicum:		
Required Practicum Courses:		11
SLP 5101	Clinical Practicum 1	
SLP 5102	Clinical Practicum 2	
SLP 5303	Clinical Practicum 3	
SLP 5304	Clinical Practicum 4	
SLP 5305	Clinical Practicum 5	
Elective Menu		
Minimum 3 hours of the following. Can be taken more than once for credit; however, the same credit hours may not be applied toward the requirements of two separate credentials (e.g., the M.S. degree and Certificate).		3
SLP 5142	Probs and Proj in SLP	
SLP 5242	Probs and Proj in SLP	
SLP 5342	Probs and Proj in SLP	
Total Hours		**51**

Thesis Option

Required Courses:		34
SLP 5335	Fluency Disorders	
SLP 5336	Ped 2 - School-Age	
SLP 5337	Adult 2 - Neuro. Speech/Lang	
SLP 5339	Voice Assess/Intervention	
SLP 5333	Adult 1 - Dysphagia	
SLP 5343	Aug./Alt. Communication	

SLP 5432	Ped 1 - Assess./Inter. 0-5	
SLP 5240	Hearing Disorders	
SLP 5241	Craniofacial Disorders	
SLP 5338	Autism/Behavior Management	
SLP 5234	Cognitive Disorders	
SLP 5344	Ethics & Client-Centered Care	
Practicum:		
Required Practicum Courses:		11
SLP 5101	Clinical Practicum 1	
SLP 5102	Clinical Practicum 2	
SLP 5303	Clinical Practicum 3	
SLP 5304	Clinical Practicum 4	
SLP 5305	Clinical Practicum 5	
Thesis		
Required:		
*SPLP 5398	Thesis	
SPLP 5399	Thesis	
Total Hours		**51**

*During SPLP 5398 and 5399, the research mentor assumes responsibility for addressing SLOs related to philosophy of science, research methods, and evidence-based practice otherwise offered via SLP 5331.

Specialty Certificates

Additional graduate certificates (e.g., Bilingual) will be offered depending on interest and program resources. Contact program faculty with interest no later than midterm during your first fall semester.

Program Completion

Grade Criteria
A grade of D or F in any graduate course will result in immediate dismissal from the graduate program. Consideration of the student for readmission will be addressed on a case-by-case basis.

No more than two (2) C grades will be permitted. Students must maintain a 3.0 grade point average per graduate school requirements. A third C will lead to immediate dismissal from the graduate program.

A final semester grade of Unsatisfactory (U) in any clinical practicum course (SLP 5101, 5102, 5303, 5304, 5305) will result in dismissal from the program.

In accordance with UTEP policy, an Incomplete (I) grade is reserved for extenuating

circumstances, at the discretion of the instructor with Program Director consult as needed, and must be resolved before graduation.

Student Drop Deadline

Classes dropped prior to the official census date of any term will be deleted from the student's transcript. Course drops filed by a student after this period, but prior to the final deadline (end of the 8th week of a long session or end of the 4th week during a summer session) will result in a grade of W (Withdrawal).

After the student drop deadline, students may be dropped from a course with a grade of W only under exceptional circumstances and only with the approval of the instructor for the course and the academic dean. The student must petition for W grade in writing and provide necessary supporting documentation.

Student Learning Outcomes (SLOs)

The curriculum is guided by seven program-level SLOs. Each course is designed with instruction and assessments that contribute to one or more of the following:

SLO	Focus Area	Related CAA Standards	Examples of Evidence
NA	**Foundational Prerequisites** Students will demonstrate foundational knowledge in biological sciences, physical sciences (chemistry or physics), social/behavioral sciences, and statistics prior to entering graduate-level clinical coursework.	3.1A (ASHA Standard IV-A)	Undergraduate background in CSD or post-baccalaurate coursework in CSD, Admissions audit and advising for prerequisite transcript, dual-content course verification forms
SLO 1	**Clinical Reasoning and Intervention** Students will demonstrate clinical decision-making skills and apply evidence-based intervention strategies, including prevention approaches, Social Determinants of Health (SDOH) considerations, and the use of	3.1B, 3.1.2B, 3.1.5B, 3.5B (ASHA Std V-B)	Clinical Competencies, CALIPSO performance evaluation ratings, Co-signed SOAP notes, AAC programming logs, comprehensive exam intervention section

	augmentative and alternative communication (AAC) systems, across the lifespan and a variety of communication and swallowing disorders.		
SLO 2	**Diagnostic Competence** Students will accurately plan, conduct, and interpret diagnostic assessments and screening procedures for speech, language, cognitive, hearing, and swallowing disorders, integrating Social Determinants of Health (SDOH) and culturally and linguistically responsive practices into case history and evaluation.	3.1.2B, 3.1.3B, 3.1.4B (ASHA Std V-B)	Diagnostic reports, SDOH intake rubrics, screening logs, CALIPSO evaluations, assessment course assignments
SLO 3	**Multicultural and Bilingual Responsiveness** Students will deliver culturally and linguistically responsive services, integrating knowledge of language variation, cultural perspectives, self-reflection, and structural/administrative systems into assessment and intervention planning.	3.4B, 3.1.5B (ASHA Standards IV-G, VIII)	Case studies, bilingual intervention planning, interpreter co-training, cultural self-reflections, community needs assessment
SLO 4	**Interprofessional Collaboration, Regulations & Ethics** Students will collaborate effectively with clients, families, caregivers, and interprofessional teams while demonstrating ethical behavior, legal and regulatory frameworks (HIPAA, FERPA, IDEA), telepractice policies, billing/reimbursement requirements, advocacy and	3.1.1B, 3.1.6B (ASHA Standards IV-G, IV-H)	Professionalism rubrics and CALIPSO ratings, simulation activities, billing/reimbursement modules, regulatory exam sections, and advocacy projects

	responsiveness to contemporary professional issues in speech-language pathology.		
SLO 5	**Clinical Documentation & Communication** Students will produce accurate, professional-level clinical documentation and communicate effectively with clients, caregivers, and other professionals across oral, written, and digital modalities.	3.1.1B, 3.1.6B (ASHA Standard V-C)	Co-signed SOAP notes, non-clinical care management logs (chart reviews, in-service, IEPs), writing rubrics, treatment summaries, session reviews, and EMR system experiences
SLO 6	**Research Literacy & Application** Students will demonstrate the ability to critically evaluate and apply research literature to evidence-based clinical practice, including the integration of research findings into assessment and intervention decisions.	3.5B (ASHA Standard IV-F*)*	Capstone paper/thesis, EBP projects, literature reviews, comprehensive exam research section
SLO 7	**Professional Readiness & Clockhour Requirements** Students will meet all academic, clinical, and professional requirements for state licensure and ASHA certification, demonstrating readiness for independent practice at the time of graduation.	3.1B (overarching), 4.7 (ASHA Standards V-C, V-E, VIII)	CALIPSO experience records and summaries, supervisor qualication verifications, competency checklists, mid-qualifying and final comprehensive exam, program completion review, PRAXIS prep activities

Portfolio Assessment

The Portfolio Assessment is designed to provide a **comprehensive, longitudinal demonstration** of each student's knowledge, skills, and professional readiness.

Purpose

- To assess mastery of the program's **Student Learning Outcomes (SLOs)**.
- To evaluate student progress at multiple points in the program (formative and summative).
- To ensure readiness for clinical fellowship and professional practice.

Structure

The portfolio includes three stages of assessment:

1. **Foundational Stage (Year 1)**
    - Verification of Std IV-A audit of required foundational coursework (Biology, Chemistry OR Physics, Social/Behavioral Sciences, and Statistics/Research Methods), including verification of any dual-content course approvals.
    - Demonstrates competency in early coursework and clinical foundations.
    - Includes "artifacts" from selected course assignments, clinical reflections, and supervisor evaluations
    - Mid-qualifying exam to assess core academic knowledge across communication and swallowing disorders and early benchmark to prepare for the national Praxis exam
    - Capstone Research Paper for Non-Thesis Option or Thesis Proposal (see Thesis section)
        - The capstone paper is assigned and completed during the first year of study to provide each Non-Thesis option student with experience in research. The student is required to identify an original research question, develop the single-subject methodology to test it, create hypothetical data, analyze the data, and write a research paper which includes an introduction, literature review, methods, results, and discussion.
    - Reviewed by faculty as a **formative checkpoint** to ensure appropriate progression.
2. **Developmental Stage (Ongoing Throughout Program)**
    - Students add artifacts as they progress, aligned with SLOs.
    - Examples: SOAP notes, diagnostic reports, case studies, bilingual plans, EBP papers, CALIPSO performance evaluations.
    - Provides continuous evidence of growth across academic and clinical domains.
3. **Final Stage (Last Semester)**
    - Serves as the **summative evaluation** of knowledge and skills.

