

University of Arkansas

Program in Communication Disorders Graduate Student Academic Handbook

The contents of this handbook do not supersede policies of the University, College of Education and Health Professions, or the Department of Rehabilitation, Human Resources and Communication Disorders. Changes in policy, procedure, requirements, and course offerings may occur. Students will be notified of those changes.

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Program in Communication Disorders – Description:

The Program in Communication Disorders (CDIS) offers a baccalaureate and master's degree in communication disorders. The CDIS academic offices and the University of Arkansas Speech and Hearing Clinic are located in the Epley Center for Health Professions.

CDIS is part of the Department of Rehabilitation, Human Resources, and Communication Disorders (RHRC) in the College of Education and Health Professions (COEHP). Students enrolled in the master's program in speech-language pathology are part of the Graduate College.

Mission and Goals for the Program in Communication Disorders

Our mission is to advance knowledge of speech, language, swallowing, and hearing disorders through basic and applied research, graduate clinician training, and community service. To accomplish this mission, faculty and students participate in scholarly research activities, provide clinical services in a state-of-the-art facility, and promote community outreach projects.

Our primary goals are to produce innovative scholarly work and train competent speech-language pathologists to provide services to individuals and their families across the life-span.

Communication Disorders Faculty/Staff:

Tenured/tenure-track faculty:

Andrew Bowers, Ph.D., CCC-SLP; Assistant Professor
Lisa Bowers, Ph.D., CCC-SLP; Assistant Professor; Interim Director of Clinical Services
Kimberly Frazier, Ph.D., CCC-SLP; Associate Professor; Graduate Student Coordinator
Fran Hagstrom, Ph.D., CCC-SLP; Associate Professor; Assistant Dean of Health
Pradyumn Srivastava, Ph.D., CCC-SLP; Assistant Professor
Mary Ann Toner, Ph.D., CCC-SLP; Associate Professor, CDIS Program Coordinator

Clinical faculty:

Larry Aslin, M.S., CCC-SLP; Instructor; Undergraduate Advisor
Rachel Glade, M.S., CCC-SLP; LSLS Cert. AVT; Clinical Instructor
Kim Perry, M.S., CCC-SLP; Clinical Supervisor

Adjunct faculty include:

Mitch Barker, M.S.
Felicia Johnson, M.D., FACS

Administrative Specialist: Virginia Hill

Description and Requirements for the Master of Science Degree:

The M.S. in communication disorders is designed to ensure that all degree candidates meet the minimum academic and clinical practicum requirements for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program is accredited by ASHA's Council on Academic Accreditation. The degree program requires a minimum of five academic semesters to complete, including continuous enrollment in the summer session between the first and second years. Thesis and non-thesis options are available. All candidates for the M.S. degree are required to pass a written comprehensive examination.

Undergraduate Preparation:

To be eligible for admission into the master's degree program, the student must have a bachelor's degree. Students who have an undergraduate degree in an area other than communication disorders (i.e., non-majors) are expected to complete prerequisite undergraduate coursework prior to beginning the graduate program. An applicant for the graduate program who has no undergraduate coursework in the major will not be considered for admission. A student with a degree in the major who has not completed prerequisite courses must complete the courses prior to or concurrent with graduate courses.

The program of studies for an undergraduate degree in Communication Disorders at the University of Arkansas is described in Appendix A. Students interested in the undergraduate program or in completing the courses required for consideration for the graduate program should contact the program's undergraduate advisor, Larry Aslin.

Post-Baccalaureate Students:

In addition to required professional course work, students hoping to achieve the Certificate of Clinical Competence in speech-language pathology must document, according to ASHA requirements, course work in the basic sciences with a minimum grade of "D" in each course (course work with a grade below D will not fulfill these requirements). See Appendix A for an example of a typical undergraduate program of study.

Graduate Program in Speech-Language Pathology:

Academic Requirements -

The graduate program in speech-language pathology is accredited by the Council on Academic Accreditation of The American Speech-Language-Hearing Association. To earn a master's degree, students must earn at least 36 academic credits, complete the clinical practicum requirements, and pass a comprehensive examination. The comprehensive exam may be waived for students completing a master's thesis. See the criteria on page 6.

The typical graduate program in speech-language pathology students consists of five (5) consecutive semesters (including one summer) to complete the Master's degree. Some students may opt for an extended program of study. Students are expected to maintain a grade point of 3.00 in their academic courses. A grade of "D" or lower in any course is not considered acceptable, and the student must retake the course. The University of Arkansas will not grant a graduate degree to a student who has a grade point average of less than 2.85. The University of Arkansas Graduate School policies for academic probation can be found at <http://catalog.uark.edu/graduatecatalog/feeandgeneralinformation/>

A student may withdraw from a graduate course after the 10th day of and before the drop deadline for the semester. In the event that a student encounters circumstances that prevent completion of course requirements and that student is unable to withdraw, the instructor may agree to assign a grade of "I." The student's performance on completed requirements must be of passing quality and a legitimate cause that prevents completion of the course requirements should be documented. The Graduate School policies for assignment of grades can be found as <http://catalog.uark.edu/graduatecatalog/objectivesandregulations/>

Advising-

Each student is assigned a graduate committee made up of three (3) tenure/tenure-track faculty. A tenured faculty member serves as primary advisor. Students meet with members of their committee to design a program of study. Significant changes to that program must be approved by the committee. Advising meetings will take place at the beginning of the first semester and, at each midterm. The faculty meet prior to each advising meeting to discuss student progress. If a student has not adequately met a course learning objective or clinical skill, an individualized remediation plan is recommended. Suggestions for possible remediation strategies are presented at the time of the progress assessment, but students may suggest alternative or additional strategies that better meet an individual student's needs. See Appendix B for samples of student progress evaluation forms and remediation strategies.

