The University of Texas at El Paso
College of Health Sciences
Department of Speech, Language and Hearing Sciences

Graduate Student Handbook

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Section 1 – General Information

Welcome to the University of Texas El Paso, Speech-Language Pathology Master's Program!

Philosophy

The UTEP Speech-Language Pathology Program (SPLP) and the UTEP Speech, Language, and Hearing Clinic are committed to providing a quality educational program to UTEP graduate students with career goals of becoming speech-language pathologists. The UTEP SPLP Program is dedicated to providing the highest quality diagnostic, treatment, and counseling services to the people we serve. Graduate students at UTEP play a pivotal role in the Speech, Hearing, and Language Clinic. Throughout the program, they cultivate essential problem-solving and clinical reasoning skills, alongside a strong foundation in ethics and professional values, preparing them to become responsible and competent professionals.

Vision

The Speech-Language Pathology faculty and staff provide the highest quality education to prepare speech-language pathologists who will provide leadership, service and scholarship in meeting the needs of a culturally and linguistically diverse population.

Mission

The program in speech-language pathology is dedicated to the preparation of professional, culturally competent speech-language pathologists to serve a linguistically and culturally diverse community. The preparation includes close collaboration of faculty and students in the areas of teaching, learning, research, scholarship and service to the program, college, university and community in a context of continuing quality measurement and improvement.

Accreditation Statement

The Master of Science (M.S.) program in Speech-Language Pathology at the University of Texas at El Paso is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. UTEP's Accreditation is current 04/01/2021 through 03/31/2029 (renewable).

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 CAA approves the yearly CAA report, 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 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 [PDF], 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. **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

Please note that all courses require a grade of C or better. 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.

Graduate electives may be taken in and outside the Program with advisor's approval. Elective courses taken to fulfill a certificate requirement do not count as electives for the M.S. degree. With the non-thesis option, the Capstone paper, Qualifying and Comprehensive examinations are all required. All coursework used to meet M.S. degree requirements must be completed within one six-year period prior to the M.S. degree award.

Total Graduating Credits: 51 Credit Hours

See the Appendix for the Degree Plan.

Code	Title	Hours
	Required Courses	37
SLP 5331	Research in Communication Disorders / Evidence-Based Practice	
SLP 5335	Fluency Disorders	
SLP 5337	Adult 2 –Neurogenic Speech/Language Disorders	
SLP 5336	Pediatric 2 - Assessment and Intervention: School-Age	
SLP 5339	*Voice Disorders: Assessment and Intervention Across the Lifespan **(online)**	
SLP 5333	Adult 1 - Assessment and Intervention: Dysphagia	

SLP 5343	Augmentative/Alternative Comm.	
SLP 5432	Pediatric 1 - Assessment and Intervention: 0-5	
SLP 5240	Hearing Disorders	
SLP 5338	Autism/Behavior Management	
SLP 5241	Craniofacial Disorders	
SLP 5234	Cognitive Disorders	
SLP 5344	*DEI and Multilingualism **(online)**	
**Denotes online courses*		
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	
Total Credits		48
Elective Menu		3
Minimum 3 hours of the following. Can be taken more than once for credit.		
SLP 5142	Probs-Proj in Spch Lang Path	
SLP 5242	Probs-Proj in Spch Lang Path	
SLP 5342	Probs-Proj in Spch Lang Path	
Total Graduating Credits		**51**
Optional Thesis		
SPLP 5398 & SPLP 5399	Thesis 1 and Thesis 2	6

Specialty Certificates

Additional graduate certificates (i.e. 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.

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.

Capstone Paper and Qualifying/Comprehensive Exams

In addition to meeting course-by-course and practicum requirements, the student will progress towards degree completion in the program by passing three academic milestones: 1) a capstone paper, 2) a mid-program qualifying exam, and 3) a final comprehensive exam.
Students will participate in each milestone as scheduled or upon resolution of any outstanding action plans. Satisfactory performance on each milestone is required for program continuation and/or degree conferral.

The capstone paper is assigned and completed during the first year of study to provide each 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.

The first qualifying exam occurs at the end of the first year and will consist of curriculum-based questions with oral retake options as needed. Students must pass the qualifying exam in order to proceed to the second year and off-campus practicums. If less than a passing rate is achieved, areas of concern will be assessed via oral examination by faculty panel. Failures will result in dismissal from the program.

Lastly, a final comprehensive examination 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. Grading for this exam is based on a pass/fail rubric with an oral retake option by faculty panel as needed.