- A final comprehensive examination for Non-Thesis Options Students is held at the end of the second year as an in-depth case study analysis and demonstration of the clinical skills outlined in ASHA certification standards (oral/written)
- Final thesis defense
- Students submit their complete portfolio, which must demonstrate:
  - Clinical reasoning and intervention planning.
  - Diagnostic competence.
  - Person-centered practices
  - Professional readiness, including ethics and interprofessional collaboration.
- Faculty conduct a comprehensive review. A **Pass** is required for graduation.

Submission & Review

- **Platform**: Portfolios are submitted and maintained through **CALIPSO**.
- **Review Process**: Faculty as instructors of record evaluate portfolio artifacts using a standardized rubric from the associated class, practicum or milestone and monitor progression during shared advising each term.
- **Remediation**: If a portfolio artifact or checkpoint does not meet expectations, the student will be placed on an **Action Plan** by the instructor of record or Graduate Advisor to address deficiencies, with an opportunity to resubmit.

Outcomes

- **Pass**: Student demonstrates mastery of program outcomes and is cleared for graduation.
- **Remediation**: Student must complete Action Plan requirements before re-submission.
- **Fail**: Failure to meet expectations after remediation may result in dismissal from the program.

Graduate School Policies

As graduate students at The University of Texas at El Paso, you are also subject to the academic and administrative policies of the **UTEP Graduate School**. These policies apply to all graduate programs university-wide and are outlined in the Graduate Catalog and Graduate Advisor Handbook.

Key areas covered by Graduate School policy include:

- **Registration & Enrollment**: Procedures for adding, dropping, or withdrawing from courses.

- **Continuous Enrollment**: Requirements for maintaining enrollment each semester until degree completion.
- **Leaves of Absence**: Procedures for requesting an official leave due to personal or medical reasons.
- **Grades & Academic Standing**: University-level standards for GPA, probation, and dismissal.
- **Grade Appeals**: Steps for appealing a grade in a course.
- **Graduation Application**: Requirements and deadlines for applying to graduate.

Students are responsible for reviewing and adhering to Graduate School policies in addition to program-specific requirements outlined in this handbook.

Interaction of Policies: Where Graduate School policies and program-specific policies differ, the **stricter standard applies**. For example, while the Graduate School may allow lower grades under probation, the SLP program requires students to maintain higher standards for progression.

Reference: The complete Graduate Catalog is available online: https://catalog.utep.edu/grad

Thesis

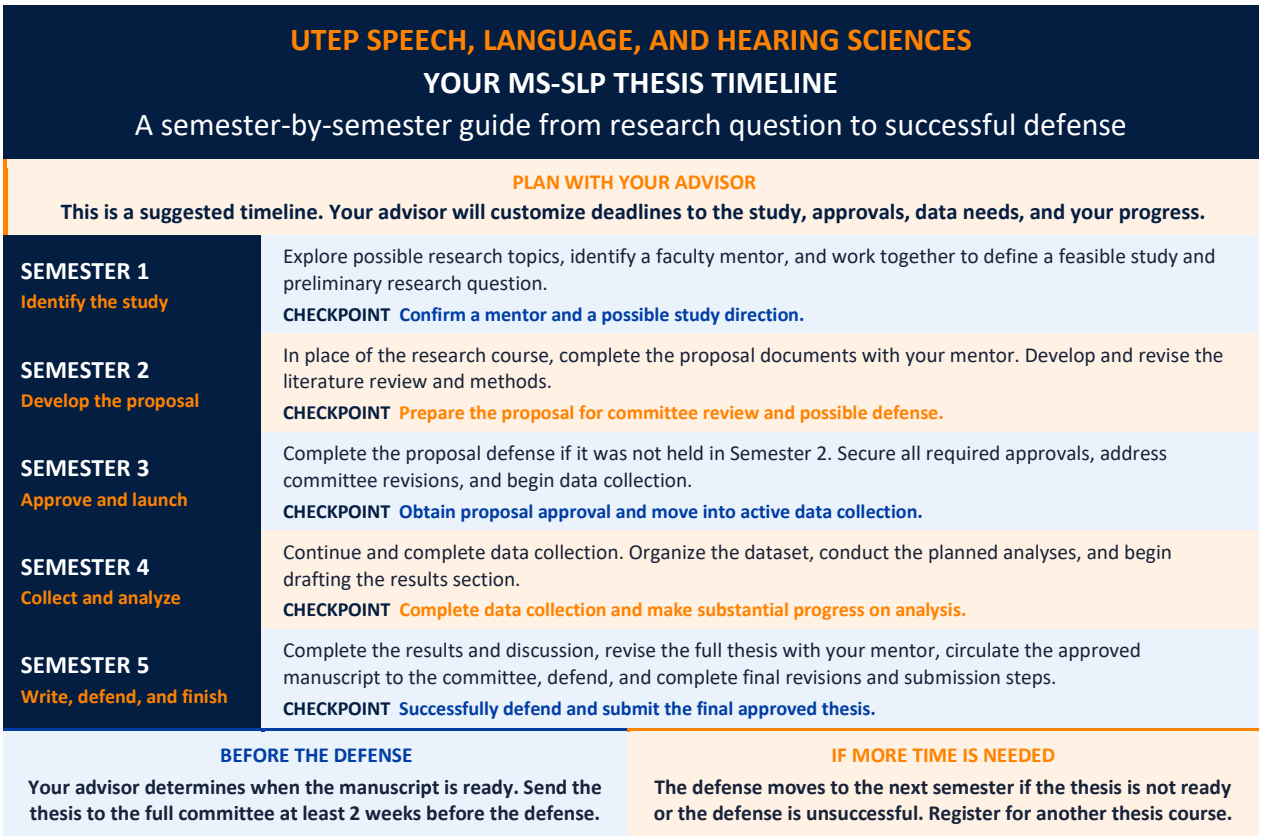
A master's thesis is original research conducted by the student under the mentorship of a professor within the program and under the umbrella of ongoing research with that professor. Students who successfully defend a prospectus (thesis planning meeting) and thesis defense are not required to take the qualifying or comprehensive exams. The thesis option is a 2-year process, which requires ongoing consistent attention on the part of the student. Success is dependent upon continual progress, which is the responsibility of each individual student.

Purpose of the Thesis

A. Demonstrate understanding of research design and process
B. Culmination project of your graduate work
C. Written project that is of publishable quality

Thesis Committee

A. A thesis committee is comprised of at least three members.
    - The faculty chair who is **within** the Speech-Language Pathology Program and who mentors and directs the thesis
    - A faculty committee member who is **within** the Speech-Language Pathology Program and provides guidance
    - A faculty committee member who is from **outside** the Speech-Language Pathology Program and provides guidance



Section 3 – Student

Student Expectations

Professional and Ethical Conduct

Students should adhere to the highest standards of professional and ethical conduct by demonstrating accountability, trustworthiness, and responsibility in the execution of their graduate student roles. These skills impact the student's growth and demeanor as s/he transitions from a graduate student to a Speech-Language Pathologist. These areas are also addressed in the assigned practicum experiences and thus will impact student grade outcomes.

An attitude of professionalism must be maintained during all aspects of the graduate program. Each student is reminded to treat his/her peers and faculty and staff with consideration and respect during all interactions. Direct and indirect contact with clients, faculty, and staff should reflect attitudes consistent with the American Speech, Language and Hearing Association's Code of Ethics https://www.asha.org/Code-of-Ethics/.

The following professional expectations should be noted:

A. All documentation and paperwork are to be submitted in an orderly and timely manner.
B. Full adherence to privacy and confidentiality of the clients served is required.
C. Participation in discussions regarding evidence-based practice, treatment methods, problem solving, etc. is a requirement. Evidence-based practice information regarding clients is to be included in all clinical documentation.
D. Faculty and supervisor feedback, critique, and/or suggestions should be interpreted by the student as building knowledge and skills for their chosen profession.

HB 1508F – Notice of Potential Ineligibility of License

Texas law:

- Restricts the issuance of occupational licenses based on a license applicant's criminal history; and
- Authorizes the **Texas Department of Licensing and Regulation** (TDLR) in some cases, to consider a person convicted, even though the person was only on probation or community supervision without a conviction.

As an applicant/enrollee in an educational or training program that prepares individuals for issuance of an occupational license, you are being provided with notice by **The University of Texas at El Paso Speech-Language Pathology Program** of the following:

- If you have been convicted of an offense or placed on probation, you might not be eligible for an occupational license issued by TDLR after you complete this educational or training program;

TDLR's criminal history guidelines are available at www.tdlr.texas.gov/crimconvict.htm and include restrictions or guidelines TDLR uses to determine eligibility for an occupational license; and

- You have the right to request a criminal history evaluation letter from TDLR, which is explained in more detail at www.tdlr.texas.gov/crimhistoryeval.htm.