Program of Study-

Graduate students may choose between a non-thesis plan of study and a thesis plan of study. All graduate students must complete courses specified as required. Those who choose the non-thesis option may choose to follow a general course of study, one with a medical emphasis, or one with an educational emphasis. If the student chooses to follow a course of study with an emphasis area, specific electives are recommended. At the end of each semester, the students program of study is reviewed by the faculty and completion of requirements is documented. At the end of the student's program, a complete review of the student's academic and clinic performance is completed as part of a degree-check process. See Appendix B for an example of a degree-check form.

Non-Thesis Option

Students are required to earn 36 hours of academic credit, excluding hours earned for clinical courses and any courses taken for credit/noncredit. Students typically complete 28-31 hours of

required coursework and 5-8 hours of electives during their graduate program. Program electives are available to support a general, educational, or medical concentration. Students may also take approved electives from programs outside CDIS.

Thesis Option

Choice of the thesis option must be declared by the beginning of the second semester of the graduate program. Students who choose the thesis option are expected to complete all required communication disorders courses. Thesis option students should enroll in CDIS 600V Master’s Thesis instead of elective courses to achieve the total number of required credits. Students choosing the thesis option must select a committee consisting of at least three (3) faculty members. The chair of that committee must be a tenured/tenure-track CDIS faculty member. Other committee members may be chosen from tenured/tenure-track faculty, clinical faculty or faculty from other programs/departments. The committee will assist in identifying an appropriate topic, guiding the research project, conducting an oral defense, and producing a final written document. The comprehensive exam requirement may be waived for a student completing a thesis *if* the student has achieved a grade of “B” or better in all academic courses in the graduate program and receives a consensus “high pass” rating for his/her thesis.

Required Courses

All graduate students must complete the following courses.

COURSE		SEMESTER	CREDITS
CDIS 5273	Language, Learning & Literacy	Fall	CDIS 5273
CDIS 5214	Voice & Resonance Disorders	Fall	CDIS 5214
CDIS 5102	Research Methods	Fall	CDIS 5102
CDIS 5222	Fluency Disorders	Fall/Summer	CDIS 5222
CDIS 5253	Motor Speech Disorders	Spring	CDIS 5253
CDIS 5243	Language Disorders in Adults	Spring	CDIS 5243
CDIS 5122	Feeding & Swallowing Disorders	Summer	CDIS 5122
CDIS 5121	+ Lab		CDIS 5121
CDIS 590(2)	Practices & Policies: Medical **	Summer	CDIS 590(2)
CDIS 590(2)	Practices & Policies: Educational **	Summer	CDIS 590(2)
CDIS 5222	Fluency Disorders	Summer/Fall	CDIS 5222
CDIS 699(2)	Evidence-based practice	Fall	CDIS 699(2)
CDIS 4253	Neurobases of Com Disorders *	Summer /Fall	CDIS 4253
CDIS 4133	Intro to Aural Rehabilitation*	Summer /Spring	CDIS 4133
	Statistics*	Variable	

**If students have not taken acceptable courses covering neurobases of communication disorders, aural rehabilitation, and/or statistics, they must take these courses as part of their graduate program. If both neurobases and aural rehabilitation are needed, only one of those courses will count toward the 36 required graduate academic credits.

If students have completed a course at another institution that is similar to one of the required courses, they must provide a syllabus from that course to their graduate committee. The graduate committee will determine if the student will be excused from taking the required course. If the student is excused, he/she must take other courses to achieve the required number of academic credits.

Elective Courses

Electives offered will vary with the availability of faculty and interest of students. The following provides a list of some of the courses typically offered as electives.

	COURSE	SEMESTER	CREDITS
CDIS 5143	Cognitive-Communication Development & Disorders (educational)	Fall	3
CDIS 4273	Communication Behavior & Aging (medical)	Fall	3
CDIS 4103	Sign Language & Deafness	Fall/Summer	3
CDIS 590(2)	Dementia (medical)*	Spring	2
CDIS 5112	Early Intervention (general)	Spring/Summer	2
CDIS 590(2)	Autism (educational)*	Summer	2
CDIS 5293	Augmentative & Alternative Communication (general)	Summer	3
CDIS 5232	Seminar in Misarticulation (educational)	Spring/Summer	2
CDIS 5152	Traumatic Brain Injury (medical)	Summer	2
CDIS 590(2)	Critical Thinking (general)	Summer	2

*See CDIS 590(V) course number discussion on previous page

Enrollment in electives will be limited each semester. If adequate enrollment is not achieved, the course may be canceled. The Program will make arrangements to offer low-enrollment required courses but cannot guarantee that students will be able to enroll in or complete the above elective courses.

Electives may also be taken in other programs/departments, for example, special education if approved by the student's advising committee. The University offers a Graduate Certificate Program in Autism Spectrum Disorders (AUTS). Courses required for that certificate are:

- SPED 6803 Teaching Students with Autism Spectrum Disorders
- SPED 6813 Assessment of Students with Autism Spectrum Disorders
- SPED 6823 Instructional Methods for Students with Autism Spectrum Disorders
- SPED 6833 Practicum in Autism Spectrum Disorders
- CDIS 5143 Cognitive-Communication Development and Disorders

Clinical Coursework/Practicum-

The University of Arkansas Speech & Hearing Clinic is located in the Epley Center for Health Professions. The clinic includes state-of-the-art labs including AAC, EEG, acoustic, aerodynamic, audiology, and laryngeal imaging. Services are provided to clients of all ages demonstrating a wide variety of disorders. Some specialty areas of our clinical supervisors include aphasia, autism spectrum disorders, cognitive disorders, dysarthria, fluency, hearing disorders/intervention, literacy, pragmatics, preschool speech-language disorders, resonance, swallowing, and voice.