Thesis

A master's thesis is original research conducted by the student under the mentorship of a professor within the program and 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 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

Thesis Timelines

The following are suggested timelines; however, the student and the thesis advisor will discuss timelines based on the specifics of the study conducted.

- **1st semester-** Create research questions and methodology for the study. Submit draft of literature review and methods to your professor.
- **2nd semester-** Conduct proposal defense with thesis committee. Begin collecting data. Continue to revise thesis draft.
- **3rd semester -** Conclude data collection and begin analysis. Continue to revise thesis draft including results.
- **4th semester-** Conclude data analysis. Continue to revise thesis including discussion.
- **5th or 6th semester*-** Discuss deadlines with your advisor
  - Thesis defense will be scheduled when your paper is of publishable quality to be determined by your advisor.
  - Thesis must be sent to committee at least 2 weeks prior to your defense meeting.
- Under the following conditions, the thesis defense will be scheduled for the following semester. You will be required to register for another thesis course with your advisor during that semester.*
  - Your thesis is not of publishable quality, so a defense meeting cannot be scheduled.
  - You fail the thesis defense.

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 my criminal history.

Essential Functions

Overview

The University of Texas at El Paso Master of Science in Speech-Language Pathology Program is dedicated to the preparation of professional Speech-Language Pathologists with the requisite knowledge and skills to provide ethical, evidence-based services across a broad variety of clinical settings. Speech-Language Pathology educational standards as outlined by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) require essential functions in the areas of (1) Communication, (2) Motor, (3) Intellectual/Cognitive, (4) Sensory/Observational, and (5) Behavioral/Social. 'Essential functions'…..[include] acquiring fundamental knowledge; developing communication skills; interpreting data; integrating knowledge to establish clinical judgment; and developing appropriate professional attitudes and behaviors." (Reichgott, 1998)

Accommodations

The purpose of reasonable accommodations is to give qualified individuals with disabilities the opportunity to access educational programs to participate fully in learning opportunities and to compete on basis of merit, not to provide any individual an unfair advantage. (Horner, 2007 a, PGA, Inc. v Martin, 2001).

The University of Texas at El Paso Master of Science in Speech-Language Pathology Program is dedicated to afford qualified students with disabilities full access to the academic and clinical education offered by the program. The program will offer reasonable accommodations in collaboration with the UTEP Center for Accommodations and Support Services (CASS). A reasonable accommodation should not fundamentally alter the academic or clinical requirements of the program, pose a direct threat to the health or safety of the student or others, or present undue burden to the institution. Candidates for the Master of Science in Speech-Language

Pathology are required to meet the essential functions set forth herein with or without reasonable accommodations for disabilities. Students who believe they have a disability for which they seek accommodation must contact the University's Center for Accommodations and Support Services (https://www.utep.edu/student-affairs/cass/index.html). Accommodations will only be accorded through the CASS office and are not retroactive.

Communication

A student must possess adequate communication skills to:

- Communicate effectively, both verbally and in writing, using effective communication skills that include accuracy, clarity, and proficiency in the English language.
- Read, write, and comprehend proficiently to meet graduate level curricular and clinical demands.
- Elicit, interpret, and effectively apply verbal and nonverbal communications appropriate for culture and context, including facial expressions and body language, from clients, families, faculty, and classmates in clinical and academic settings.
- Demonstrate sufficient verbal, nonverbal, and writing skills to appropriately model therapeutic targets and examples for clients, families, and relevant others including but not limited to providing accurate examples of articulatory targets, voice and resonance, English grammar and syntax, and fluency.
- Communicate professionally, effectively, and legibly on patient/client documentation, reports, and scholarly papers as part of course work and professional practice.

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, or other medical emergencies, and in the application of universal precautions.
- Access transportation to and from classroom and clinical practicum settings
- Efficiently manipulate and manage testing and treatment environments and materials without violation of testing protocol and with best practice guidelines.
- Manipulate client/patient-utilized equipment in a safe manner.
- Access technology for clinical and academic requirements

Intellectual/Cognitive

A student must possess adequate intellectual/cognitive skills to:

- Demonstrate cognitive learning including the ability to think logically, assess, problem solve, apply reasoning skills, and reach judgments in relation to new procedures through clinical application.
- Cognitively comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.