Section 53.152, Occupations Code, requires that notice be provided to each applicant and enrollee regardless of whether the applicant or enrollee has been convicted of an offense.

REFUND AND ORDERED PAYMENTS. State law requires TDLR to order an educational program provider to refund tuition, license application fees, and examination fees if:

- TDLR determines the provider failed to provide notice to the student; and
- The license application was denied because of criminal history.

Core Functions

INTRODUCTION

The graduate degree in Speech-Language Pathology is recognized as a broad degree requiring the acquisition of general knowledge and basic skills in all applicable domains of speech and hearing sciences. The education of speech-language pathologists requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practices of speech-language pathology emphasize collaboration among speech-language pathologists, audiologists, other health care and education professionals, the patient/client, and the patient/client's family.

POLICY

As an accredited speech and hearing sciences program, the University of Texas at El Paso graduate curriculum in Speech-Language Pathology adheres to the standards and guidelines of the Council on Academic Accreditation in Speech-Language Pathology and Audiology. Within these guidelines, the University of Texas at El Paso Department of Speech and Hearing Sciences has the responsibility to inform students regarding the core functions they are expected to employ in didactic and clinical experiences to acquire the knowledge and demonstrate the competencies that will lead to graduation and successful entry into professional practice.

CORE FUNCTIONS

To acquire the knowledge and skills necessary for the practice of speech-language pathology, and to function effectively across a broad range of clinical settings and patient care scenarios, individuals must demonstrate essential skills and attributes across six domains: communication, motor, sensory-observational, intellectual-cognitive, interpersonal, and cultural responsiveness. These skills are critical for meeting both graduate program expectations and professional standards established by state and national credentialing agencies.

Many of these skills can be developed through coursework and clinical experiences during the course of the graduate program. For the purposes of this document, the term **"core functions"** refers to behavioral and cognitive abilities that an individual must be able to perform, with or without reasonable accommodations to ensure equitable access. These skills will be monitored for growth each semester of the program. Failure to meet or maintain the Core Functions at expected levels will result in remedial action. **The starred items (*) are skills that are more inherent and should be emerging when a student begins the program.**

COMMUNICATION

A student must possess adequate communication skills to:

- Possess and employ oral, auditory, reading and writing skills sufficient to meet curricular and clinical demands.
- Adapt communication style to effectively interact with colleagues, clients, patients, caregivers, and invested parties of diverse backgrounds in various modes such as in person, over the phone, and in electronic format.

MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic 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
A student must possess adequate intellectual and cognitive skills to:

- Demonstrate knowledge of statistics as well as biology, physics or chemistry, and social/behavioral sciences.
- Demonstrate foundational knowledge in prerequisite areas, including Neural Bases of Speech, Anatomy for Speech, Clinical Management, Phonetics, Articulation Disorders, Language Development, Language Disorders, Speech Science, Hearing Science, Audiology, and Aural Rehabilitation.
- Retain, analyze, synthesize, evaluate, and apply auditory, written, and oral information at a level sufficient to meet curricular and clinical competencies.
- Employ informed critical thinking and ethical reasoning to formulate a differential diagnosis and create, implement, and adjust evaluation and treatment plans as appropriate for the client/patient's needs.
- Engage in ongoing self-reflection and evaluation of one's existing knowledge and skills.
- Critically examine and apply evidence-based judgment in keeping with best practices for client/patient care

SENSORY/OBSERVATIONAL
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Access sensory information to differentiate functional and disordered auditory, oral, written, and visual communication.
- Access sensory information to correctly differentiate anatomical structures and diagnostic imaging findings.
- Access sensory information to correctly differentiate and discriminate text, numbers, tables, and graphs associated with diagnostic instruments and test.

BEHAVIORAL/ SOCIAL
A student must possess adequate behavioral and social attributes to:

- Display mature, empathetic and effective professional relationships by exhibiting 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.
- Adhere to the UTEP Student Code of Conduct, as well as departmental, course-specific and professional behavior expectations.
- Uphold practicum site-specific expectations through competent, professional, and reliable conduct to support quality and reliable client care while sustaining harmonious UTEP community partnerships.

- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
- Demonstrate ability to effectively adapt to changing circumstances, unexpected events, new situations and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Maintain appropriate personal hygiene and dress appropriately and professionally for varied environments and settings.

CULTURAL RESPONSIVENESS

Cultural responsivity involves understanding and respecting the unique cultural and linguistic differences that individuals, families, and communities bring to the clinical interaction. This includes incorporating knowledge of, sensitivity to, and ongoing self-reflection regarding cultural and linguistic diversity into clinical, diagnostic, and educational practices.

Evidence-based practice involves integrating the best available research with clinical expertise in the context of individual characteristics, culture, preferences, and preferred modes of communication.

A student must possess adequate behavioral and social attributes to:

- Engage in continuous learning and self-reflection regarding diverse cultures, belief systems, and Social Determinants of Health (SDOH), addressing healthcare and educational disparities to foster equitable service delivery.
- Demonstrate the application of culturally and linguistically responsive, evidence-based decisions to guide screening, assessment, and intervention across varied clinical settings.
- Collaborate effectively with individuals, care partners, and interprofessional teams in a manner that aligns with the unique histories, values, and circumstances of the communities served.

The determination and provision of accommodations are governed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The UTEP MS SLP Program is dedicated to affording qualified students with disabilities full access to the academic and clinical education offered by the program. Enrolled students who believe they have a disability requiring accommodation are encouraged to contact the UTEP Center for Accommodations and Support Services (CASS) at (915) 747-5148 (Voice), (915) 747-8712 (Fax), or visit https://www.utep.edu/student-affairs/cass. CASS is located in Room 106 of the East Union Building on the University of Texas at El Paso campus.

The program will offer reasonable accommodations for on-campus responsibilities in collaboration with CASS and will advocate for their consideration during required off-campus practicum experiences to the extent possible in those settings while holding paramount the welfare of the persons they serve clinically and professionally at those sites. During off-campus practicum experiences, the program will advocate for the implementation of such accommodations to the extent feasible within those settings, recognizing that final decisions rest with the practicum affiliation and field supervisor, holding paramount the welfare of the persons they serve clinically and professionally at those sites.

Nothing contained herein is intended to conflict with admission requirements. All students applying to the Master's Program will use the application process in the CAPCSD Centralized Application System (CSDCAS) at https://csdcas.liaisoncas.com/applicant-ux/#/login

Attendance

Regular and prompt attendance at all classes, practicum sessions (on- or off-campus), and clinical staffings is expected. Personal time off to include but not limited to doctor's appointments, travel, work schedules, and family commitments must be approved by your clinical supervisor or faculty and/or staff no later than 30 days into the semester. In case of an emergency, due consideration will be provided.

The graduate student may not be absent more than three times during any one of the practicum experiences. When the student is absent more than three times for any reason not approved by university faculty and staff and site supervisor, the experience may be terminated. If the experience is not terminated, the student may be required to extend their practicum for the days missed.

The graduate student must notify their Clinical Supervisor whenever they will be tardy**,** on the day it occurs as soon as is possible. After two instances of tardiness, the student may be expected to extend practicum by one day for each additional tardy arrival. **Please refer to the Graduate Catalog for additional information on UTEP's attendance policy regarding absence for religious holy days, military leave, dead day and final examinations,** at http://catalog.utep.edu/policies-regulations/.

Time Commitment

Graduate students must maintain and adhere to the academic and practicum schedules. These roles and responsibilities require a considerable amount of time commitment from the student. Severe and inflexible restrictions in time commitment will be interpreted as a lack of commitment to the program. The program requirements are equivalent to at least full-time employment of 40 hours per week. For a 3-credit-hour academic course, you can expect to spend 3 to 4 hours outside of class each week, reading and studying. Off-campus practicum is a full-time practicum experience. Students will follow the university holiday/vacation schedule, not the schedule of the clinical practicum site.

Each graduate student is expected to meet and maintain professional responsibilities even during periods of additional academic pressure or heightened personal problems. Because of the demands of the program, students are not encouraged to seek part and/or fulltime employment outside the program. Work schedules cannot interfere with class, clinical practicum, or service-learning opportunities. If any student, for any reason, experiences difficulty meeting the expectations of the program, please communicate with any faculty member to discuss your options.

Email Communication

All students are required to maintain a current UTEP email address. Personal emails will not be allowed for the exchange of academic or clinic information. Students are required to check their UTEP email for program communications. It is expected that students respond to any inquiry within 24 hours of receipt of email. For problems with email contact the UTEP helpdesk at helpdesk@utep.edu.