The Program in Communication Disorders has also formed partnerships that allow students to have unique clinical experiences. For example, a partnership with the ENT of the Ozarks allows students to participate on a multidisciplinary voice and swallowing team. This team provides services both in the UA Speech & Hearing Clinic and at the physician's practice.

Students will enroll in clinical practice courses each semester. Graduate students are expected to provide services to clients in the UA Speech & Hearing Clinic and at a minimum of two off-campus practicum sites. The program strives to provide students with the opportunity to gain the number of required practicum hours and clinical competencies with clients varying in age, disorder, and culture. If a student does not earn adequate hours or demonstrate required competencies, the program of study will be extended until that requirement is met.

Off-Campus Practicum-

In the students' fourth semester, they are typically assigned to an off-campus site for at least ½-time practicum experience. In the final semester, they are assigned to an off-campus site for a full-time experience. The course is again variable credit. The number of credit hours for the variable credit courses may be influenced by factors such as student funding needs, placement requirements, etc. Typically, students are assigned to an educational site in one semester and a medical site in the other semester; however, this is not mandated and is subject to site availability.

Off-campus practicum sites must have a contract with the UA Program in Communication Disorders. The Program has established contracts with a wide variety of sites. See Appendix C for a listing of current off-campus practicum sites. Students cannot be paid for services provided at any practicum site.

Students may request to do their final semester off-campus practicum at a site that does not have a current contract with the University of Arkansas. At the clinic director's discretion, some requests for a new site may be accommodated if a contract can be obtained in a timely manner, but no student is guaranteed a requested practicum site.

Progress Evaluation and Remediation-

Each semester, graduate students meet with a faculty committee to review their progress. These meetings are held at mid-term and at the end of each of the first four (4) semesters. Academic

status and clinical performance are reviewed, and if necessary, recommendations for intervention are made. See Appendix B for examples of remediation/intervention strategies.

Each course syllabus contains a description of the remediation policy. The following statement is an example of the statement contained in course syllabi.

Expected Performance/Remediation: Graduate students are expected to demonstrate competency for each of the course objectives. If a student's performance falls below the 80% level for any objective, the student will be expected to complete additional assignments or assessments until competency is demonstrated. Remediation assignments/assessments will be agreed upon by the instructor and the student. Examples of remediation strategies include weekly meetings with the course instructor to review course materials and complete additional assignments, completion of alternate exams or quizzes, and completion of related research projects. Remediation projects are intended to allow students to demonstrate required competencies and may have no effect on the final course grade. Each student's overall performance in the program will be assessed at mid-term and at the end of each semester to determine if a formal intervention plan is required. See the CDIS Graduate Student Academic Handbook for information regarding the University of Arkansas regulations for academic performance, probation, and CDIS intervention plans.

Graduate School regulations state that, if a student's cumulative grade-point average falls below 2.85, the student will receive a written warning from the graduate school. If the grade point average remains below 2.85 after 15 hours of course work has been completed and the student has received one warning, the student will be academically dismissed from the Graduate School. The Graduate School uses all graded course work to determine the grade point average.

The Program in Communication Disorders calculates the academic GPA and clinical GPA separately. If a student falls below 2.85 on CDIS coursework after the first semester, the student must meet with his/her academic committee to discuss remediation. If the academic GPA remains below 2.85 after the second semester, the student may be dismissed from the program. The student may appeal to the program faculty to allow an additional semester. If the faculty agrees to an additional semester but the student does not improve the academic GPA after the third semester, the student will be dismissed from the program.

When students do not demonstrate adequate performance in clinical areas, intervention may be recommended. If a student receives a grade of "D" or lower for any practicum course, the hours earned will not apply toward the minimum number of clock hours required. If the student receives a grade of "C" for a first semester practicum course, the student should meet with the clinic director and a member of the academic committee to determine appropriate intervention. Students may not be allowed to participate in practicum in the UA clinic or at an external site until appropriate skills are demonstrated. If students do not earn a grade of "B" or better in their second and third semesters on-campus practicum courses, their off-campus practicum may be delayed by a semester or more. If a student receives a "C" for an off-campus practicum course, the student must repeat that practicum requirement the next semester. If a student receives a "C" or lower for two (2) semesters of off-campus practicum, the student will be dismissed from the program.

Calipso-

Students and faculty use the *Calipso* program to document clinical practicum hours. The program also provides a method of documenting the student's progress toward meeting the *ASHA* certification standards.

Comprehensive Examination-

Following adequate completion of academic course requirements, a comprehensive exam is administered. The examination is computer-administrated and consists of 120 multiple-choice questions, with 79/120 being considered a passing score. Students are given 2-hours to complete the examination. The time will be extended if a student qualifies for a CEA accommodation. This examination is usually administered on the second Friday in February. If the student does not pass the first attempt, another computerized, multiple-choice exam is administered in April, usually the first Friday. If the student does not pass the second examination, he/she must take an essay examination during the summer semester. If the student does not pass the essay exam, the student must retake designated courses before attempting another examination. If the student does not pass the second essay exam, he/she will be dismissed from the program.

Academic Honesty:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University's ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

If a graduate student is suspected of academic dishonesty, a report is filed with the academic integrity monitor for the Graduate School. That person examines the evidence presented, meets with the student, and determines the level of violation if indicated. See <http://provost.uark.edu/academicintegrity/246.php> for the violation levels and sanctions.

Accommodations:

The University of Arkansas Disability Accommodation Policy is available at <http://vcfa.uark.edu/Documents/2031.pdf>. Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, room 209, 479-575-3104 and on the web at <http://cea.uark.edu/>. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. The CEA provides documentation for the needed accommodations.

