



**Program in Communication Sciences and  
Disorders**

**Graduate Student**

**Academic Handbook**

**2020 - 2021**

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 Sciences and 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 Sciences and Disorders - Description:**

The Program in Communication Sciences and Disorders (CDIS) offers a baccalaureate and master's degree in Communication Sciences and 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 Sciences and 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 Sciences and 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 Sciences and Disorders Faculty/Staff:**

### Tenured/tenure-track faculty:

Andrew Bowers, Ph.D., CCC-SLP; Associate Professor  
Lisa Bowers, Ph.D., CCC-SLP; Associate Professor  
Kimberly Frazier, Ph.D., CCC-SLP; Associate Professor  
Fran Hagstrom, Ph.D., CCC-SLP; Associate Professor  
Mohammad Haghghi, Ph.D.; Assistant Professor  
Christine Holyfield, Ph.D., CCC-SLP; Assistant Professor

### Clinical faculty:

Larry Aslin, M.S., CCC-SLP; Instructor; Undergraduate Advisor  
Margie Gilbertson, Ph.D., CCC-A; Clinical Instructor  
Rachel Glade, Ph.D., CCC-SLP, LSLC Cert. AVT; Assistant Professor; CDIS Program Director; Interim Clinical Education Coordinator  
Kim Perry, M.S., CCC-SLP; Clinical Instructor

Administrative Specialist: Emily Daniels

Fiscal Support Analyst: Courtney Vaughn

## **Description and Requirements for the Master of Science Degree:**

The M.S in Communication Sciences and Disorders is designed to ensure that all degree candidates meet the minimum academic and clinical practicum requirements for the Certificate of Clinical Competence (CCC) 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 Sciences and 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 Sciences and 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.

## **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.

The typical graduate program in speech-language pathology 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 3.0 in their academic courses. Per graduate school policy, 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 at <http://catalog.uark.edu/graduatecatalog/objectivesandregulations/>

### **Advising-**

Each student is assigned a graduate committee made up of three (3) graduate faculty. The Graduate Program Coordinator serves as committee chair and primary advisor for every student. Each student will also be assigned a primary mentor, who is also a graduate committee member, for the duration of their program. Students meet with member(s) of their committee to design a program of study. Significant changes to that program must be approved by the committee. Advising meetings, consisting of the graduate students and faculty mentor, 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 will be created and implemented. Suggestions for possible remediation strategies are presented at the time of the

advising meeting, and students have the opportunity to suggest alternative or additional strategies at that time. See Appendix B for samples of student progress evaluation forms and remediation strategies. For details regarding the graduate advising process. See the Graduate Advising Plan in Appendix B.

### **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. 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 student's 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 clinical 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 and 15 hours of clinical credit, excluding any courses taken for credit/noncredit. Students typically complete 27 hours of required coursework and 9 hours of electives during their graduate program. Students may also take approved electives from programs outside CDIS. A total of 51 hours of graduate level credit is required for degree completion.

### **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 Sciences and Disorders courses. Students choosing the thesis option should enroll in a total of 9 hours of 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 have the credentials of Ph.D. in communication disorders or a related field.

Other committee members may be chosen from tenured/tenure-track faculty, clinical faculty or faculty from other programs/departments. The committee will assist the student 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

COURSE		SEMESTER	CREDITS
<b>Academic Courses</b>			
CDIS 5273	Language, Learning & Literacy	Fall	3 hr
CDIS 5233	Speech Sound Disorders	Fall	3 hr
CDIS 5103	Research Methods	Fall	3 hr
CDIS 5223	Fluency Disorders	Spring	3 hr
CDIS 5253	Motor Speech	Spring	3 hr
CDIS 5243	Language Disorders in Adults	Spring	3 hr
CDIS 5123	Feeding & Swallowing Disorders	Summer	3 hr
CDIS 5213	Voice & Resonance Disorders	Summer	3 hr
CDIS 5293	AAC	Fall	3 hr
<b>Clinical Courses</b>			
CDIS 5183	Advanced Clinical Practicum I	Fall	3 hr
CDIS 5283	Advanced Clinical Practicum II	Spring	3 hr
CDIS 5383	Advanced Clinical Practicum III	Summer	3 hr
CDIS 5483	Advanced Clinical Practicum IV	Fall	3 hr
CDIS 5683	Advanced Clinical Practicum V	Spring	3 hr
CDIS 5293	Statistics	If Needed	(3 hr)
<b>Elective Courses</b>			
	Offerings vary based on availability		9 hours

\*\* 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.