- Accurately self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Seek relevant information, synthesize, and apply concepts and information from various sources and disciplines.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

Sensory/Observational

A student must possess adequate skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered fluency, articulation, voice, resonance, respiration, characteristics, oral and written language in the areas of phonology, semantics, morphology, syntax, pragmatics, hearing, swallowing, cognition, and social interaction related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and discriminate anatomic structures and imaging findings.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Behavioral/Social

A student must possess adequate behavioral and social attributes to:

- Demonstrate an openness, acceptance, and respect of culture and diverse world views.
- Demonstrate awareness of and responsiveness to ways in which culture impacts personal perspective, development, and interpersonal interactions.
- Demonstrate ability to effectively adapt to changing circumstances, unexpected events, and new situations.
- Display maturity, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and University and federal privacy policies.
- Maintain good physical and mental health by practicing self-care.
- Will not jeopardize the health and safety of self and others in the academic and clinical setting.
- Maintain appropriate personal hygiene and dress appropriately and professionally for varied environments and settings.
- 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.

Nothing contained herein is intended to conflict with admission requirements. The application process for the program can be found 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 are 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, reading and studying. Off-campus practicum is a full-time practicum experience. Students will follow university holiday/vacation schedule, not the site clinical supervisor/agency assigned.

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 advisor 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.

For students who have matriculated into the program, the graduate advisor will meet with each cohort each semester to conduct curriculum/academic advisement and support individual development planning. This is to ensure each student is registered for the appropriate classes and is on track to graduate within the published timeframes for the program. Students may also request meetings with the graduate advisor at any time to ask questions, or to seek clarification or guidance. Additionally, the graduate advisor will gather quarterly feedback on each student from all program faculty to determine the areas in which students show strength or weakness. Individual meetings with students will be scheduled if there is a concern among faculty regarding their performance in the program.

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. 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.

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. If a resolution is not reached at the program level, the student should speak with the Chair of 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, usually the Program Director. 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/.

Resources

Financial Assistance

- UTEP Student Success Help Desk (SSHD): For students who have financial challenges or obstacles related to obtaining enough food, housing, transportation resources, etc.
    - studentsuccess@utep.edu
    - (915) 747-8887
    - https://www.utep.edu/advising/student_resources/student-success-helpdesk.html
- Emergency Aid for UTEP Students
    - The Dean of Students Office has several emergency aid programs for students. Please visit their website (https://www.utep.edu/student-affairs/dean-of-students-office/emergencyaid/) to see a list of all the programs.
    - If you would like more information or have any further questions, you can contact the Dean of Students Office at DOS@utep.edu or (915) 747-5648

- UTEP Financial and Social Support Services (FSSS)
    - fsss@utep.edu
    - 915-747-8887

Food Assistance

- UTEP Food Pantry
    - Memorial Gym, Room 105 (location may soon be changed)
    - 915-747-8053
    - foodpantry@utep.edu
- Kelly Center for Hunger Relief
    - 915 N Florence St, El Paso, TX 79902
    - 915-261-7499
    - https://kellyfresh.org/
- El Pasoans Fighting Hunger Food Bank
    - 9541 Plaza Cir, El Paso, TX 79927
    - 915-298-0353
    - http://www.elpasoansfightinghunger.org/

Housing and Utility Assistance

- Homeless Assistance in El Paso
    - Find Help: (915) 400-7401
    - Find Shelter: (915) 248-5567
    - **Find Housing:** (915) 242-3731 **or** (915) 226-9144
    - https://www.elpasotexas.gov/community-and-human-development/community-and-homeless-assistance/
- Rental/Utility Assistance
    - El Paso United: (915) 400-7401 **or** (915) 245-4885
- Utility Assistance
    - Project Bravo: (915) 652-4100
- UTEP Foster Homeless Adopted Resources (FHAR)
    - fhar@utep.edu
    - (915) 747-8887
    - https://www.utep.edu/advising/students_we_serve/fhar.html

Physical Health, Mental Health, and Crisis Resources

- UTEP Student Health and Wellness Center

    - 915-747-5624
    - https://www.utep.edu/chs/shc/
- UTEP Counseling and Psychological Services
    - Union West, Room 202
    - 915-747-5302
    - https://www.utep.edu/student-affairs/counsel/
- Miners Talk: After Hours Crisis Line:
    - 915-747-5302
- Mental Health Crisis Line
    - (915) 779-1800
- Togetherall: 24/7 mental health support (online and anonymous)
    - To create an account and use this service, see instructions at: https://www.utep.edu/student-affairs/counsel/