Classroom Behavior:

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from class and/or disciplinary action as per the student handbook.

Student Appeals Process:

If the student wishes to appeal a grade assigned by a professor or supervisor, the student should first meet with the professor/supervisor. The student may request that a second faculty member be present. The professor/supervisor may also request the presence of another faculty member. The results of that meeting should be documented. If the student is not satisfied with the results of the initial meeting, the student should meet with the faculty member's immediate supervisor. The results of that meeting should be documented. If the faculty member's supervisor feels that some action is warranted, the supervisor will meet with the faculty member and document the meeting. If the issue is not resolved, the student may request that the appeal be presented to whole program faculty. If the faculty committee agrees that the student's grade should be changed, that recommendation will be presented to the faculty member. If the faculty member declines the recommendations, the committee will send the recommendation to the department head. Only the department head can change a grade over the objection of the instructor of record...

Clinical appeals sequence: Supervisor – Clinic Director (Lisa Bowers) – Program Coordinator (Mary Ann Toner) – CDIS Program Faculty - Department Head (Ketevan Mamiseishvili)

Academic appeals sequence: Instructor – Program Coordinator (Mary Ann Toner) – CDIS Program Faculty - Department Head (Ketevan Mamiseishvili)

Reclassification as an Arkansas Resident for Tuition and Fee Purposes:

Some out-of-state students may be eligible for reclassification as an Arkansas resident, allowing them to pay in-state tuition. Information regarding reclassification is available on the UA website at: <http://registrar.uark.edu/489.php>

APPENDIX A: *Typical Undergraduate Student Course of Study*

UNIVERSITY CORE COURSES		
BIOL 1543 & 1541L	Principles of Biology	4
PSYC 2003	General Psychology	3
ANTH 1024	Intro to Cultural Anthropology	4
<i>One of the following:</i> PHYS 1023 & 1021L PHYS 2013 & 2011L CHEM 1073 & 1071L	Physics & Human Affairs College Physics Fundamentals of Chemistry	4
OTHER REQUIRED GENERAL STUDIES COURSES		
<i>One of the following:</i> ENGL 2003 or ENGL 2013 ENGL 3053	Advanced Composition Essay Writing Technical & Report Writing	3
COMM 1313	Public Speaking	3
CHLP 2662	Terminology for the Health Professions	2
COMMUNICATION DISORDERS REQUIRED COURSES		
CDIS 2253	Intro to Communicative Disorders	3
CDIS 3103	Introduction to Audiology	3
CDIS 3124	Normal Phonology & Articulatory Processes	4
CDIS 3213	Anatomy & Physiology of the Speech & Hearing Mechanisms	3
CDIS 3224	Language Development in Children	4
CDIS 3203	Articulation Disorders	3
CDIS 3233	Intro to Clinical Practice	3
CDIS 4133	Intro to Aural Rehabilitation	3
CDIS 4253	Neurological Bases of Communication	3
CDIS 4273	Communication Behavior & Aging	3
CDIS 4213	Intro to Speech & Hearing Sciences	3
CDIS 4183	Clinical Assessment of Speech & Language Disorders	3
CDIS 4223	Language Disorders in Children	3
ELECTIVES		36
TOTAL CREDIT HOURS		120

APPENDIX B: *Advising and Progress Review*

- 1. Description of Advising and Progress Review Process**
- 2. Advising and Progress Review Procedure Summary**
- 3. Examples of Intervention Recommendations**
- 4. Undergraduate Curriculum Review Form**
- 5. Sample Program of Study**
- 6. Midterm Review Forms**
- 7. Academic Warning/Probation Form**
- 8. Annual Progress Review Forms – CDIS Program & Graduate School**
- 9. CDIS Graduate Program Degree Check Form**
- 10. Graduate School Record of Progress**
- 11. ASHA Standards Form**

Advising and Progress Review

Before entering the program, each student's academic record is reviewed to determine if all undergraduate requirements have been met. Based on the record review, instructions for fall enrollment are emailed to the student. The student's advisor is identified, and the student may contact that person for additional information. During the first semester, students usually take required courses only. They may choose to take an elective, but this is typically not advised.

At the beginning of their first fall semester, students meet with their advising committee. At that time, students may indicate a preference for a concentration of study or choose a general program. Based on the student preference, a program of study is designed with recommended electives matching the chosen concentration. The student may opt to change the chosen preference at any time during the program. See sample program of study in this appendix.

At the midterm of each semester, the academic and clinical faculty members meet and review each student's academic and clinical progress. Learning objectives from courses and clinical performance skills are analyzed. At least two members of the student's advising committee then meet with each first-year graduate student to discuss progress and any second-year graduate student who is identified as demonstrating inadequate performance. When a student is identified as not demonstrating adequate performance, possible intervention strategies are discussed. To prepare for this meeting, it is recommended that students review their performance on class assessment instruments, clinical practicum hours, expected clinical skills as listed on CALIPSO, and clinical supervision feedback. All students are advised regarding course enrollment for the next semester, with electives recommended based on the student's chosen concentration. See sample feedback forms and examples of intervention strategies in this appendix.

At the beginning of each semester, the graduate student coordinator reviews each student's academic and clinical progress records. If a student is on academic warning/probation, he/she will be notified by the graduate school. Those students on academic warning/probation will meet with their advising committee at the start of the semester and a "Remediation Plan for Academic Warning/Probation" will be completed. This form reviews the university GPA requirements, and an intervention program is agreed upon by the student and the committee. However, a student may choose not to accept recommended interventions and may suggest an alternative. The student's choice will be documented. If the student does not achieve the required grade point average, he/she will be dismissed from the program.

