

University of Arkansas

Program in Communication Disorders Graduate Student Academic Handbook

2018 - 2019

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
- Kimberly Frazier, Ph.D., CCC-SLP; Associate Professor; CDIS Program Coordinator
- Fran Hagstrom, Ph.D., CCC-SLP; Associate Professor; Assistant Dean of Health
- Christine Holyfield, Ph.D., CCC-SLP; Assistant Professor

Clinical faculty:

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

Administrative Specialist: Victoria Ford

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 3.0 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) graduate 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 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 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 30 hours of

required coursework and 6 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	3 hr
CDIS 5213	Voice & Resonance Disorders	Fall	3 hr
CDIS 5103	Research Methods	Fall	3 hr
CDIS 5222	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 5233	Speech Sound Disorders	Summer	3 hr
CDIS 5181	Advanced Clinical Practicum I	Fall	1 hr
CDIS 5281	Advanced Clinical Practicum II	Spring	1 hr
CDIS 5381	Advanced Clinical Practicum III	Summer	1 hr
CDIS 599V(1)	Seminar in Professional Issues	Fall	1 hr
CDIS 599V(1)	Seminar in Professional Issues	Spring	1 hr
CDIS 599V(1)	Seminar in Professional Issues	Fall	1 hr
CDIS 5293	AAC	Fall	3 hr
CDIS 548V or	Off-Campus Practicum: Clinical OR	Fall	1-6 hr
CDIS 568V	Public Schools		
CDIS 5293	Statistics	If Needed	(3 hr)
CDIS 558V or	Internship: Clinical OR	Spring	3-6 hr
CDIS 578V	Public Schools		

** 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 5813	Advanced Aural (Re) Habilitation	Fall	3 hr
CDIS 5153	Traumatic Brain Injury	Spring	3 hr
CDIS 5113	Early Intervention	Spring	3 hr
CDIS 5823	Lang. Learning with Multiple Disabilities	Fall	3 hr
SPED 6803	Teaching Communication Skills Students with ASD	Summer Online	3 hr
CDIS 5883	Policy & Procedures – Public Schools	Summer	3 hr

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.

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.

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 a part-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. Academic status and clinical performance are reviewed, and if necessary, recommendations for intervention are made.

See Appendix B for examples of remediation/intervention strategies.

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 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- Clinic Director (Aletha Cook) - Program Coordinator (Kimberly Frazier) - Department Head (Michael Hevel)

Academic appeals sequence: Instructor - Program Coordinator (Kimberly Frazier) - Department Head (Michael Hevel)

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 2003or ENGL 2013 ENGL 3053	Advanced Composition Essay Writing Technical & Report 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 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
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*

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. Academic Warning/Probation Form
7. Annual Progress Review Forms - CDIS Program & Graduate School
8. CDIS Graduate Program Degree Check Form
9. Graduate School Record of Progress
10. 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.

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 the electronic record, 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' electronic 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 electronic records 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 (excluding summer): Review performance in each class, clinic performance, clinic hours. Intervention is recommended if needed. Advising for next semester enrollment

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

End of first 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.

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: 2018 _____

Thesis Medical School-Based General

Course#	Course Name	Semester	Credit	Completed
CDIS 5103	Research Methods	F '18	3 hr	
CDIS 5213	Voice & Resonance Disorders	F '18	3 hr	
CDIS 5273	Language, Learning & Literacy	F '18	3 hr	
CDIS 599V**	Seminar In Professional Issues	F '18	1 hr	
CDIS 5181**	Adv Clinical Practicum I	F '18	1 hr	
CDIS 5243	Language Disorders In Adults	Sp '19	3 hr	
CDIS 5253	Motor Speech Disorders	Sp '19	3 hr	
CDIS 599V**	Seminar In Professional Issues	Sp '19	1 hr	
CDIS 5281**	Adv Clinical Practicum II	Sp '19	1 hr	
CDIS 5122 / 5121L	Feeding and Swallowing Disorder/Lab	Summer 1 '19	3 hr	
CDIS 5223	Fluency Disorders	Sp '19	3 hr	
CDIS 5233	Speech Sound Disorders	Summer 2 '19	3 hr	
CDIS 5381**	Adv Clinical Practicum III	Summer '19	1 hr	
CDIS 5293	AAC	F '19	3 hr	
CDIS 599V**	Seminar in Professional Issues	F '19	1 hr	
CDIS 548V** or CDIS 568V**	Off-Campus Practicum: Clinical OR Public Schools	F '19	1-6 hr	
CDIS 558V** or CDIS 578V**	Internship: Clinical OR Public Schools	S '20	3-6 hr	
EDFD 5293	Statistics	If Needed	(3 hr)	
	APPROVED ELECTIVES BELOW		6 hr	
CDIS 5813	Advanced Auditory (Re)Habilitation	F '18 or '19	3 hr	
CDIS 5823	Language Learning with Multiple Disabilities	F '18 or '19	3 hr	
CDIS 5153	Traumatic Brain Injury	Sp '19	3 hr	
CDIS 5112	Early Intervention	Sp '19	3 hr	
SPED 6803	Teaching Students with Autism	Summer 1 '19	3 hr	
	Spectrum Disorders	'19		
CDIS 5883	Policy & Procedures in Public Schools	Summer 1 '19	3 hr	
	Counseling	Summer 1 '19	3 hr	

Student: _____ Advisor: _____

Committee Member: _____

Committee Member: _____

Required Credit Hours for MS in Speech Language Pathology:

- Thirty-six (36) graduate-level academic credit hours
- Eleven (11) graduate-level clinical credit hours
- Courses labeled with ** in column above are to be calculated as clinical credit hours