## **CDIS 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 5813	Auditory (Re)Habilitation	Fall	3 hr
CDIS 5823	Language Learning with Multiple Disabilities	Fall	3 hr
CDIS 5153	Traumatic Brain Injury	Spring	3 hr
CDIS 5113	Early Intervention	Summer	3 hr
CDIS 5843	Dementia	Summer	3 hr
CDIS 5883	Policy & Procedures – Public Schools	Summer	3 hr
CDIS 590V	Special Problems	Summer	3 hr
CDIS 699V	Seminar in Communication Sciences and Disorders	Summer	3 hr

Enrollment in electives will be limited each semester. If adequate enrollment is not achieved, the course may be canceled. The Program Director 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.

## **Clinical Coursework/Practicum-**

The University of Arkansas Speech & Hearing Clinic is 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.

Clinical education for our graduate program is an innovative and collaborative effort with multiple community partners that ensures graduates of our program have a wide variety of clinical experience across the lifespan. Graduate students may have opportunities to participate in community screening programs and provide intervention for patients seen at the UA Speech and Hearing Clinic.

During the first year of the graduate program, students are placed in educational and private practice clinical settings. During the second year of the graduate program, students transition to complete advanced clinical experiences at a variety of clinical settings including medical and developmental centers. Students gain clinical experience in a wide range of settings including hospitals (acute and rehabilitation centers), skilled nursing facilities, home-based services, schools, and private practices.



The communication sciences and disorders program faculty and staff are grateful for our community partners who share their patients, resources, and knowledge with our students in an effort to train future generations of speech-language pathologists to provide excellent care. Links to read more about our clinical education process and sites are provided below.

[Clinical Education Handbook](#)

[Clinical Practicum Sites](#)

[Communication Sciences and Disorders.](#)

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. Students are assigned off-campus clinical sites starting in their first semester. 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 Sciences and 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 Clinical Education Coordinator'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. For information regarding clinical competence, see [ASHA certificate of clinical competence](#). For a list of requirements for Arkansas licensure, please see [ABESPA new grads licensure checklist](#).

### **Progress Evaluation and Remediation-**

Each semester, graduate students meet with their faculty mentor to review their progress in the program. These meetings are held at mid-term and at the end of each of the first four (4) semesters (not including the summer semester). 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 Sciences 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 their 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 Clinical Education Coordinator 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 semester 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.

### **Electronic Student Experience Record-**

Students and faculty use an electronic record 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- Clinical Education Coordinator – Graduate Program Coordinator - CDIS Program Faculty – Rehabilitation, Human Resources and Communication Sciences and Disorders Department Head

**Academic appeals sequence:** Instructor – Graduate Program Coordinator - CDIS Program Faculty - Rehabilitation, Human Resources and Communication Sciences and Disorders Department Head.