If a student is not performing adequately in clinical practicum, the clinic director and/or the involved supervisor is asked to attend a meeting with the student. Intervention plans for clinical skills development are determined in cooperation with the student's supervisor. Examples of clinical intervention are contained in this appendix.

If a student has an academic or clinical intervention plan, the graduate student coordinator or the clinic director will contact the student at least monthly to assess the student's progress. If the student or involved instructor/supervisor feels the established plan is not effective, the graduate student coordinator or clinic director should be contacted immediately. The intervention plan will be reviewed and revised as necessary. Recommendations may include extension of the

student's program.

At the end of their program, a degree check is completed to determine if students have met all academic and clinical requirements for the degree. As part of the final degree check process, the students' CALIPSO records are reviewed to determine if they have earned an adequate number of hours and demonstrated adequate achievement of clinical skills in all areas. If there are areas of deficit, the clinic director cannot sign-off on the final paperwork. Students should check their CALIPSO record to monitor clinical hours and achievement of skills each semester. If students are not earning an adequate number of hours or demonstrating skills in specific areas, the clinic director will meet with them to identify additional opportunities.

ADVISING AND PROGRESS REVIEW SEQUENCE

Beginning of first semester: Meet with committee to identify concentration area and design program of study, with recommended electives

Midterm review, each semester: Review performance in each class, clinic performance, clinic hours. Intervention is recommended if needed. Advising for next semester enrollment

Beginning of semesters 2-5: Students on academic warning/probation are notified and meet with committee to establish intervention plan.

End of academic year: Faculty review student progress and complete annual student review forms for program and graduate school.

End of program: Degree check is completed. ASHA forms and state licensure documentation signed.

Examples of Remediation/Intervention Recommendations

Mid-term academic performance

- Repeat equivalent assessments – tests, assignments
- Meet with instructor on a weekly basis
- Peer tutoring
- Complete additional recommended readings
- Drop class but continue to audit and take for credit in a future semester – this may extend program
- Determine if qualified for accommodations – referral to Center for Educational Access (CEA); Arkansas Union, Room 209; 479-575-3104.

Learning objectives not achieved during semester

- One-hour special studies with instructor
- Identify future courses or activities in which objectives might be met
- Repeat assignments, assessments, or course
- Additional assignments

Warning/Probation Interventions

- Extend Program of Study
 - Audit courses then take for credit in a later semester
 - Reduce number of courses/semester
- Determine if qualified for accommodations – referral to CEA

Clinical Performance

- Reduce clinic load; this may extend program
- Complete guided observation
- Develop plan for sequence of specific skills development
- Complete sample clinical planning/writing assignments to improve skills
- Self-evaluation of videotaped sessions

Review of Undergraduate Curriculum

Recommended UA Courses	Equivalent	Credit Hours	Grade
BIOLOGICAL SCIENCES			
Principles of Biology			
PHYSICAL SCIENCES			
Physics & Human Affairs <i>or</i> College Physics <i>or</i> Fundamentals of Chemistry			
College Algebra or higher			
SOCIAL/BEHAVIORAL SCIENCES			
General Psychology & Intro to Cultural Anthropology			
BASIC HUMAN COMMUNICATION PROCESSES			
Introduction to Audiology			
Normal Phonology & Articulatory Processes			
Anat & Phys/ of the Speech & Hearing Mechanisms			
Language Development in Children			
Articulation Disorders			
Intro to Aural Rehabilitation			
Neurological Bases of Communication			
Intro to Speech & Hearing Sciences			
Clinical Assessment of Speech & Language Disorders			
Language Disorders in Children			

**Sample Program of Study
M.S. Degree in Speech-Language Pathology**

Student Name: _____ **Entering Year:** _____

Thesis Medical School-Based General

Course #	Course Name	Semester	Credit	Completed
CDIS 5102	Research Methods	F 1	2 hr	
CDIS 5214	Voice & Resonance Disorders	F 1	4 hr	
CDIS 5273	Lang. Learn& Literacy	Su 1	3 hr	
CDIS 5243	Language Disorders Adults	Sp 1	3 hr	
CDIS 5253	Motor Speech Disorders	Sp 1	3 hr	
CDIS 5122	Feeding and Swallowing Disorders	Su 1	2 hr	
CDIS 5121	Feeding Swallowing Lab	Su 1	1 hr	
CDIS 590V	Policies & Procedures - Schools	Su 1	2 hr	
CDIS 590V	Policies & Procedures - Medical	Su 1	2 hr	
CDIS 5222	Fluency Disorders	Su 1/F 2	2 hr	
CDIS 699V	Evidence-Based Practice	F 2	2 hr	
EDFD 5293	Statistics	Variable	3 hr	
	<i>Elective Hours Required</i>		7 hr	
	Clinical Practicum Courses	F 1, Sp1, Su 1, F 2, Sp 2		

Student: _____ **Advisor:** _____

Committee Member: _____

Committee Member: _____

Progress Review for Fall - 1

Student Name: _____

#	COURSE TITLE	INSTRUCTOR	Current Grade	Remediation Recommended - Midterm	Remediation Recommended - Sem. End
CDIS 5214	Voice & Resonance Disorders	Toner			
CDIS 5102	Research Methods	A Bowers			
CDIS 5222	Learning, Language, Literacy	P. Srivastava			
CDIS 528V	Adv Clinical Practicum				

Committee Members: _____

Student: _____

Date: _____

Areas of concern/learning objectives not met at midterm:

Voice

Research

Learning/Lang/Literacy

Clinic

Potential remediation strategies:

- Retake exam
- Group study
- Practice writing information w/ instructor review
- Meet with instructor each week
- Withdraw & take for credit next year
- Increase class participation
- Determine if accommodations are required
- Other:

