

**M.A. IN SPEECH-LANGUAGE PATHOLOGY**  
**AN INTERDISCIPLINARY PROGRAM HOUSED WITHIN THE COLLEGE OF HEALTH SCIENCES**  
**Program Policy Statement**

**Part I. Program History**

**A. Mission Statement**

The mission of the proposed M.A. program in **Speech-Language Pathology** is the education and development of well-trained professionals for careers as speech-language pathologists. Through academic coursework and clinical experiences across a variety of settings, students will master the professional skills they need to assess, diagnose, treat, and help prevent disorders related to speech, language, literacy, cognitive functioning, voice, swallowing, and fluency. Students will acquire and demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. They will acquire and demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, as well as swallowing disorders, including etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates for people with communication and swallowing disorders across the life span. The program will also allow students to acquire and demonstrate knowledge in standards of ethical conduct, research principles in evidence-based clinical practice, and contemporary professional issues.

**B. Origin of the Program**

In 2008, at the request of representatives from the State including Governor Ruth Ann Minner and State Representative Valerie Longhurst, a task force was created to examine issues surrounding the shortage of licensed speech-language pathologists in the state of Delaware and to develop recommendations to address the shortage. The task force endorsed a variety of tactics, including the development of an in-state training program. **(The master's degree is the entry-level degree for professional practice in speech-language pathology.)**

In 2011, a working group was created to study the implementation of a master's degree program in speech-language pathology at the University of Delaware while exploring the possibilities of various partnerships between Delaware Technical and Community College, Delaware State University, and the Delaware Health Science Alliance. Members of the working group included JJ Davis, Vice President for Finance and Administration at the University of Delaware; Dr. Kathleen Matt, Dean of the College of Health Sciences at the University of Delaware; Dr. Beth Mineo, University of Delaware; Dr. Linda Vallino, Nemours; Dr. Janice Burke, Thomas Jefferson University; Dr. June Turansky, Delaware Technical and Community College; Dr. Abdul Diop, Delaware State University; State Representative Valerie Longhurst; Lieutenant Governor Matthew Denn; and Mike Barlow, Chief Legal Counsel to the Governor. **Following consideration of several different options, a budget model for a 2-year Master's degree program housed at the University of Delaware was prepared.**

During summer 2012, the Governor's Office provided Dean Kathy Matt with \$200,000 to support the planning of this degree program. In August 2012 an organizational meeting was held to inform key University administrators about this initiative and secure institutional support for moving forward. Attendees included Interim Provost Brickhouse, Vice President for Finance and

Administration Davis, Deans Matt, Okagaki, and Watson, CHS Associate Dean for Research Flynn, CHS Deputy Dean Hall, and Professor Mineo, who is a specialist in speech-language pathology. Dean Matt explained that **the state is interested in providing financial assistance for initiating such a program, but wishes to be assured that the University is prepared to embrace and support the program once established. Specifically, the state would like to know that a curriculum for the proposed program has University approval.** We agreed that Hall and Mineo, with the assistance of outside consultants from other institutions with established speech-language pathology programs, would develop the requisite documents for proposing this new M.A. program.

**C. Description of the Planning Process**

During Fall 2012 CHS Deputy Dean Hall and Professor Mineo held on-campus meetings with professors from other institutions with established graduate programs in speech-language pathology. These outside consultants included Professors Glen Tellis from Misericordia University, Michael Flahive from St. Xavier University, and Judy Vander Woude from Calvin College. With considerable input from these content experts, Hall and Mineo developed the Program Policy Statement, Senate resolution, and Academic Approval form for the proposed degree program. The proposal was approved by the College Curriculum Committee. During this process we also met with Assistant Provost Mary Martin to solicit her review and suggestions for the proposal. We also requested review and support of the proposal from the College of Education and Human Development and the Department of Linguistics and Cognitive Sciences.

**D. Current Status and Funding**

We are currently seeking approval for this program through the curriculum approval process. Once approved, we will present a proposal to the state to request financial support for the program, including a minimum of five additional faculty positions. If funding is approved, we will launch a search to hire an administrator for this program, followed by searches to hire the additional faculty. In parallel, we will be developing the documentation necessary to pursue accreditation for the program from the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Determination of the launch date for this program will be dependent on the time required for all of these processes. The earliest possible launch date for the program is projected to be Fall 2016.