Standard Precautions

Students are expected to abide by Standard Precautions as defined by the Center for Disease Control and the following ASHA guidelines: https://www.asha.org/practice/infection-control/ .
Students are required to complete infection control training prior to practicum experience.

Dress Code

Maintaining an air of professionalism is a key element of the program. Students must wear the following options to all clinical practicum experiences:

- Navy blue scrubs with closed toe shoes for clinic practicum.
- Students will abide by the dress code at their respective sites.
- Fridays is considered UTEP school spirit day and University t-shirts and/or University colored polo shirts are encouraged.

The "4 B Rule" applies: The breasts, buttocks, belly, and back should be covered during class, practicum, and CAGE time. Students who do not adhere to the dress code will be sent home to change and may not be able to participate in the class or clinical practicum.

Students represent the program and the University. Please do not wear your scrubs or University attire outside of the academic setting and program related activities.

Name Badge. Student name badges should be visible to the public and worn at all times during practicum and program related functions.

Accessories and Jewelry. Accessories and jewelry (i.e. piercings, tattoos, etc.) should be reasonable and appropriate for any health care setting and should not interfere with patient care or detract from

clinical performance.

Personal Hygiene and Grooming. Personal hygiene and grooming should be maintained at all times. Students should refrain from use of perfumes and/or colognes. Students should be clean and free of offensive body odors.

Hair and Nails. Beards and mustaches should be worn short and neatly trimmed. Hair should be clean, styled neatly, of neutral color, and may not obstruct vision nor interfere in any way with the student's clinical performance. Nails and artificial nails should be short with neutral colors.

Advising

The program's Graduate Program Director will conduct a thorough review of the transcripts of incoming graduate students to ensure each student has met all the academic, clinical, and other requirements for the degree and the credential.

Advising is an important part of your success in the Department of Speech, Language, and Hearing Sciences. Every student in the graduate program is assigned a **faculty advisor** who will help guide your academic, clinical, and professional development throughout the program.

1. Advising Assignments and Structure

- Each student is assigned a **faculty advisor** by the Program Director or Graduate Advisor at the start of the academic year.
- Your advisor is your primary point of contact for questions about your coursework, degree plan, clinical progression, and career preparation.
- Advisor assignments are balanced across faculty and tracked through the program's advising system.

2. What to Expect from Advising

Your faculty advisor will:

- Meet with you at least **once per semester** to review your academic and clinical progress.
- Help you review your **degree plan** and ensure you are on track for graduation.
- Discuss **clinical placement timelines** and expectations.
- Provide mentorship on career goals, licensure, Praxis preparation, and professional development.
- Document advising meetings and store advising forms in **CALIPSO**, where you will also have access.

3. Your Responsibilities as a Student Advisee

To get the most out of advising, you are expected to:

- Come prepared to meetings with questions or concerns.
- Keep your degree plan and CALIPSO documentation up to date.
- Communicate proactively with your advisor if you encounter academic, clinical, or personal

challenges that may affect your progress.
- Follow through on any action items or referrals discussed in advising sessions.

4. Collaboration and Additional Support
- Your advisor may consult with the Graduate Advisor or Program Director if additional support is needed.
- You may also be referred to university resources for academic assistance, counseling, accommodations, or other support services.
- In cases where you are at risk for academic or clinical difficulties, your advisor and program faculty may work with you to develop a **Student Success Plan or Action Plan** to support your progression.

Action Plan

The purpose of an Action Plan is to provide structured and individualized support for any student who experiences difficulty meeting course requirements. Each course syllabus contains an Action Plan Initiation statement. This information provides the minimum requirements a student must meet. If the minimum requirements are not met, an Action Plan will be implemented and managed by the instructor for the course, whether academic or clinical, with Program Director and/or Clinic Director consultation and support as needed**.** The Action Plan will be documented within the CALIPSO system.

Action Plans may also be initiated by the program for any concerns that may impact the successful completion of the degree plan.

Responsible Use of Artificial Intelligence

Students must follow the AI-use instructions established for each course, assignment, examination, research activity, and clinical experience. AI may support learning but may not replace the knowledge, reasoning, authorship, clinical competence, or professional judgment students are required to demonstrate independently. Students remain responsible for protecting confidential and non-public information; verifying AI-generated content; documenting or disclosing AI use as directed; obtaining required faculty or supervisory review; and ensuring the accuracy, appropriateness, and integrity of their final work. Unauthorized AI use may constitute scholastic dishonesty and will be addressed under applicable UTEP procedures.

Before using AI, students should apply the following decision guide.

BEFORE YOU USE AI

A Decision Guide for SLHS Students

AI may support your learning, but it may not replace your knowledge, reasoning, professional judgment, human relationships, or accountability.

1 Is AI allowed?

Check the directions for this specific course, assignment, exam, research activity, or clinical experience.

- Required: use it as directed.
- Permitted: stay within stated boundaries.
- Limited: use it only for named purposes.
- Prohibited: complete the work without AI.
- Needs approval: ask before proceeding.

Not sure? Stop and ask. Do not assume permission.

2 Is the information safe?

Do not enter protected, confidential, proprietary, or non-public information into an unauthorized tool.

- Client information or clinical materials
- Student records, grades, or accommodations
- Research data or restricted scholarly materials
- Clinical-site or institutional information
- Non-public assessments, answer keys, or course materials

Removing a name does not necessarily make information safe or authorize its use.

3 Is AI supporting, or replacing, your learning?

Identify the knowledge, reasoning, skill, authorship, or professional judgment the activity is meant to develop or assess.

If AI would bypass the competence you must demonstrate independently, do not use it.

Evaluate Before You Rely on the Output

4 Can you evaluate the output?

AI can be inaccurate, biased, outdated, incomplete, or fabricated. Before using its output, you must be able to:

- Explain and evaluate the reasoning
- Verify claims against credible evidence
- Read the original sources
- Confirm that citations exist and support the claim
- Revise, reject, and defend the final work

5 Does it fit the person and context?

Consider language, culture, age, disability, communication needs, clinical presentation, access, and the evidence for the population affected.

Fluent wording does not guarantee culturally responsive, equitable, safe, or individualized content.

6 Is qualified human review required?

Consequential academic, research, or clinical content may require review by an instructor, mentor, or qualified clinical supervisor.

AI may not independently assess, diagnose, select goals, recommend treatment, create final clinical documentation, or communicate clinical conclusions.

7 Have you documented your use?

Follow your instructor's or supervisor's requirements. Be ready to identify:

- The tool and date
- Your purpose and prompts
- What AI contributed
- How you verified the output
- What you revised or rejected
- Any limitations or bias you found

Disclosure is a record of responsible practice, not an admission of wrongdoing when AI use was authorized.

The Final Check

Can you answer "yes" to all nine?

- ☐ AI is permitted for this activity and use.
- ☐ The tool is authorized for the information.
- ☐ I am protecting all non-public information.
- ☐ AI supports, not replaces, my competence.
- ☐ I can evaluate, verify, explain, and defend the output.
- ☐ I considered culture, language, access, and equity.
- ☐ I will obtain required human review.
- ☐ I will disclose and document my use.
- ☐ I accept responsibility for the final work and its consequences.

WHEN IN DOUBT, PAUSE.

Ask your instructor or supervisor before entering information or using the output.

Your final work remains your responsibility.

DEVELOPMENT DISCLOSURE

Generative AI (ChatGPT) was used as a collaborative drafting and editing tool in developing this guide. It assisted with organizing ideas, refining language, and presenting the author's guidance clearly. The author critically reviewed and revised the content, made all final decisions, and retains responsibility for the accuracy, appropriateness, and final content.

Scholastic Dishonesty

Students are expected to maintain a high standard of honor in their scholastic work. Scholastic dishonesty (which includes, but is not limited to, the attempt of any student to present as his/her own the work of another, or any work which he/she has not honestly performed; or the attempt to pass any examination by improper means) is a serious offense and will subject the student to disciplinary action. The aiding and abetting of a student in any dishonesty is held to be an equally serious offense. See the

UTEP Office of Student Conduct and Conflict Resolution for procedures.

Student Grievance

Equal Educational Opportunity Complaints

To the extent provided by applicable law, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by The University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, genetic information, veteran status, disability, or sexual orientation.

Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. The University's full policies, including complaint resolution procedures for equal opportunity issues, for sexual harassment and misconduct concerns, and for issues involving accommodations for individuals with disabilities; are available in the *Handbook of Operating Procedures* and on the website of UTEP's Equal Opportunity Office. Inquiries regarding applicable procedures should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, at (915) 747-5662 or eoaa@utep.edu.