Progress Review for Spring - 1

Student Name: _____

#	COURSE TITLE	INSTRUCTOR	Current Grade	Remediation Recommended - Midterm	Remediation Recommended - Sem. End
CDIS 5253	Motor Speech Disorders	Toner			
CDIS 5243	Language Disorders in Adults	A Bowers			
	Elective				
CDIS 528V	Adv Clinical Practicum				

Committee Members: _____

Student: _____

Date: _____

Areas of concern/learning objectives not met at midterm:

Motor Speech Disorders

Language Disorders in Adults

Elective

Clinic

Potential remediation strategies:

Retake exam

Group study

Practice writing information w/ instructor review

Meet with instructor each week

Withdraw & take for credit next year

Increase class participation

Determine if accommodations are required

Other:

Progress Review for Summer

Student Name: _____

#	COURSE TITLE	INSTRUCTOR	Current Grade	Remediation Recommended -Midterm	Remediation Recommended -Sem. End
CDIS 5253	Feeding & Swallowing Dis	Toner			
CDIS 5902	Policies & Procedures - School	Srivastava			
CDIS 5902	Policies & Procedures - Medical	Toner			
	Elective				
CDIS 528V	Adv Clinical Practicum				

Committee Members: _____

Student: _____

Date: _____

Areas of concern/learning objectives not met at midterm:

Feeding/Swallowing

Policies & Procedures - Educational

Policies & Procedures -- Medical

Elective

Clinic

Potential remediation strategies:

Retake exam

Group study

Practice writing information w/ instructor review

Meet with instructor each week

Withdraw & take for credit next year

Increase class participation

Determine if accommodations are required

Other:

Progress Review – Fall 2

Student Name: _____

#	COURSE TITLE	INSTRUCTOR	Current Grade	Remediation Recommended -Midterm	Remediation Recommended – Sem. End
CDIS 6992	Evidence-based Practice	Srivastava or Toner			
	Elective				
	Off-Campus Practicum				

Committee Members: _____

Student: _____

Date: _____

Areas of concern/learning objectives not met at midterm are listed:

Evidence-Based Practice

Elective – Specify:

Clinic

Potential remediation strategies:

- Retake exam
- Group study
- Practice writing information w/ instructor review
- Meet with instructor each week
- Withdraw & take for credit next year
- Increase class participation
- Determine if accommodations are required – refer to CEA

Progress Review for Spring 2

Student Name: _____

#	COURSE TITLE	INSTRUCTOR	Current Grade	Remediation Recommended - Midterm	Remediation Recommended - Sem. End
	Clinical Internship – School or Medical				
	*Comprehensive Exam and/or Thesis				

Committee Members: _____

Student: _____

Date: _____

**Student only needs to attend meeting if remediation is recommended.

Areas of concern/learning objectives not met at midterm:

Clinic

Comprehensive Exam and/or Thesis

Potential remediation strategies:

- Retake exam
- Meet with faculty for review
- Repeat Practicum
- Other::

Remediation Plan for Academic Warning/Probation:

Student: _____ Semester: _____

Current GPA for academics only: _____ Cumulative GPA: _____

Academic Warning/Probation

- Need a CGPA of 2.85 to graduate
- Your academic GPA must improve each semester.
- If your Cumulative GPA has not reached 2.85 by the end of your third semester, you may be dismissed from the program.
- If your cumulative GPA has not reached 2.85 by the end of your fourth semester, you WILL BE dismissed from the program.

Options for remediation:

- Extending program by decreasing the number of academic hours taken per semester
- Enrolling in a one-hour course to help improve study habits and performance in classes
- Audit courses then take for credit in a later semester
- Determine if qualified for accommodations – referral to CEA
- Other: _____

Graduate Student

Date: _____

CDIS Program Coordinator

Graduate Student Coordinator

University of Arkansas
Fayetteville

Annual Student Progress Evaluation

Name _____ Disposition Status: _____ Academic Good Standing _____ Probation _____

Rating Codes: A = Accomplished/Exceeds, S = Satisfactory Growth, C = Concern, I = Intervention Indicated

Academic Progress

- _____ Professional conduct is evident
- _____ Demonstrates constructive and professional attitude
- _____ Is prepared for class
- _____ Participates in class
- _____ Work is thorough
- _____ Work is prompt
- _____ Writing skills
- _____ Interpersonal communication skills
- _____ Academic performance
- _____ Progressing through the curriculum on schedule
- _____ Demonstrates growth toward independence
- _____ Demonstrates initiative

Intervention

- _____ None
- _____ Meeting with Advisor
- _____ Meeting with Director and Advisor
- _____ Meeting with Faculty and Clinic Instructors
- _____ Student Health
- _____ CAPS Counseling and Psychology Services
- _____ Dean of Students
- _____ Other: _____

Clinical Progress

- _____ Passed speech, language, and hearing screenings
- _____ Professional conduct is evident
- _____ Demonstrates constructive and professional attitude
- _____ Prepared for clinical appointments
- _____ Is flexible and adapts to changing conditions
- _____ Responsiveness to supervision
- _____ Follows up on recommendations
- _____ Growth in professional speaking skills
- _____ Growth in professional writing skills
- _____ Interpersonal communication skills
- _____ Growth in clinical competencies
- _____ Growth toward independence
- _____ Accepts new assignments
- _____ Volunteers for announced opportunities
- _____ Accepts and discharges responsibility faithfully
- _____ Good work ethic
- _____ Demonstrates initiative
- _____ Seeks out additional resources if necessary

Program Involvement

- _____ Professional conduct is evident
- _____ Demonstrates constructive, professional attitude
- _____ Uplifts and supports colleagues
- _____ Appropriately handles stress
- _____ Involved in Program activities
- _____ Makes a positive contribution to the Program
- _____ Involved in NSSLHA
- _____ Demonstrates initiative

Academic Progress

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Clinical Progress

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Area of Concern

Recommendation

Program Involvement

Area of Concern

Recommendation

Area of Concern

Recommendation

Other Recommendations

Area of Concern

Recommendation

Area of Concern

Recommendation

Recommendation

ANNUAL GRADUATE STUDENT ACADEMIC REVIEW
Due dates are determined by the department.
Completed evaluations must be submitted to the Graduate School
by June 30th of each year.