The intention is that this will be an interdisciplinary program incorporating faculty with joint appointments from academic units both inside and outside CHS. No pre-determinations have been made as to which departments will hire the additional faculty required to operate the program. These decisions will be made by the deans of the colleges of Health Sciences, Education and Human Development, and Arts and Sciences following approval of the program proposal by the Faculty Senate and securing of funding from the state. The program will be administered by the College of Health Sciences.

**E. Degree Offered and Nature of the Program**

The degree awarded to those who successfully complete this program will be a master's degree (M.A.) in Speech-Language Pathology. The courses in this program are all clinical in nature and specifically designed to prepare practitioners of speech-language pathology for clinical practice. The courses will therefore be open only to students matriculated in the program.

Students successfully completing the program will be eligible for licensure as a speech-language pathologist in the State of Delaware. The website listing the requirements for Delaware licensure may be found here: <http://dpr.delaware.gov/boards/speechaudio/slpathology.shtml>.

#### **F. Expected Student Demand and Enrollments**

According to the current website for the U.S. Bureau of Labor Statistics (<http://www.bls.gov/ooh/healthcare/speech-language-pathologists.htm>), employment of speech-language pathologists is expected to grow by 23 percent between 2010 and 2020, **faster than the average for all occupations**. As the large baby-boom population grows older, there will be more instances of health conditions that cause speech or language impairments, such as strokes, brain injuries, and hearing loss. This will result in increased demand for speech-language pathologists. The demand for speech-language pathologists has also grown in part because of improvement in diagnosis of speech and language impairments.

There is currently no master's level program for training speech-language pathologists in the State of Delaware. Based on the input from our external consultants from three other states, we anticipate on the order of 8-10 applications for every seat available in the UD program.

To ensure a high quality experience for students in the program and to establish the numerous clinical practicum partnerships that will be needed, we plan to ramp up student enrollment over the first five years, as follows:

Year 1 15 students  
 Year 2 18 students  
 Year 3 21 students  
 Year 4 24 students  
 Year 5 27 students

### **Part II. Admission**

#### **A. University Policy on Admission**

Admission to this graduate program is competitive. Those who meet stated minimum requirements are not guaranteed admission, nor are those who fail to meet all of those requirements necessarily precluded from admission if they offer appropriate strengths.

#### **B. University Admission Procedures**

Applicants must submit all of the following items directly to the University Office of Graduate Studies using the online admission process before admission can be considered:

1. A completed application should be submitted no later than February 1 for admission the following fall semester.
2. A nonrefundable application fee must be submitted with the application. Credit card payment is accepted with the online application. Checks must be payable to the University of Delaware. Applications received without the application fee will not be processed. International students paying by check must use a check drawn on a US bank or an International Postal Money Order.
3. Applicants must submit essays to specific questions included on the application; a resume; and a statement of professional goals and objectives.

4. Applicants must submit at least three letters of recommendation. All letters of recommendation should be mailed collectively to the Office of Graduate Studies.
5. The Graduate Record Examination (GRE) admission test scores are required. Applicants should request Education Testing Services (ETS) to report official test scores directly to the University of Delaware. The University of Delaware's institutional code for ETS is 5811. Applicants are encouraged to submit student copies of test scores in the application packets.
6. One official transcript of all US colleges and universities attended must be sent directly from the institution to the Office of Graduate Studies or be provided in a sealed envelope with the application packet. Students who have attended the University of Delaware need not supply a transcript from Delaware.
7. One official transcript of all non-US based college and university records is required. The transcript must list all classes taken and grades earned. If the transcript does not state that the degree has been awarded, send a degree certificate that states that the degree has been awarded. If the degree has not been awarded or the degree certificate has not been issued, evidence of the awarded degree must be provided prior to the first day of classes in the term of admission. For institutions that issue documents only in English, send the English original. For institutions that issue documents both in English and a foreign language, send both the English language original and the foreign language original. For institutions that issue documents only in a foreign language, send the foreign language original and a certified translation in English. The translation must be certified by an official of the issuing institution, a state- or court-appointed translator, or the Embassy of the issuing country in the United States. If it is necessary to send non-original documents:
  - a. The documents must be original "attested copies", officially attested to by the issuing institution or the Embassy of the using country in the United States, and
  - b. Certified translations must be originals, no copies will be accepted.
8. International students must report a paper-based TOEFL score of at least 600 or at least 100 iBT with a speaking score of 20. TOEFL scores more than two years old cannot be validated or considered official.
9. International students must be offered admission to the University and provide evidence of adequate financial resources before a student visa will be issued. The University has been authorized under federal law to enroll nonimmigrant alien students. International students are required to purchase the University-sponsored insurance plan or its equivalent.
10. All first-time international students are required to attend the Orientation Day for new international students, which takes place before classes begin.
11. It is a Delaware State Board of Health regulation and a University of Delaware mandate that all graduate students with a birth date after January 1, 1957, be immunized for measles, mumps and rubella (MMR). Also, students may be required to provide evidence of PPD (Mantoux) Tuberculosis Screening Test within 6 months prior to beginning classes. Students who are admitted beginning January 2002 are required to show proof of vaccination against meningococcal disease unless granted a waiver. Students should refer to and complete the Student Health Service Immunization Documentation form upon admission.