Grade Grievance

Any student may request a faculty member to review and re-evaluate a grade previously given to the student by that faculty member. Students may also seek assistance or intervention from the Program Director. The formal grade appeal process is to be available in cases where a student wishes to appeal the final grade assigned by a faculty member when the student contends that the final grade was the product of malicious, biased, arbitrary, or negligent determination or impermissible discrimination. No challenge to grading standards shall be pursued on any grounds other than these. This process may not be used to adjudicate cases of suspected student misconduct, plagiarism, or collusion. Formal grade appeals must be officially filed with the Student Grievance Committee of the Faculty Senate no later than one (1) year after the official grade has been released to the student, or in the case of a student who has graduated, no later than three (3) months after the degree has been conferred. The decision of the Student Grievance Committee is final.

Any student who wishes to appeal a grade should talk (1) first with the faculty member who assigned the grade. If agreement cannot be reached, the student may consult with and/or file a grievance with (2) the Graduate Advisor, if agreement cannot be reached the student will (3) speak with the Program Director and Department Chair. If a resolution is not reached at the program level, the student should speak with the Chair the Student Grievance Committee of the Faculty Senate.

Students should contact the Dean of Student's office for specific information, or download a copy of the grievance form and instructions https://www.utep.edu/student-affairs/dean-of-students-office/resources/grade-grievance.html .

Other Academic Complaints

Other academic student concerns that do not involve discrimination, including problems with instructor behavior or student dismissal from a program, should first be addressed with the faculty or staff member with whom they arise. If no satisfactory resolution can be achieved at that level, a written complaint should be submitted to that individual's supervisor, the Department Chair. If successful resolution is not achieved, the complaint may be appealed in writing to the Academic Dean. If the complaint is not satisfactorily resolved at the level of the Dean, a written appeal may be submitted to the Office of the Provost. The decision of the Provost is final. Each appeal should be submitted no later than ten (10) working days after the last questioned decision or interpretation.

Non-Academic Complaints

Non-academic student complaints related to matters other than discrimination, such as the application or interpretation of student policies, should first be addressed by the student with the individual involved in the interpretation or decision. If the matter is not resolved, a written complaint should be submitted to that individual's immediate supervisor. The resolution of the complaint may be appealed through the normal lines of authority and communication up to the Vice President who oversees the department in which the complaint originated. The decision of the Vice President is final. Each appeal should be submitted no later than ten (10) working days after the last questioned decision or interpretation.

In addition to UTEP's policy, you are also protected by Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. Sexual harassment, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Details are available at https://www.utep.edu/titleix/.

Records Retention and Resources

Program records will be maintained in designated systems and retained in accordance with applicable UTEP and UT System records-retention, privacy, and information-security requirements.

Resources

WHERE DO I GO FOR HELP?

A quick guide to support for urgent concerns, basic needs, wellbeing, academic success, and professional growth.

URGENT OR IMMEDIATE HELP

Immediate danger: 911 • **Suicide & Crisis Lifeline: 988** • **UTEP Police: 915-747-5611**

Miners Talk after hours: 915-747-5302 • Sexual/family violence crisis line: 915-593-7300

I AM NOT SURE WHERE TO BEGIN

Student Success Help Desk — Connects students with resources for academic, financial, food, housing, and transportation barriers.

915-747-8887 • **studentsuccess@utep.edu** • utep.edu/student-success-helpdesk

I NEED EMERGENCY FINANCIAL ASSISTANCE

Miner Support / CARE — Emergency aid may be available during academic semesters.

915-747-8617 • **MinerSupport@utep.edu** • utep.edu/miner-support

I NEED FOOD

UTEP Food Pantry — Check the current location, access instructions, and hours online.

915-747-8053 • **foodpantry@utep.edu** • utep.edu/foodpantry

I AM EXPERIENCING HOUSING INSECURITY

FHAR — Wraparound support for students who experienced foster care or adoption or are facing housing insecurity.

915-747-8887 • **fhar@utep.edu** • utep.edu/fhar

COMMUNITY FOOD AND HOUSING SUPPORT

Kelly Center for Hunger Relief: 915-261-7499 • kellyfresh.org

El Pasoans Fighting Hunger: 915-298-0353 • elpasoansfightinghunger.org

El Paso homeless assistance: Help 915-400-7401; shelter 915-248-5567; housing 915-242-3731 • elpasotexas.gov

Project BRAVO utility assistance: 915-562-4100 • projectbravo.org

HEALTH, SAFETY & TECHNOLOGY

Choose the resource that best matches what you need. Asking early can expand the options available.

I NEED MEDICAL CARE

Student Health and Wellness Center — Primary care and student health services.

915-747-5624 • utep.edu/chs/shc

I NEED COUNSELING OR MENTAL HEALTH SUPPORT

Counseling and Psychological Services (CAPS) — Counseling, crisis services, groups, and access to online support.

915-747-5302 • utep.edu/counsel

I NEED AFTER-HOURS MENTAL HEALTH SUPPORT

Miners Talk — Call the CAPS number after hours to connect with a licensed mental health professional.

915-747-5302 • CAPS crisis information

I WAS AFFECTED BY A CRIME

CARE Victim Advocacy — Confidential, trauma-informed advocacy, safety planning, and resource coordination.

915-747-7452 • **care@utep.edu** • utep.edu/care

I NEED DISABILITY-RELATED ACCOMMODATIONS

Center for Accommodations and Support Services (CASS) — Manages accommodations through the AIM portal.

915-747-5148 • **cass@utep.edu** • utep.edu/cass

I NEED TECHNOLOGY HELP

UTEP Help Desk — Account, software, connectivity, and campus technology support.

915-747-4357 • **helpdesk@utep.edu** • utep.edu/technologysupport

ADDITIONAL SAFETY CONTACTS

Center Against Sexual & Family Violence (24/7): 915-593-7300 or 1-800-727-0511 • casfv.org

Emergence Health Network crisis line: 915-779-1800 • emergencehealthnetwork.org

Title IX Office: 915-747-8358 • utep.edu/titleix

LEARN & CONNECT

ACADEMIC & PROFESSIONAL SUPPORT

Resources for coursework, writing, career preparation, leadership, and connection to the profession.

I AM FACING AN ACADEMIC OBSTACLE

Student Success Help Desk — Help with registration, schedules, navigating UTEP, and finding the right resource.

915-747-8887 • **studentsuccess@utep.edu** • utep.edu/student-success-helpdesk

I WANT HELP WITH WRITING

University Writing Center — Consultations for writing at any stage and in any discipline.

915-747-5112 • utep.edu/uwc

I WANT TUTORING OR SUPPLEMENTAL INSTRUCTION

UTEP Tutoring — Find course-based tutoring and learning support.

utep.edu/tutoring

I AM PREPARING FOR EMPLOYMENT

UTEP Engage — Résumé support, career preparation, workshops, and mock interviews.

915-747-5640 • **careers@utep.edu** • utep.edu/careers

I WANT TO CONNECT WITH OTHER STUDENTS

Student Organizations and NSSLHA — Explore UTEP's registered organizations and the student professional association.

915-747-5670 • **SOS@utep.edu** • UTEP student organizations

PROFESSIONAL CONNECTIONS

El Paso Speech-Language Hearing Association: Local professional community • epshatx.com

Texas Speech-Language-Hearing Association: State professional association • txsha.org

American Speech-Language-Hearing Association: National professional association • asha.org

YOU DO NOT HAVE TO IDENTIFY THE PERFECT OFFICE BEFORE ASKING FOR HELP.

Start with the Student Success Help Desk or Miner Support, and they can help connect you.

Section 4 – Clinical Practicum

Policy and Procedures

During semesters 1-3 (Fall, Spring, and Summer of the first year), students will be assigned 1-2 clients and complete group therapy in the on-campus UTEP Speech, Language, and Hearing Clinic per term. Additional clinical sites and experiences may be assigned to enhance your clinical education. In semesters 4 and 5, the Fall and Spring semesters during the 2nd year, students will be placed in off-campus practicum settings, in either a school or medical site in the first semester, and then the other type of site in the second semester. This progression from first year to second year allows students to gain knowledge, skill, and independence throughout the program.

The CALIPSO system is used to track clinical hours and experiences. Students are required to purchase a subscription to the CALIPSO system before matriculation. All student hours, competency ratings, compliance documentation, action plans, and other required forms will be housed and submitted through CALIPSO.

See the course syllabi for SLP 5101, 5102, 5303, 5304, 5305 for specific details on student expectations.

Confidentially and Privacy of Clients

All personal and clinical information pertaining to the client and/or his/her family is to be guarded for legal and ethical purposes. From the first contact, the clients are informed that, because this is a training institution, students will have access to their records. However, every effort is made to protect the client's right to privacy and to implement the strictest standards of confidentiality at all times. Information may be released only to the client and/or client's legal guardian by the supervisor AFTER a Release of Information form has been signed by the adult client, or by the legal guardian if the client is under the age of majority.