**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	Advanced Composition Essay Writing	3
COMM 1313	Public Speaking	3
CHLP2662	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	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
CDIS4273	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**

### Appendix Contents:

1. 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

### **(1) Advising and Progress Review**

#### FALL, YEAR 1: Graduate Advising Procedure

- (1) All graduate students meet with the Graduate Program Coordinator (GPC) during the fall “Welcome Wave” to discuss their initial Program of Study (POS)
- (2) Each graduate student is then assigned to 1 faculty member by the GPC as their faculty mentor for the remainder of their time on campus. Each student is encouraged to meet with their faculty mentor as often as needed throughout the semester to discuss concerns.
- (3) Each student will meet with their faculty mentor within the first two weeks of the semester to sign the POS. The GPC will send documentation to the Graduate School.
- (4) Each student will meet with his/her faculty mentor at **mid-term**.
  - a. Discuss coursework, progress, and student is reminded to enter clinical hours into Typhon.
  - b. If **NO CONCERNS** are identified by student, faculty mentor, or faculty, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student’s academic record. A copy is to be emailed to the student.
  - a. If **CONCERNS** are identified, the student, his/her faculty mentor, and the Graduate Advising Committee (coordinated by the GPC) will schedule a meeting to discuss concerns and a remediation plan (if warranted).
- (5) Each student will then meet with his/her faculty mentor to complete the **end-of-term** evaluation and discuss registration for the upcoming semester.
  - a. Discuss coursework, progress, and student is reminded to enter clinical hours into Typhon. If the student has not accrued **35 hours**, contact the Clinical Education Coordinator.
    - i. The Clinical Education Coordinator will then meet with the student to identify a plan of action.
    - ii. If concerns exist, a meeting is to be scheduled with the Graduate Advising Committee (coordinated by the GPC and Clinical Education Coordinator).

- b. If NO CONCERNS are identified, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student's academic record. A copy is to be emailed to the student.
- c. If CONCERNS are identified, the student, their faculty mentor, and the Graduate Advising Committee will schedule a meeting to discuss concerns and a remediation plan (if warranted).

#### SPRING, YEAR 1: Graduate Advising Procedure

- (2) Each student will meet with their faculty mentor the first week of the term to review coursework and identify any potential changes needed. Each student is encouraged to meet with their faculty mentor as often as needed throughout the semester to discuss concerns.
- (3) Each student will meet with their faculty mentor at **mid-term**.
  - a. Discuss coursework, progress, and student is reminded to enter clinical hours into Typhon.
  - b. If NO CONCERNS are identified, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student's academic record. A copy is to be emailed to the student.
  - c. If CONCERNS are identified, the student, their faculty mentor, and the Graduate Advising Committee (coordinated by the GPC) will schedule a meeting to discuss concerns and a remediation plan (if warranted).
- (4) Each student will then meet with their faculty mentor to complete the **end-of-term** evaluation.
  - a. Discuss coursework, progress, and remind student to enter clinical hours into Typhon. If the student has not accrued **85 hours**, contact the Clinical Education Coordinator.
    - i. The Clinical Education Coordinator will then meet with the student to identify a plan of action.
    - ii. If concerns exist, a meeting is to be scheduled with the Graduate Advising Committee (coordinated by the GPC and Clinical Education Coordinator).
  - b. If NO CONCERNS are identified, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student's academic record. A copy is to be emailed to the student.
  - c. If CONCERNS are identified, the student, their faculty mentor, and the Graduate Advising Committee will schedule a meeting to discuss concerns and a remediation plan (if warranted).

#### FALL, YEAR 2: Graduate Advising Procedure

- (1) Each student will meet with their faculty mentor the first week of the term to review coursework and identify any potential changes needed. Each student is encouraged to meet with his/her faculty mentor as often as needed throughout the semester to discuss concerns.

- (2) Each student will meet with their faculty mentor at **mid-term**.
  - a. Discuss coursework, progress, and student is reminded to enter clinical hours into Typhon.
  - b. If NO CONCERNS are identified, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student's academic record. A copy is to be emailed to the student.
  - c. If CONCERNS are identified, the student, their faculty mentor, and the Graduate Advising Committee (coordinated by the GPC) will schedule a meeting to discuss concerns and a remediation plan (if warranted).
- (3) The GPC will schedule one large group meeting at the **end of term** to review final program of study, [graduation registration procedures](#), and end of program checklist.
- (4) Each student will then meet with their faculty mentor to complete **the end-of-term** evaluation, discuss graduation procedures, and the end of program checklist.
  - a. Discuss coursework, progress, and student is reminded to enter clinical hours into Typhon. If the student has not accrued **277 hours**, contact the Clinical Education Coordinator.
    - i. The Clinical Education Coordinator will then meet with the student to identify a plan of action.
    - iii. If concerns exist, a meeting is to be scheduled with the Graduate Advising Committee (coordinated by the GPC and Clinical Education Coordinator).
  - b. If NO CONCERNS are identified, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student's academic record. A copy is to be emailed to the student.
  - c. If CONCERNS are identified, the student, their faculty mentor, and the Graduate Advising Committee will schedule a meeting to discuss concerns and a remediation plan (if warranted).