**C. Expected Minimum Requirements for Admission into the Speech-Language Pathology Program**  
 Admission decisions are made by the Speech-Language Pathology Program Committee. Students will be admitted to the program based on program openings and the student's ability to meet the following recommended entrance requirements:

- Bachelor's degree from an accredited college or university,

- GRE scores of at least 151 on quantitative reasoning and at least 151 on verbal reasoning,
- An undergraduate GPA of at least 3.3,
- Written statement of goals and objectives (the personal statement) that clearly identifies the applicant's professional interests and explains how admission to the program will facilitate his/her professional objectives,
- A satisfactory federal criminal background check (a record including a felony will preclude admission),
- Demonstration of essential functions required for admission by the American Speech-Language-Hearing Associate, including the abilities to:
  - communicate proficiently in both oral and written English language, and
  - comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands, and
- A current résumé and three letters of recommendation.

**D. Admission Application Processing**

Applications will be processed as they are submitted. The admission process is completed as follows: Completed applications consisting of the application form, undergraduate/graduate transcripts, official GRE scores, letters of recommendations, resume, statement of purpose, and written statement of goals and objectives are reviewed by the Program Committee of the Speech-Language Pathology Program. The Program Committee arrives at an admission decision after reviewing the completed application.

**E. Admission Status**

Students admitted to the Speech-Language Pathology Program may be admitted in one of two categories:

1. Regular status is offered to students who have completed all of the prerequisite courses for the program and demonstrate the ability, interest, and maturity necessary for successful study in a graduate level degree program.
2. Provisional status is offered to students who are seeking admission to the degree program but lack no more than two of the specified prerequisite courses. All provisional requirements must be met within the deadline given in the acceptance letter before regular status can be granted. Students admitted with provisional status are generally not eligible for assistantships or fellowships. Students who file an application during the final year of undergraduate or current graduate work and are unable to supply complete official transcripts showing the conferral of the degree will be admitted pending conferral of the degree if their records are otherwise satisfactory and complete.

**Part III. Degree Requirements for the Master of Arts in Speech-Language Pathology**

**A. Program Prerequisites**

A bachelor's degree is required for admission. The applicant must have completed coursework in statistics, physical science, biology, and social science in addition to the following prerequisite speech-language pathology and audiology courses or their equivalents. Prerequisite courses should be taken prior to matriculation, but if a student lacks two or fewer prerequisites, they

can be completed on a non-graduate credit basis concurrently with graduate study. Prerequisite course requirements include:

- Phonetic Theory and Transcription
- Speech Acoustics/Acoustic Phonetics
- Fundamentals of Hearing or Introduction to Audiology
- Anatomy and Physiology of the Speech Mechanism
- Language Development
- Introduction to Communication Disorders

## B. Program Requirements

The Master of Arts (M.A.) in Speech-Language Pathology requires a minimum of 45 credits of academic coursework, supplemented by 26 credits of additional coursework in internship and externship experiences. Students are required to successfully complete the required coursework with a GPA of 3.00 and to acquire 375 documented clinical practicum hours. (Appendix A lists off-campus clinical sites that have allowed undergraduate UD students interested in speech-language pathology to complete observation hours and may potentially serve as sites for clinical training of students in the M.A. program.)