Students are expected to adhere to the highest level of confidentiality practices. Under no circumstances may client information be shared publicly outside of the university clinic. This includes discussions in public or any environment that may breach confidentiality. Students must be mindful in home environments and may not hold discussions or view videos near family members or friends. Under no circumstances may client identity and information be shared via electronic means to include but not limited to social media, text, email, letters/notes, etc. Students are required to complete confidentiality training prior to practicum experiences.

For additional information on confidentiality, please refer to the ASHA website: https://www.asha.org/practice/ethics/confidentiality/. For Off-Campus practicum sites, please

adhere to the site-specific Health Insurance Portability and Accountability Act (HIPAA) policy and procedures.

Clinical Hours

Per Standard V-C, the applicant for certification in Speech-Language Pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of Speech-Language Pathology

- **250 Clock Hours (Minimum):** Must be earned through graduate-level, on-site, and in-person direct care.

- **150 Clock Hours:** May be fulfilled using any combination of the following optional categories:

    - Non-Clinical Care Management: Up to 50 hours (indirect activities like report writing, chart reviews, AAC setup).
    - Guided Clinical Observation: 25 hours.
    - Undergraduate Practicum: Up to 50 hours (earned in an undergraduate CSD or SLPA program).
    - Clinical Simulation (CS): Up to 75 hours.
    - Telepractice: Up to 125 hours.

At least 325 clock hours must be completed at the graduate level.

PRACTICUM HOURS		
Category	**Minimum/Maximum Rules**	**Description/Scope**
Graduate On-Site In-Person Direct Contact	**250 HOURS MINIMUM**	Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum.
150 Clock Hours: May be fulfilled using any combination of the following optional categories:		

Non-Clinical Care Management	Up to 50 HOURS	At the discretion of the graduate program, indirect care directly tied to patient management (report writing, chart review, AAC setup, team care conferences).
Guided Clinical Observation	Up to 25 HOURS	Pre-practicum guided observation under an ASHA-certified SLP. Hours should be obtained at the undergraduate level and must be accompanied by a detailed session log containing supervisor signature and credentials.
Clinical Simulation (CS)	Up to 75 HOURS MAXIMUM	Programmed computer or standardized patient simulation cases.
Telepractice	Up to 125 HOURS MAXIMUM	Direct clinical evaluation or treatment delivered via telepractice.
Undergraduate Practicum or SLPA Program	Up to 50 HOURS MAXIMUM	Direct client contact hours earned in an undergraduate CSD/SLPA program.

It is important to note that the goal of the practicum experience is not to obtain the minimum number of hours required but rather to obtain quality and training and educational experiences to maximize clinical knowledge and skills. Students should also make note of the hours required to obtain state licensing. Every state requirement differs; and some states have specific hour requirements based on parameters (e.g., North Carolina).

UTEP SPEECH, LANGUAGE, AND HEARING SCIENCES

BEFORE YOU BEGIN CLINICAL PRACTICUM

A clinical compliance roadmap for graduate students

UPLOADED DOES NOT MEAN APPROVED. You are compliant only when every required item has been reviewed and approved.

FOLLOW THE ROADMAP

1	**Do I know which requirements apply to me?** Review your current Medicat Connect checklist. Requirements generally include a background check, drug screening, BLS CPR, Community-Wide Orientation, health insurance, and medical documentation. Your placement site may add requirements. **Follow your assigned checklist.**
2	**Have I started early enough?** Vaccination series, waiting periods, titers, repeat testing, rejected records, and screening reviews can take weeks or months. **Start early. Do not wait until the placement is about to begin.**
3	**Have I completed every requirement correctly?** Confirm the correct test, vaccine, certification, or form; visible names and dates; complete multi-step requirements; current expiration dates; and all required follow-up. **If a requirement is unclear, ask before completing or uploading it.**
4	**Have I uploaded everything to Medicat Connect?** Upload each required document at utep.medicatconnect.com using your UTEP credentials. Then return to the portal and monitor its review status. **Uploading is the first step, not the finish line.**
5	**Has every item been approved?** Approved = accepted. Pending = not yet reviewed. Rejected or incomplete = correction needed. Expired or expiring = renewal may be required. **Do not assume silence means approval.**
6	**Have I added required records to CALIPSO?** After approval, upload the documentation requested by the program. Medicat manages compliance review; CALIPSO maintains program and clinical education records. **Completion in one system does not automatically complete the other.**
7	**Will my compliance remain current?** Monitor expiration dates, annual requirements, site-specific requests, and placement deadlines throughout every semester involving practicum or client contact. **A requirement expiring during placement may need renewal before placement begins.**

CLINICAL COMPLIANCE ROADMAP

THE JUNE 30 CHECKPOINT

First year on-campus clinical clearance (CBC, DS, and TB) are due by June 30th, with grace periods extended as needed during new student onboarding.
Your fall second-year off-campus practicum depends on full approval and clearance from the collge-level by the June 30th deadline, no grace periods allowed.

By JUNE 30, every applicable requirement must be completed, uploaded, reviewed, and APPROVED.

1	2	3	4
COMPLETE	UPLOAD	REVIEW	APPROVE

FINAL COMPLIANCE CHECK

Can I answer YES to every applicable question?

- ☐ I reviewed every assigned requirement.
- ☐ I completed all screenings, orientations, certifications, and medical requirements.
- ☐ I allowed time for multi-step requirements and follow-up.
- ☐ I uploaded every required document to Medicat Connect.
- ☐ I checked every submission status and corrected rejected items.
- ☐ Every applicable item is approved—not pending.
- ☐ My requirements will remain current throughout placement.
- ☐ I uploaded PDF copies of required records to CALIPSO (i.e. MEDICAT immunization and upload views)
- ☐ I completed additional placement-site requirements.

WHAT HAPPENS IF I MISS THE JUNE 30 DEADLINE?

A student who is not fully compliant is not eligible to begin fall off-campus practicum and will:

- Be administratively dropped from SPLP 5304;
- Remain in the program for an additional semester;
- Complete SPLP 5304 during the following summer; and
- Have the anticipated graduation date move from May to August.

Submitting near the deadline does not guarantee review or approval by June 30.

NEED HELP?

COMPLIANCE STATUS	MEDICAL SERVICES	PLACEMENT QUESTIONS
Riz Lantican Clinical Compliance Coordinator frlantican@utep.edu	UTEP Student Health and Wellness Center 915-747-5624	Contact the SLHS clinical education team or Off-Campus Practicum Coordinator.

COMPLETE IT. UPLOAD IT. CONFIRM APPROVAL. KEEP IT CURRENT.

Required Certifications

- American Heart Association Basic Life Support (BLS) for Healthcare Providers CPR

Certification
- Community Wide Orientation
- Health/Medical Insurance (documentation required at least two months before internship)

Medical Requirements

- Two-Step TB Skin Test
  - Two TB skin tests administered 7–21 days apart
  - Students with a prior positive TB test must submit documentation of the positive test, chest x-ray results, and complete the annual TB Assessment
- Tdap vaccination (every 10 years)
- Varicella (Chickenpox) IgG Titer
  - Positive immunity required
  - Negative titers require booster vaccination(s)
- MMR IgG Titers
  - Measles (Rubeola)
  - Mumps
  - Rubella
  - Negative titers require booster vaccination(s)
- Hepatitis B
  - Documentation of the three-dose vaccine series
  - Hepatitis B Surface Antibody (HBsAb) titer
  - Students without immunity must complete additional vaccination and repeat titer testing as required
- Annual Influenza Vaccine
  - Required each fall semester through March 31 of the following year
  - Documentation must include:
    - Date administered
    - Manufacturer
    - Trade name
    - Lot number
    - Expiration date
    - Injection site

Important Reminder

Many clinical compliance requirements, including vaccine series, laboratory titers, TB testing, and document review, may require weeks or months to complete. Students are strongly encouraged to begin the compliance process as early as possible. Waiting until the published deadline may not allow sufficient time to complete additional testing, repeat vaccinations, or resolve documentation issues.

Health Insurance Requirement

Health insurance is required for participation in off-campus clinical practicum experiences. Many of our affiliated clinical agencies require students to maintain active health insurance coverage throughout the duration of their placement.

Students must:

- Maintain active health insurance coverage throughout all off-campus practicum experiences.
- Upload proof of current health insurance (insurance card or verification of coverage) to the Medicat Connect portal.
- Submit documentation **no later than June 30** prior to beginning fall off-campus practicum.
- Update their documentation immediately if insurance coverage changes or expires before or during clinical placement.

Students without active health insurance will **not** be eligible to participate in off-campus practicum.

Need Help Obtaining Health Insurance?

We understand that obtaining health insurance can be challenging. Several community resources are available to assist students in identifying affordable coverage options.