PLEASE NOTE: A review is NOT necessary if: a. the student graduated. b. the student never enrolled after acceptance into your program. c. the student was never officially admitted to your program.

1. Student's Name: _____
2. Student's Personal Identification Number: _____
3. Student's degree program: _____
4. Semester and year student entered degree program: _____
5. Does student have any out of date course work? (Course work is considered out of date if at the time of graduation it will be more than six years old for masters and more than seven years old for doctorate.)
_____ YES _____ NO

6. This student (check one):

- _____ is making satisfactory progress toward the degree.
- _____ is not making satisfactory progress toward the degree.
Please attach a statement describing the requirements for satisfactory progress that are not being met by this student. Explain how satisfactory progress toward the degree can be regained.
- _____ has withdrawn from the program.
- _____ has been dismissed from the program because of unsatisfactory progress toward the degree. Please attach a statement explaining why the student was dismissed and a copy of your letter to the student.

7. The results of the review were communicated to the student:

- a) by face-to-face interview on _____ (date)
_____ (signature of student)
- b) by the following procedure because the face-to-face interview was not possible or practical (include dates of notification): _____

8. This form accurately summarizes the annual graduate student academic review for this student for _____ (Academic Year)

Signature of Review Coordinator

Name of Review Coordinator

Signature of Department Head/Chair

Date

FOR GRADUATE SCHOOL USE ONLY:

Review received (signature of dean): _____

Revised: 06/22 2010

CDIS Graduate Program Degree Check

Required Grad. Courses	UA Course	Equivalent (list)	Grade	Credit Hours
Orientation to Clinical Practice – Professional Issues				2
Voice & Resonance Disorders				4
Research Methods				2
Fluency Disorders				2
Motor Speech Disorders				3
Language Disorders in Adults				3
Feeding & Swallowing Disorders				2
Feeding & Swallowing Disorders Lab				1
Language, Learning & Literacy				3
Practices & Policies: Medical **				2
Practices & Policies: Educational **				2
Evidence-based practice				2
Statistics (may be completed in undergrad program)				
Electives				
Clinical Practicum				
Adv. CP: Speech-Lang – 3 semesters				
Off-Campus Practicum: School Site				
Off-Campus Practicum : Clinical Site				
Internship: School Site				
Internship: Clinical Site				
Clinical Practicum: Hearing Disorders				
Total Academic Hours				

Graduate Degree Check

Total Academic Hours _____

Total Clinic Practicum Hours _____

Comprehensive Exam Score _____

Degree check completed by: _____
(Print name)

(Signature)

(Date)

**UNIVERSITY OF ARKANSAS
GRADUATE SCHOOL
MASTER'S RECORD OF PROGRESS
(Submit original to Graduate School)**

Name: _____ ID: _____

Department: _____ Degree: _____ Major: _____

MASTER'S COMPREHENSIVE EXAMINATION

The above named student passed the master's comprehensive examination on: _____ (date)

	COMMITTEE (minimum of three)		SCORE*
Chair _____	Type or Print Name _____	Signature (Chair) _____	_____
	Type or Print Name _____	Signature _____	_____
	Type or Print Name _____	Signature _____	_____
	Type or Print Name _____	Signature _____	_____
	Type or Print Name _____	Signature _____	_____

*A score, either pass or fail or a numerical score, **MUST** be indicated by each member of the committee.

MASTER'S THESIS/NON-THESIS OPTION

Non-Thesis Option _____ Date of Final Examination or Project Approval: _____

Thesis Option _____ Date of Defense: _____ Grade (Optional): _____

Signature (Chair): _____

Degree Requirements

All department requirements for completion of the degree: (check below)

- _____ have been met.
- _____ will be met (check all that apply)
 - _____ when current course work is satisfactorily completed
 - _____ with submission of thesis to the Mullins Library
 - _____ with approved transfer of graduate credit
 - _____ other _____

Signature (Department Head): _____

GRADUATE SCHOOL USE ONLY

Comprehensive Exam Passed: _____ Degree: _____

Thesis Accepted: _____ Grade: _____ Major: _____

Research Committee Approval: _____



Name of Applicant: _____ (please print)

2014 Standards for Clinical Certification in Speech-Language Pathology Verification by Program Director

Please respond to each statement. The applicant must have met each standard in order to be awarded certification.*

- Yes No Has a master's, doctoral, or other recognized post-baccalaureate degree. (Std. I)
- Yes No Initiated and completed all graduate course work and graduate clinical practicum in an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). (Std. II)
- Yes No Completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work and supervised clinical experience sufficient in depth and breadth to achieve the knowledge and skills outcomes. (Std. III)
- Yes No Has demonstrated knowledge of the biological sciences, physical sciences, statistics, and social/behavior sciences. (Std. IV. A.)
- Yes No Has demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span. (Std. IV. B.)
- Yes No Has demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine areas noted in the standard. (Std. IV. C.)
- Yes No Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders. (Std. IV. D.)
- Yes No Has demonstrated knowledge of standards of ethical conduct. (Std. IV. E.)
- Yes No Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (Std. IV. F.)
- Yes No Has demonstrated knowledge of professional contemporary issues. (Std. IV. G.)
- Yes No Has demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice. (Std. IV. H.)
- Yes No Has demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. (Std. V. A.)
- Yes No Has completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes of evaluation, intervention, and interaction and personal qualities. (Std. V. B.)
- Yes No Has completed a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact. (Std. V. C.)
- Yes No Has completed at least 325 of the 400 clock hours while engaged in graduate study. (Std. V. D.)
- Yes No Has been supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate profession for the minimum number of required clinical practicum hours. The amount of direct supervision was commensurate with the student's level of knowledge, skills, and experience, not less than 25% of the student's total contact with each client/patient, took place periodically through the practicum, and was sufficient to ensure the welfare of the client/patient. (Std. V. E.)
- Yes No Supervised practicum included experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. (Std. V. F.)