Completion of program requirements enables students to receive a Certificate of Clinical Competence from the American Speech-Language-Hearing Association (<http://www.asha.org/Certification/AboutCertificationGenInfo.htm>), which is required for licensure in the State of Delaware. Program requirements include achieving a passing score on the Praxis II: Speech-Language Pathology Test.

### Required academic courses (45 credits, 49 credits for thesis option):

HLTH 610	Neural Bases of Speech and Hearing	3
HLTH 611	Research Methods in Speech Disorders	3
HLTH 612	Counseling in Speech Pathology	2
HLTH 613	Hearing Assessment and Treatment	3
HLTH 620	Diagnostic Methods in Speech Pathology	3
HLTH 630	Childhood Speech Production Disorders	3
HLTH 631	Language Disorders in Young Children	2
HLTH 632	Language Disorders in School Children	2
HLTH 633	Cognitive and Language Disorders	3
HLTH 634	Assessment/Treatment of Voice Disorders	2
HLTH 635	Assessment of Fluency Disorders	2
HLTH 636	Assessment of Motor Speech Disorders	2
HLTH 637	Feeding and Swallowing Disorders	2
HLTH 638	Augmentative/Alternative Communication	2
HLTH 639	Cleft Palate and Related Disorders	2
HLTH 640	Seminar in Communication Disorders	2
HLTH 642	Professional Issues	3

### Required Electives. Select two courses from among the following:

HLTH 650	Disorders in Diverse Populations	2
HLTH 651	Speech Pathology in School Settings	2
HLTH 652	Speech Pathology in Medical Settings	2
HLTH 653	Atypical Language Development	2

HLTH 654 Seminar in Speech-Language Pathology 2

**For Thesis Option:**

HLTH 869 Thesis 6

(2 credits of thesis may be substituted for HLTH640 Comprehensive Seminar in Communication Disorders)

**Required Clinical Experiences (26 credits)**

HLTH 660 Practicum and Seminar in SLP 2

HLTH 661 Clinical Practicum 1

HLTH 662 Clinical Practicum in Audiology 1

HLTH 663 Advanced Clinical Practicum 2

HLTH 664 Diagnostic Procedures in SLP 3

HLTH 665 School Practicum in SLP 4

HLTH 666 Practicum in Health Facilities 4

HLTH 670 Field Placement in School Settings

or

HLTH 680 Field Placement in Health Facilities 9

No student will advance to a second clinical practicum, to a diagnostic practicum, or to a clinical externship unless s/he earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, s/he must re-enroll in the practicum course and earn a minimum grade of B.

At the completion of the program, students are expected to demonstrate the following essential functions required for clinical certification by the American Speech-Language-Hearing Association. Essential functions can be described in relation to five areas: motor, sensory, communication, intellectual/cognitive (conceptual, integrative, and quantitative abilities for problem solving and diagnosis), behavioral/emotional, and the professional aspects of the performance of an SLP profession. Each is described below.

**a. COMMUNICATION**

A student must possess adequate communication skills to:

1. Communicate proficiently in both oral and written English language.\*

Students who do not speak English as their first language will demonstrate proficiency in oral and written language by earning the minimum required official score on the International Test of English as a Foreign Language (TOEFL), the PSU Institutional TOEFL, or the International English Language testing System (IELTS) exam. Students will demonstrate oral language proficiency by passing an oral screening administered as part of the Clinic Orientation.

Students who do not pass the oral screening have the option to enroll in language intervention classes provided by the IELP and/or to receive assistance in the Speech and Hearing Clinic

2. Possess reading and writing skills sufficient to meet curricular and clinical demands.
3. Perceive and demonstrate appropriate non-verbal communication for culture and context.
4. Modify communication style to meet the communication needs of clients, caregivers, and other persons served.

5. Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
6. Communicate professionally and effectively on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
7. Convey information accurately with relevance and cultural sensitivity.