Safety Support Services

- Emergency
    - 911
- University Police Department
    - 915-747-5611
    - https://www.utep.edu/police/
- Center Against Sexual and Family Violence
    - 580 Giles Road, El Paso, Texas 79915
    - 915-593-7300
    - 24/7 Crisis Hopeline: 915-593-7300 or 1-800-727-0511
- Campus Advocacy, Resources, and Education (CARE)
    - Advocacy and counseling for students who are victims of a crime or secondary victims. These services may be extended to the students' support system, if applicable. A victim of crime is a person who has suffered physical, sexual, financial, and/or emotional harm because of the commission of a crime.
    - Campbell Building (1101 N. Campbell St)
    - 915-747-7452
    - care@utep.edu
    - https://www.utep.edu/student-affairs/care/

Technology Resources

- UTEP Help Desk
    - UTEP Library Room 300
    - 915-747-4357 (HELP)
    - helpdesk@utep.edu

Academic and Career Resources

- Center for Accommodations and Support Services
  The Center for Accommodations and Support Services (CASS) offers a variety of services for student's ADA-related accommodations for coursework, housing, and internships. Students are expected to meet with faculty and staff and discuss any accommodations within the first week of the current semester. For additional information on services, please refer to: https://www.utep.edu/student-affairs/cass/students-parent-faculty/services.html
- Student Success Help Desk (SSHD): Additional resource for students experiencing challenges or obstacles to academic success including registration, class schedules, finding resources, etc.
    - studentsuccess@utep.edu
    - (915) 747-8887
    - https://www.utep.edu/advising/student_resources/student-success-helpdesk.html

- The UTEP Tutoring Center (https://www.utep.edu/tutoring/index.html) offers the following resources for students.
- Miner Learning Center (MLC) - MLC offers professor, section based supplemental instruction and tutoring. The professors handpick the students working for MLC, so visiting students are sure to have accurate, professor based assistance.
- University Writing Center (UWC) - The University Writing Center's motto: "Any writing, anywhere, any time" which accurately describes what they do to ensure student success. They are knowledgeable in all areas of writing, which allows the UWC to assist freshmen through Ph.D. students from all disciplines.
- Counseling and Psychological Services (Seminars & Workshops) - Not only does the Counseling Center offer counseling services, but they also conduct free academic workshops to help students succeed at the university level.

Other

- Registered Student Organizations (https://rsohub.utep.edu/)
  There are over 200 Registered Student Organizations at UTEP of which, the UTEP Chapter of the National Student Speech-Language Hearing Association (NSSLHA) is one. Browse

through the list of student organizations, get involved, and get together.

- Texas Department of Licensing and Regulation - https://www.tdlr.texas.gov/slpa/slpa.htm
- El Paso Speech-Language Hearing Association - https://www.epshatx.org/
- Texas Speech-Language Hearing Association - https://www.txsha.org/
- American Speech-Language Hearing Association - https://www.asha.org/

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 therapy clients and complete group therapy in the on-campus UTEP Speech, Language, and Hearing Clinic. Additional clinical sites and experiences may be assigned to enhance your clinical education. In the Fall and Spring semesters during the 2nd year, students will be placed in off-campus practicum sites 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 the student 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. 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. 25 hours must be spent in clinical observation, and 375 hours must be spent in direct client/client contact. https://www.asha.org/certification/2020-slp-certification-standards/. All hours will be tracked on CALIPSO.

<table>
<tr><th colspan="3">PRACTICUM HOURS</th></tr>
<tr><th>Direct Contact
375 HOURS MINIMUM</th><th>Transfer Hours
50 HOURS MAXIMUM</th><th>Observation Hours
25 HOURS</th></tr>
<tr><td>Only direct contact with the client or the client's family in assessment, management, and/or counseling can be counted toward practicum.</td><td>At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.</td><td>Best practice encourages students to observe client prior to direct contact with the client.</td></tr>
<tr><td>At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in an accredited program.</td><td rowspan="2">Hours obtained at the undergraduate level (direct contact - 50 hours or observation – 25 hours) must be accompanied by a detailed session log containing supervisor signature and credentials.</td><td rowspan="2">Students may use video recordings of client services for observation purposes.</td></tr>
<tr><td>Up to 20% of direct contact hours may be obtained through clinical simulation methods (75 hours).</td></tr>
</table>

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.