#### SPRING, YEAR 2: Graduate Advising Procedure

- (1) Each student will meet with their faculty mentor only the first week of the term to review coursework and identify any potential changes needed. Each student is encouraged to meet with their faculty mentor as often as needed throughout the semester to discuss concerns.
- (2) Each student will meet with his/her faculty mentor only at **mid-term**. The faculty mentor will review [graduation procedures and the end of program checklist](#).
  - a. Discuss coursework, progress, and remind student to enter clinical hours into Typhon. If the student has not accrued **325 hours**, contact the Clinical Education Coordinator.
    - i. The Clinical Education Coordinator will then meet with the student to identify a plan of action.



- iv. If concerns exist, a meeting is to be scheduled with the Graduate Advising Committee (coordinated by the GPC and Clinical Education Coordinator).
  - b. If NO CONCERNS are identified, paperwork is to be signed and submitted to academic staff for scanning and uploading to the student's academic record. A copy is to be emailed to the student.
  - d. If CONCERNS are identified, the student, their faculty mentor, and the Graduate Advising Committee (coordinated by the GPC) will schedule a meeting to discuss concerns and a remediation plan (if warranted).
- (3) The GPC will schedule one large group meeting at the **end of the semester** to complete Program of Study checklist and review process for graduation. GPC will review importance of staying connected to the UA through [www.arkansasalumni.org](http://www.arkansasalumni.org), social media, and the Arkansas Alumni App.
- a. Each student is to arrive to the meeting with all paperwork completed and ready to be turned in. Each student is to complete exit survey (to be emailed to them from the Program Director) at the meeting if they have not already done so prior to the meeting.
  - b. Each student will submit his/her final paperwork at this meeting to the GPC for review and uploading to his/her academic file. Academic staff will email a copy to the student.

## **(2) ADVISING AND PROGRESS REVIEW SEQUENCE**

**Beginning of first semester:** Meet with committee to 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.

### **(3) 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.

**(4) Review of Undergraduate Curriculum Form**

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

**(5) Sample Program of Study Form**

<p style="text-align: center;"><b>Communication Sciences and Disorders (CDIS) Master's Degree Program</b></p> <p style="text-align: center;"><b>PROGRAM OF STUDY</b></p>										
Year - Semester	Course #	Course Title	BS	BA	MS	R	Units	Min	Max	
Prerequisite Courses*	Transcript credit in Behavioral/Social Sciences									
	Transcript credit in Biological Sciences									
	Transcript credit in Physics or Chemistry									
	CDIS	4133	Aural Rehabilitation (or equivalent)							
	CDIS	4253	Neurological Bases of Communication (or equivalent)							
	STAT	2303	Principles of Statistics (or equivalent)							NA
Fall - 1	CDIS	5273	Language Learning and Literacy*					3		
	CDIS	5233	Speech Sound Disorders*					3		
	CDIS	5103	Introduction to Research*					3		
	CDIS	5183	Advanced Clinical Practicum I*					3		
	CDIS		Elective:					3		
	<i>Any remaining prerequisite courses must be completed this semester.</i>								0-6	
									12	15
Spring- 1	CDIS	5243	Language Disorders in Adults*					3		
	CDIS	5253	Motor Speech*					3		
	CDIS	5223	Fluency Disorders*					3		
	CDIS	5283	Advanced Clinical Practicum II*					3		
	CDIS		Elective:					3		
									12	15
Summer	CDIS	5122	Feeding and Swallowing Disorders*					2		
	CDIS	5121L	Feeding and Swallowing Disorders Lab*					1		
	CDIS	5213	Voice Disorders*					3		
	CDIS	5383	Advanced Clinical Practicum III*					3		
	CDIS		Elective:					3		
	CDIS		Elective:					3		
									9	15
Fall - 2	CDIS	5293	Augmentative and Alternative Communication*					3		
	CDIS	5483	Advanced Clinical Practicum IV*					3		
	CDIS		Elective:					3		
	CDIS		Elective:					3		
	CDIS	600V	Master's Thesis					1-6		
									6	12
Spring -2	CDIS	5683	Advanced Clinical Practicum V*					3		
	CDIS		Elective:					3		
	CDIS		Elective:					3		
	CDIS	600V	Master's Thesis					1-6		
									3	9