**b. MOTOR**

A student must possess adequate motor skills to:

1. Sustain necessary physical activity level in required classroom and clinical activities.
2. Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
3. Access transportation to clinical and academic placements.
4. Participate in classroom and clinical activities for the defined workday.
5. Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
6. Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
7. Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

**c. INTELLECTUAL / COGNITIVE**

A student must possess adequate intellectual and cognitive skills to:

1. Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.  
Adequate skills in this area will be determined by review of the student's academic record as presented in their graduate application through academic transcripts, GRE scores, letters of recommendation, and a written statement
2. Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
3. Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
4. Self-evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
5. Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

**d. SENSORY/OBSERVATIONAL**

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

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

7. Recognize when a client's family does or does not understand the clinician's written and or verbal communication.
8. Identify and discriminate a client's spoken responses.
9. Accurately monitor through both visual and auditory modalities, equipment displays and controls, including those of hearing instruments, used for assessment and treatment of patients.

**e. BEHAVIORAL/ SOCIAL**

A student must possess adequate behavioral and social attributes to:

1. Display mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
2. Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
3. Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.
4. Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.
5. Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
6. Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
7. Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
8. Dress appropriately and professionally.

**C. Planned Program of Study and Revisions**

Students are required to develop a plan for a program of study with their advisor during the first semester of study. Depending on the student's background and interests, the program of study may include courses beyond the minimum number required for the degree. The planned program of study must be approved by the advisor. The program is designed to be completed in 2 years. A typical plan for the program of study is shown below.

<b>Year 1 - FALL</b>		
HLTH 611	Research Methods in Speech Disorders	(3)
HLTH 610	Neural Bases of Speech and Hearing	(3)
HLTH 630	Childhood Speech Production Disorders	(3)
HLTH 612	Counseling in Speech Pathology	(3)
HLTH 660	Practicum and Seminar in SLP	(2)
		<i>14 credits</i>
<b>Year 1 - WINTER</b>		
HLTH 620	Diagnostic Methods in Speech Pathology	(3)
HLTH 631	Language Disorders in Young Children	(2)
HLTH 636	Assessment of Motor Speech Disorders	(2)
HLTH 661	Clinical Practicum	(1)
		<i>8 credits</i>

<b>Year 1 - SPRING</b>	
HLTH 613 Hearing Assessment and Treatment	(3)
HLTH 632 Assessment & Treatment of Language and Literacy Disorders in School -aged Children	(2)
HLTH 633 Cognitive and Language Disorders	(3)
HLTH 635 Assessment of Fluency Disorders	(2)
HLTH 664 Diagnostics Procedures in SLP	(3)
<i>13 credits</i>	
<b>Year 1 - SUMMER</b>	
Session 1	Session 2
HLTH 634 Assessment/Treatment of Voice Disorders (2)	HLTH 638 Augmentative/Alternate Communication (2)
HLTH 662 Clinical Practicum in Audiology (1)	HLTH 663 Advanced Clinical Practicum (1)
Required Elective (2)	Required Elective (2)
<i>10 credits</i>	
<b>Year 2 – FALL</b>	
HLTH 637 Feeding and Swallowing Disorders	(2)
HLTH 639 Cleft Palate and Related Disorders	(2)
HLTH 665 School Practicum in SLP	(4)
HLTH 869 Thesis (Thesis option only)	(3)
<i>8-11 credits</i>	
<b>Year 2 - WINTER</b>	
HLTH 666 Practicum in Health Facilities	(4)
HLTH 640 Seminar in Communication Disorders	(2)
OR HLTH 869 (Thesis Option) (3)	(2-3)
<i>6-7 credits</i>	
<b>Year 2 - SPRING</b>	
HLTH 670 Field Placement in School Settings OR	
HLTH 680 Field Placement in Health Facilities	(9)
HLTH 642 Professional Issues	(3)
<i>12 credits</i>	

Students may need to alter their approved program of study due to scheduling conflicts, creation of new courses, or change of focus. Students who wish to make changes to their program of study must do so with advisor approval.

Students may retake one course in which a grade below a B- was received. Receiving a grade below a B- in a second course will result in dismissal from the program.

#### **D. Thesis Option**

A thesis is a research study of publishable quality in which the student demonstrates a strong knowledge base, research capacity, creativity, and analytic/writing skills. The thesis option is suggested for students who have maintained a GPA of at least 3.50 and are interested in pursuing doctoral-level study.

A student interested in exploring the thesis option must meet with the faculty member whose expertise is in the area of investigation. The student will work with the faculty member to review the literature in the chosen area and develop the research proposal. All thesis track students must enroll in HLTH869 in the fall and spring semesters of their second year.