Compliance Requirements

Clinical Compliance Requirement

Students must complete all compliance requirements according to the CHS Clinical Compliance Office deadlines https://www.utep.edu/chs/compliance/. Students must be in full compliance prior to on or off-campus practicums and client contact. Failure to do so will result in the student not completing practicum for that semester and extending to a 6th semester.
Please note additional requirements may be necessary depending on specific circumstances or at the request of the external clinical agencies.

Processing these requirements can take place in a few days or months depending on the type of document and individual circumstances. All compliance requirements must be uploaded through the Medicat Patients' portal using your UTEP miner's account and password. The link to the portal is https://utep.medicatconnect.com.
ONCE COMPLETED, ALL COMPLIANCE WILL ADDITIONALLY BE UPLOADED TO CALIPSO.

For additional questions, contact:
Riz Lantican
UTEP-CHS Clinical Compliance Coordinator
Phone: (915) 747-8501 / frlantican@utep.edu

UTEP Student Health & Wellness Center (915)
747-5624

Please refer to the following list of requirements:

- Criminal Background Check
- Drug Screen
  Criminal Background Check and Drug Screen must be done through this link, https://scholar.verifiedcredentials.com/utep.
- CPR Card (Basic Life Support-Healthcare Provider by the American Heart Association)
- Community Wide Orientation
- Health/Medical Insurance – insurance verification letter/insurance card must be provided/uploaded into the portal at least 2 months prior to start of internship

Medical Requirements

- Two Step TB Skin Test – 2 TB skin tests 7-21 days apart (no earlier than 7 days, and no later than 21 days, or will repeat the process)
  * If you have had a positive TB test in the past, you will need to submit documentation

of the positive test results and chest x-ray results, and must complete the TB Assessment yearly.

- Tdap (Required every 10 years)
- Varicella **TITER ONLY** (bloodwork and not immunization) (Chickenpox, Immunity IgG)
  * If Varicella titer is not positive, will require 2 doses of Booster a month apart.
- MMR (Measles(Rubeola), Mumps, and Rubella) **TITERS ONLY** (bloodwork) (Immunity IgG)
  * If one of the MMR titers is not positive, will require 2 doses of Booster a month apart.
- Hepatitis B - Documentation of 3 doses and a **HBsAb (Hepatitis B Surface Antibody) TITER** (bloodwork)
  * If Hepatitis B titer is not positive, will require a 2nd series of 3 vaccines followed by a 2nd HBsAb TITER.
- Influenza Vaccine (Required every Fall semester until March 31st of the following year)
  * Date when it was received, Manufacturer, Trade Name, Lot #, Expiration Date, and Injection site must be included in the documentation

On-Campus Clinic

Students are assigned one-two 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 come up depending on community need. Students are advised to take on an attitude of flexibility.

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. The selection of clients is based on the needs of the clinic to ensure a diverse clientele across communication disorders, age, gender, cultural/linguistic diversity, etc. 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 case will be given priority regardless of when they were put on the waitlist. Accent modification therapy is limited to university students, faculty and staff. Inevitably, when a space becomes available and there are no unique cases from which to select a new client, clients are selected from similar cases but not to exceed more than five similar cases at any one time.

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 Clinic 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

Direct supervision must be provided by the clinical supervisor in real time and in accordance with Standard V-E for certification. A Clinical Supervisor must be available to consult with a student providing clinical services to the client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student's acquisition of essential clinical skills. The 25% supervision standard is a minimum requirement and should be adjusted upward whenever the student's level of knowledge, skills, and experience warrants.

Standard V-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate profession. The amount of direct supervision must be commensurate with the student's knowledge, skills, and experience; must not be less than 25% of the student's total contact with each client; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the client/clinician.

Client Assignment to Student

Students are assigned to clients based on a number of factors. Students seeking the bilingual certification are assigned to bilingual or monolingual Spanish-speaking clients. Students who possess a skill set such as sign language, ABA training, etc. are 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 age 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, yet 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

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 comprises 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 CCC-SLP.

Off-Campus Practicum Placements

1. Off-campus placements require one semester to be 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.
3. During the 5th semester, it is optional to complete the clinical practicum out of town. If this is considered, then the student will be required to work directly with the off-campus coordinator to coordinate a placement out of town. 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 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.

Site Preference

Students are permitted to request certain sites; however, site preferences are not guaranteed. Placements are based on many factors, but the program will accommodate if possible. If a preferred site is not currently affiliated with UTEP, the student should make this known to faculty as soon as possible to determine if an affiliation a minimum of 6 months prior to off-campus practicum commencement.

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. Degree Plan

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
DEI and Multilingualism (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	
		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: 09/2023