Students must complete **36 hours** of academic credit and **15 hours of clinical practicum** coursework to complete the degree.  
 9 of the 36 hours of academic hours are to be completed in elective offerings.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Grad Program Coordinator Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# UNIVERSITY OF ARKANSAS

## CDIS PROGRAM OF STUDY

### Communication Sciences and Disorders (CDIS) Master's Degree Program Additional Requirements

Students may be required to take college-level courses in biological sciences, physical sciences (specifically chemistry or physics), statistics, social/behavioral sciences, and special education, in addition to the required graduate courses, to satisfy ASHA standards and CDIS requirements. We strongly encourage you to take these courses prior to beginning graduate school. If they have not been taken, it may extend the length of your program.

Students electing to pursue the Master's Thesis option are allowed to substitute 9 hours of Master's Thesis course credit for the 9 elective course credit hours.

Elective course offering may vary by faculty and scheduling availability. Enrollment may impact whether or not an elective is offered.

25 hours of observation (within ASHA Scope of Practice in SLP and supervised by ASHA certified professional(s) who have practiced with their Certificate of Clinical Competence for a minimum of 9 months) and completion of the onboarding training and documentation submission provided in the Blackboard Module in "Speech and Hearing Clinical Practicum" are required. Students will be dropped from their first clinical practicum course if these requirements are not met by the end of the drop/add period.

A minimum of 375 hours of supervised clinical practicum is required for graduation from the UA CDIS program (400 hours total, including 25 hours of observation) which matches the ASHA requirement. For more information, see the UA Speech & Hearing Clinic Handbook.

Clinical Practicum courses require a grade of B or better, no current remediation plan, and clinic faculty recommendations to be considered completed.

Students must be registered at the University of Arkansas for a minimum of three hours of credit during the semester in which they complete all degree requirements. *International students* and students receiving financial aid (and some scholarships) must maintain full time graduate student status (9 hours) during each semester as they complete their degree requirements. It is up to the student to review the enrollment requirements of their scholarship, sponsorship or financial aid.

All candidates applying for a Arkansas Educator license, Arkansas SLP License, and ASHA certification are required to present a passing score (162) on the Praxis II: Subject Assessments in Speech-Language Pathology. See <http://www.ets.org/praxis> for Praxis II information.

All candidates applying for an Arkansas Educator licensure must apply through the Arkansas Department of Education website. For additional information, visit: <http://dese.ade.arkansas.gov/divisions/> (Go to "How to Obtain a License")

BS = Bachelor of Science; BA = Bachelor of Arts; MS = Master of Science; R = Remediation Needed (See Remediation Paperwork)

Semester	Student Initials	Committee Mentor Name	Committee Mentor Signature	Date
Fall 1 Midterm	_____	_____	_____	_____
Spring 1 Midterm	_____	_____	_____	_____
Summer Midterm	_____	_____	_____	_____
Fall 2 Midterm	_____	_____	_____	_____
Spring 2 Midterm	_____	_____	_____	_____