MHP Salud – Health Insurance Enrollment Assistance

MHP Salud provides free assistance to individuals and families seeking health insurance coverage. Community Health Workers can help students:

- Understand available health insurance plans
- Compare affordable coverage options (some plans may cost as little as **$10 per month**, depending on eligibility)
- Apply for or renew Marketplace, CHIP, or Medicaid coverage
- Connect with additional community resources

Website: https://mhpsalud.org/enroll/

Local Contact

Marisela Zuniga Campos
Community Health Worker
MHP Salud
Phone: (915) 526-6751
Email: marisela.zuniga@mhpsalud.org

Affordable Health Services

Students seeking affordable vaccinations, laboratory titers, TB testing, and other required medical services may consider:

Rio Grande Border Health Clinic

El Paso Community College – Rio Grande Campus
The Border Health Clinic offers many clinical compliance services at reduced cost, including:

- Vaccinations
- Laboratory titers
- TB testing
- Other preventive health services

For additional information:
https://www.epcc.edu/Services/RGBHC

On-Campus Clinic

Students are assigned 1-2 clients per semester. It is the goal of the program to provide each student with a wide variety of clinical experiences. Additional diagnostic clients may be assigned depending on community need. Students are encouraged to approach their clinical experiences with flexibility and professionalism when clinical assignments increase or change.

Parking

If students have a UTEP parking tag, they may park in the fenced-in student parking lot located on Campbell Street. Otherwise, students will be required to park on the street at their own risk.

Client Selection

The clinic maintains a Client Waitlist from which the Clinic Director selects clients. Client selection is strategically managed to maintain a diverse clinical population across age, disorder type, and cultural and linguistic background, ensuring students achieve the **depth and breadth** of experience required across the full scope of practice. Because this is a teaching clinic, potential clients are notified upfront that regardless of where they fall on the waitlist, any client presenting a unique learning opportunity will be given priority regardless of when they were put on the waitlist. Accent modification therapy is limited to university students, faculty and staff.

Clinical Supervisor Assignments

Your assigned supervisor is based on the needs of the clinic. Please note that the instructor of record may not be the same as your Clinical Supervisor. Your final grade will be determined by your Clinical Supervisor based on your performance in your clinical competencies. Your Clinical Supervisor will provide your grade, to be entered by the instructor of record. Any issues that may arise with regards to your grades need to be addressed with your Clinical Supervisor. Students who have multiple supervisors will be given one grade after the supervisors have met to discuss student performance.

Supervision Requirements and Supervisor Qualifications

Direct supervision must be provided by the clinical supervisor in real time and in accordance with Standard V-E for certification. The Clinical Supervisor must be available on-site (or virtually during telepractice) to consult with a student throughout the clinical service delivery. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's

acquisition of essential clinical skills. ASHA mandates direct supervision must be commensurate with the student clinician's knowledge, skills, and level of experience. Programs must provide real-time direct supervision for a **minimum of 25% of all direct client contact** across the duration of the practicum. Supervision levels should be increased above this minimum whenever necessary to facilitate student growth and safeguard client welfare.

Direct supervision must be provided by a qualified clinical supervisor who holds the Certificate of Clinical Competence (CCC-SLP) in accordance with ASHA Standard V-E. To serve as an eligible clinical educator, the supervisor must have completed at least **9 months of full-time post-certification clinical experience** and **2 Professional Development Hours (PDHs) in supervisory training** prior to providing supervision.

Supervision must be sufficient to ensure the welfare of the client/clinician.

Multilingual Service Delivery and Bilingual Certificate-Qualifying Hours

The UTEP MS SLP Program is committed to preparing all graduate students to provide culturally and linguistically responsive services.

All supervisors must guide the student in applying culturally and linguistically responsive assessment and intervention strategies, including distinguishing language differences from disorders.

Clinical experiences with multilingual clients may occur through either **language-matched service delivery** or **cross-linguistic service delivery**, including appropriate collaboration with trained interpreters or translators. When ASHA practicum and supervision requirements are met, these experiences may count toward general CCC-SLP clinical practicum requirements and should be documented in CALIPSO as **Multilingual Service Delivery** hours.

Clinical sessions conducted with non-English or multilingual clients using interpreters/translators or students speaking a language unmatched to the supervisor fulfill general ASHA CCC-SLP practicum requirements under Standard V-E, and should count the hours as Multilingual Service Delivery in Calipso. When the **student, client, and supervising bilingual SLP are language-matched** and the student provides clinical services in the target language, those hours may also be designated as **Certificate-Qualifying Bilingual Hours** See ASHA's Multilingual Service Delivery in Audiology and Speech-Language Pathology Practice Portal.

For students with fluent or near-fluent Spanish/English proficiency who wish to develop advanced bilingual SLP competencies beyond the core requirements, we recommend the UTEP Certificate in Bilingual SLP program. The certificate provides in-depth preparation for serving Spanish-only and

Spanish/English bilingual populations**.**

See also UTEP Graduate Catalog - https://catalog.utep.edu/grad/college-of-health-sciences/speech-language-and-hearing-sciences/bilingual-speech-language-pathology-graduate-certificate/

Client Assignment to Student

Students are assigned to clients based on a number of factors. Students seeking the bilingual certification receive priority assignment to bilingual or monolingual Spanish-speaking clients and supervisors on- and off-campus. Students who possess a skill set such as sign language, ABA training, etc. may be assigned to clients who could benefit from their respective skills. The aim of the first year of practicum is to expose students to communication disorders across the lifespan. Although not guaranteed, every effort is made to provide variability in client ages and disorders.

Clinical Academic Graduate Education (CAGE) Lab and University Clinic Treatment Rooms

The CAGE is located next to the clinic and houses a resource library and a variety of therapy materials. Books, therapy materials, workbooks, and toys must remain in the clinic or in the CAGE. Diagnostic materials, manuals, and protocols are housed and must remain in the clinic. Students may check out tests with faculty approval, but these materials must remain in the building. Tests returned with missing items (not including protocols) will not be accepted until the student replaces the missing items. Students must keep all treatment and working areas tidy, organized, and disinfected. Please disinfect all materials prior to returning them to the CAGE after use. Ensure that treatment rooms are free and clear of materials for the following session. Students need to regularly clean the refrigerator and microwave after each use. Students are encouraged to eat in the common eating area located at the entrance of the building.

Video recording and Scheduling

The VALT system is used to record client sessions. All clinical sessions are recorded and are used for student self-evaluation and educational purposes. Students are expected to maintain the highest levels of confidentiality and may not view recorded sessions in public or any environment that may breach confidentiality. Students must be mindful in home environments and may not view videos recordings near family members or friends. See Confidentiality and Privacy of Clients section.

Off-Campus Practicum

The off-campus practicum experience occurs in the graduate student's second year. Off-campus practicum is typically a full-time experience. Graduate students are expected to provide the full scope of Speech and Language Pathology services, ranging from evaluation, intervention planning, provision of services, and interdisciplinary team participation, to discharge planning, and documentation. All duties are performed under the supervision of a licensed and certified speech-language pathologist (CCC-SLP).

Off-Campus Practicum Placements

1. Off-campus placements require one semester at a medical site (hospital, SNF, clinic, home health, ECI, etc.) and one semester at a school.
2. Halfway through the spring semester of the first year, the off-campus coordinator will send a student "Wishlist" inquiry of top three interests for medical sites and school districts.
    a. It is not guaranteed that the student will be placed at their desired site, but a strong effort will be made to accommodate student preferences.
3. During the 5th semester, students may opt to complete their clinical practicum out-of-town. Students interested in an out-of-town placement are required to work directly with the off-campus coordinator to arrange for the placement. An affiliation agreement must be initiated **at least 6 months** before the 5th semester starts.
4. The off-campus coordinator initiates contact with affiliated sites for potential placements around 3-4 months before the start of the 4th and 5th semester.
5. The off-campus coordinator and/or other faculty will complete on-site visits during each off-campus practicum.
6. Full compliance with all clinical practicum requirements (e.g., medical, insurance, certifications, etc.) is expected prior to off-campus practicum. Failure to comply with the requirements will result in a delayed start for practicum and/or an additional 6th semester of practicum.
7. Student should refer to Riz Lantican, the UTEP-CHS Clinical Compliance Coordinator Phone: 915-747-7225 / frlantican@utep.edu, for compliance related support.

The University of Texas at El Paso College of Health Sciences

Emergency Evacuation Procedures

When the alarm sounds:
Proceed immediately to evacuate the floor through the stairs. There are two emergency exits on each floor at both ends of the hallway. Elevators do not work when the alarm sounds.

Do not lose time turning off your computer, getting your coat, etc.

Exit the building and walk across the street. Do not remain on the sidewalk or indoors by the building.