***Attach an explanation for any statements above for which you checked "no."**

The program director or designee verifies that the student met each standard and has successfully met the academic program's requirements. *Photocopies or stamped signatures will not be accepted.*

Name of Program Director _____ Title _____
(Please print)

Signature _____ Date ____/____/____

Date course work and clinical practicum requirements for ASHA certification were completed ____/____/____

APPENDIX C: *Off-campus Practicum Sites*

All Aboard Pediatric Therapy
Aegis Therapies, Inc.
Aegis – Golden Living Smithville
Arkansas Children’s Hospital
Arkansas Regional Therapy Services
Ashton Place, Ft. Smith
Baptist Health Medical Center, Little Rock, AR
Bentonville Schools (multiple sites)
Covington Court, Ft. Smith (Restore)
Elizabeth Richardson Child Development Center
Fayetteville Health and Rehabilitation (Restore)
Fayetteville Public Schools - multiple sites
Heartland AEA
HealthSouth Rehabilitation Hospital, Fayetteville, AR
Heritage
Highlands Health & Rehabilitation- multiple sites (Restore)
Kids for the Future, Rogers, AR
Kids Unlimited Learning Academy
Kids Corp, Inc.
Kids First UAMS
Kids SPOT, LLC
Kids Source
Legacy Health & Rehabilitation (Restore)
Mercy Medical Center
 Home Health
 Outpatient Clinic
 Hospital
MiChild Enrichment
Miracle Kids Success Academy
Northwest Health Systems Rehabilitation
NWA Hospitals
NWAESC Early Childhood Special Education Program
Owasso Public Schools, Tulsa
Pathfinder Incorporated
POST0218
Regency Hospital
Seneca
SheikhSalim Ali Center for Speech and Hearing
Shiloh Health and Rehab
Sinai Hospital, Baltimore, MD
Springdale Health and Rehabilitation (Restore)
Springdale School District - multiple sites
St. Joseph’s Mercy

Sunshine School
The Maples Health & Rehabilitation (Incite)
Treehouse Therapies
UAMS Northwest Rehab
Van Buren School District - multiple sites
Veterans Health Care System of the Ozarks
Washington Regional Medical Center
Westwood Health & Rehab

APPENDIX D: *ASHA Certificate of Clinical Competence*

Students who complete the academic and clinic requirements for the M.S. in Communication Disorders at University of Arkansas are eligible to apply for ASHA Certification – the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP). The Program Director must sign your application indicating successful completion of the academic and clinical requirements of the program. It is the student’s responsibility to provide the form for the director’s signature. Please note that students who are members of NSSLHA for two consecutive years are eligible for a significant discount in application fees!

Instructions for applying for certification are available on the *ASHA* website at

<http://www.asha.org/Certification/SLPCertification.htm>.

The application form may be downloaded from the *ASHA* website at

<file:///C:/Users/MAT/Google%20Drive/2014-SLP-CCC-Application-Standards.pdf>

PRAXIS

CCC applicants must also successfully complete the National Examination in Speech-Language Pathology (PRAXIS) and a Clinical Fellowship Year (CF). It is recommended the applicants take the exam after completing all academic requirements for their degree or during the first year in practice. It is not accepted if the test is completed more than 5 years prior to submission of the application for certification. . If you fail the exam, you may retake it. A passing score must be submitted within the two-year application period.

A new PRAXIS has changed. The new exam is designed to match the 2014 Speech-Language Pathology Certification Standards. Effective September 1, 2014, the Praxis became a computer-administered exam. The passing score on the exam is 162 on a 100-200 scale.

APPENDIX E: *Requirements for Arkansas State Licensure*

To be eligible to practice in many settings in Arkansas, the speech-language pathologist must apply to the Arkansas State Board of Examiners in Speech-Language Pathology-Audiology (ABESPA) for licensure. Recent graduates should apply for a provisional license.

Application instructions for the provisional license are available at:

http://www.abespa.com/pdf/provisional_license.pdf

The recent graduate should apply for licensure within the first 30 days of employment. Application requirements include the clinical fellowship year plan, official undergraduate or graduate transcripts indicating degrees awarded *or* a letter from the program director mailed directly to *ABESPA*, a signed copy of your clinical practicum hours, and a passing PRAXIS score sent from the Educational Testing Services.

Final transcripts for graduates may take up to 6 weeks for processing. To facilitate applications, the program director will provide a letter indicating successful completion of the program's academic and clinical requirements upon student request.

APPENDIX F: *Requirements for Licensure for Arkansas Public Schools*

To be employed by a public school in Arkansas, speech-language pathologists must obtain an ancillary license. Requirements for a new graduate's application include:

- 1. Completion of all background checks required by the Department's Rules Governing Background Checks and License Revocation**
- 2. An official score report reflecting passing scores, as approved by the State Board, on the specialty area assessment for Speech Pathology (PRAXIS)**
- 3. An official transcript indicating successful completion of a graduate-level accredited speech-language pathology program**

The application for an educator's license is available from the Arkansas Department of Education at:

http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Educator_License_Application_revised_071113.pdf