Remain across the street until the UTEP Police or the El Paso Fire Department clears the building. You will be advised when it is safe to return to the building.

There are at least two coordinators per floor, who will help you exit the building if you need assistance.

There are two Emergency Evacuation Chairs for persons with disabilities in the building, located on the south emergency exit of the 5th floor and the loft on the second floor by the Sim Lab office. Floor coordinators and staff in the College are trained to operate these chairs.

For questions or assistance, please contact: UTEP Police Ext. 915.747.5611
Environmental Health & Safety Department Ext. 915.747.7124
Terry Weber Ext 915.747.8181

Appendix A.

Degree Plan – Thesis Track

GRADUATE SCHOOL
Mike Loya Academic Services Building, Room 223
The University of Texas at El Paso
500 W. University Avenue El Paso, Texas 79968
(915) 747-5491 Fax (915) 747-5788
utep.edu/graduate

DEGREE PLAN

You are strongly encouraged to run an online degree evaluation to view the official degree plan and to track in-process courses, transfer credit and all courses taken at UTEP to fulfill graduate degree requirements. Log into your UTEP Goldmine account and select Degree Evaluation

Name: _____ UTEP Student ID: _____ Current Date: _____

Email: _____ Major and Degree: M.S. Speech-Language Pathology – Thesis Track

Only include courses that Apply toward degree requirements Transfer credit must be approved by the Graduate School before including it in this form.

Course Name	Course	Grade	Credit Hours	Term
Pediatric 1 - Assessment and Intervention: 0-5	SLP 5432		4	Fall 1
Adult 1 - Assessment and Intervention: Dysphagia	SLP 5333		3	Fall 1
Cognitive Disorders	SLP 5234		2	Fall 1
Fluency Disorders	SLP 5335		3	Fall 1
Thesis 1	SPLP 5398		3	Sp 1
Pediatric 2 - Assessment and Intervention: School-Age	SLP 5336		3	Sp 1
Adult 2 –Neurogenic Speech/Language Disorders	SLP 5337		3	Sp 1
Craniofacial Disorders	SLP 5241		2	Sum 1
Hearing Disorders	SLP 5240		2	Sum1
Autism/Behavior Management	SLP 5338		3	Fall 2
Augmentative/Alternative Comm.	SLP 5343		3	Fall 2
Ethics and Client-Centered Care	SLP 5344		3	Sp 2
Voice Disorders: Assessment and Intervention Across the Lifespan	SLP 5339		3	Sp 2
Clinical Practicum 1	SLP 5101		1	Fall 1
Clinical Practicum 2	SLP 5102		1	Sp 1
Clinical Practicum 3	SLP 5303		3	Sum 1
Clinical Practicum 4*	SLP 5304		3	Fall 2
Clinical Practicum 5*	SLP 5305		3	Sp 2
Thesis 2	SPLP 5399		3	Sp 2
		TOTAL HOURS REQUIRED OF THE DEGREE	51	

*Practicum in the 2nd year consists of a school placement in one semester and a medical placement in the other. The order is randomly assigned.

Student Signature: _____ Graduate Advisor Signature: _____

Document Last Revised: 08/2026

GRADUATE SCHOOL
Mike Loya Academic Services Building, Room 223
The University of Texas at El Paso
500 W. University Avenue El Paso, Texas 79968
(915) 747-5491 Fax (915) 747-5788
utep.edu/graduate

DEGREE PLAN

You are strongly encouraged to run an online degree evaluation to view the official degree plan and to track in-process courses, transfer credit and all courses taken at UTEP to fulfill graduate degree requirements. Log into your UTEP Goldmine account and select Degree Evaluation

Name: _____ UTEP Student ID: _____ Current Date: _____

Email: _____ Major and Degree: M.S. Speech-Language Pathology

Only include courses that Apply toward degree requirements Transfer credit must be approved by the Graduate School before including it in this form.

Course Name	Course	Grade	Credit Hours	Term
Pediatric 1 - Assessment and Intervention: 0-5	SLP 5432		4	Fall 1
Adult 1 - Assessment and Intervention: Dysphagia	SLP 5333		3	Fall 1
Cognitive Disorders	SLP 5234		2	Fall 1
Fluency Disorders	SLP 5335		3	Fall 1
Research in Communication Disorders / Evidence-Based Practice	SLP 5331		3	Sp 1
Pediatric 2 - Assessment and Intervention: School-Age	SLP 5336		3	Sp 1
Adult 2 –Neurogenic Speech/Language Disorders	SLP 5337		3	Sp 1
Craniofacial Disorders	SLP 5241		2	Sum 1
Hearing Disorders	SLP 5240		2	Sum1
Autism/Behavior Management	SLP 5338		3	Fall 2
Augmentative/Alternative Comm.	SLP 5343		3	Fall 2
Ethics and Client-Centered Care (online)	SLP 5344		3	Sp 2
Voice Disorders: Assessment and Intervention Across the Lifespan (online)	SLP 5339		3	Sp 2
Clinical Practicum 1	SLP 5101		1	Fall 1
Clinical Practicum 2	SLP 5102		1	Sp 1
Clinical Practicum 3	SLP 5303		3	Sum 1
Clinical Practicum 4*	SLP 5304		3	Fall 2
Clinical Practicum 5*	SLP 5305		3	Sp 2
Probs-Proj in Spch Lang Path	SLP 5142		1	
Probs-Proj in Spch Lang Path	SLP 5242		2	
Probs-Proj in Spch Lang Path	SLP 5342		3	TBD
		TOTAL HOURS REQUIRED OF THE DEGREE	51	

*Practicum in the 2nd year consists of a school placement in one semester and a medical placement in the other. The order is randomly assigned.

Student Signature: _____ Graduate Advisor Signature: _____

Document Last Revised: 08/2026

Appendix B.

FINAL-SEMESTER GUIDE

GRADUATION & LICENSURE CHECKLIST

Finish your degree requirements, then prepare to enter supervised professional practice.

START WITH THE BIG PICTURE

Graduation, ASHA certification, and state licensure are separate processes. Completing one does not automatically complete the others.

1 PROGRAM REQUIREMENTS

Close every academic and clinical requirement.

- ☐ **Submit the final Portfolio** through CALIPSO and receive a Pass.
- ☐ **Verify clinical hours and competencies** are entered and approved in CALIPSO.
- ☐ **Resolve outstanding Action Plans** or remediation requirements.
- ☐ **Confirm degree completion** with the Graduate Program Director.
- ☐ **Complete the Graduate Exit Interview and Graduate Survey.**

2 UNIVERSITY REQUIREMENTS

Complete UTEP's graduation process by its posted deadlines.

- ☐ **Apply for graduation** through the UTEP Graduate School by the posted deadline.
- ☐ **Resolve financial or administrative holds,** including outstanding fines or fees.
- ☐ **Confirm final-semester enrollment** meets Graduate School requirements.

BEFORE YOU LEAVE CAMPUS

Save copies of your approved clinical records and confirm that UTEP has your current contact information. Continue to monitor official messages after graduation.

NEXT-STEP GUIDE

ENTERING THE PROFESSION

Begin certification, licensure, and career steps early—and verify current requirements with each governing body.

3 NATIONAL CERTIFICATION

Begin the ASHA CCC-SLP application process.

- ☐ **Submit your CCC-SLP application** to the American Speech-Language-Hearing Association (ASHA).
- ☐ **Send official Praxis scores** directly to ASHA and UTEP (institution code 7832).
- ☐ **Confirm program verification** of your academic and clinical requirements has been submitted to ASHA.

IMPORTANT DISTINCTION

You may begin the certification process around graduation, but the CCC-SLP is awarded only after all ASHA requirements—including the Clinical Fellowship—are completed and approved.

4 TEXAS LICENSURE

For graduates planning to practice in Texas.

- ☐ **Apply for a Speech-Language Pathology Intern license** through TDLR.
- ☐ **Submit required documentation,** including proof of degree, supervised practicum, and Praxis scores.
- ☐ **Complete fingerprinting and the background check** as required by TDLR.

PRACTICING OUTSIDE TEXAS?

Review the licensing requirements for the state where you plan to work well before graduation. Requirements, forms, fees, and timelines vary by state.

5 CAREER PREPARATION

Turn your accomplishments into a strong professional launch.

- ☐ **Update your résumé or CV** with clinical, academic, research, and service achievements.
- ☐ **Request professional references** from faculty members or clinical supervisors.
- ☐ **Explore job opportunities** through ASHA, TSHA, the UTEP Career Center, and local networks.
- ☐ **Practice interviewing** through a workshop or mock interview with the UTEP Career Center.

FINISH STRONG. VERIFY EACH STEP. KEEP COPIES. ASK EARLY.