Each thesis track student is responsible, in consultation with the faculty advisor, to select a total of three faculty members, (including the thesis chair, who is normally the faculty advisor), who will agree to serve as the Thesis Committee. The final copies of the thesis, including signatures of the department chair and dean, must be submitted at least three weeks before the end of the semester that a student expects to graduate.

**E. Praxis Exam**

As part of the degree requirement, all students must submit a passing score on the Praxis II: Speech-Language Pathology Test. Students are advised not to take the test before the spring semester of their final year in the program.

**F. Faculty Advisors and Committees for Theses.**

- 1. Faculty Advisors.** Upon admission to the program, each student will be assigned a faculty advisor by the program director. Faculty must agree to serve as advisors. Responsibilities of the faculty advisor include:

- Working with the student to develop a program of study,
- Approving any changes to the original program of study,
- Monitoring student progress in the program, and
- When relevant, working with the student to select a thesis committee and coordinate the thesis defense.

If, during the course of a student's academic program, the advisor is unable or unwilling to continue as advisor, it is the student's responsibility to identify a faculty member willing to be the new advisor. The new advisor must be identified within 6 months in order for the student to be considered making satisfactory progress toward the degree.

Students may also elect to switch to a different advisor at any time with the approval of the Program Committee and with the consent of the new faculty advisor. Switching advisors does not change the deadlines for completing the requirements for a degree.

- 2. Thesis Committee.** For those students pursuing a thesis, the student and faculty advisor will identify at least two faculty members who, in addition to the advisor, will have responsibility for approving the thesis proposal and final draft of the thesis. All members of the Speech-Language Pathology faculty are encouraged to participate in the oral portion of the thesis defense. However, responsibility for determining the final outcome of the exam (pass, re-examination, failure) will lie with the named members of the Thesis Committee. In the event of a re-examination, the same committee members will have responsibility for assessing the outcome.

**G. Requirements for Satisfactory Progress towards the Degree**

1. **Time Limit for Completing the Degree.** The time limit for completion of degree requirements begins with the date of matriculation and is specifically detailed in the student's letter of admission. Students entering the program are given two years to complete the program requirements. An extension of time limit may be granted for circumstances beyond the student's control. Requests for time extensions must be made in writing and approved by the student's advisor and the director of the Speech-Language Pathology Program.
2. **Submission of Required University Forms.** To initiate the process for degree conferral, candidates must submit an "Application for Advanced Degree" to the Office of Graduate Studies. The application deadlines are February 15 for Spring candidates, January 15 for Winter candidates, May 15 for Summer candidates, and September 15 for Fall candidates. The application must be signed by the candidate's adviser and the program director. There is an application fee of for master's degree candidates that is published by the university. Payment is required when the application is submitted. Upon completion of the audit, the Office of Graduate Studies notifies students in writing when they have met all degree requirements.
3. **Grade Requirements for Satisfactory Progress.** Failure to satisfactorily progress in the program will be based on the University Graduate Policy as noted below:

The Office of Graduate Studies monitors the academic progress of all graduate students and notifies students in writing of all academic deficiencies. The cumulative GPA after each semester determines academic standing.

The University's Academic Probation Policy is expressed in the following chart:

<b>If student is on:</b>	<b>And earns a GPA of:</b>	<b>The status becomes:</b>
Any status	3.0 or above	Clear
Clear	2.99-2.5	Warning
Clear	2.49-2.0	Probation
Probation	Below 3.0	Dismissal
Warning	Below 3.0	Probation
Any status	Below 2.0	Dismissal

4. **Reasons for Dismissal from the Program.** The Office of Graduate Studies notifies students when they are dismissed from graduate programs without completing a degree. Dismissals usually take place at the end of a term. Students may be dismissed for the following reasons:
  - Upon the expiration of the five-year time limit.
  - Upon the failure to meet the grade point average requirements as stated in the policy on Academic Deficiency and Probation.
  - Upon written notice to the Office of Graduate Studies of voluntary withdrawal from the program.
  - Upon the failure to achieve a cumulative grade point average of 3.0 upon the completion of the stated number of required credits for a degree.

- Upon the failure to meet the required GPA for graduate student status.
- Upon the determination by the faculty of the student's department that the student has failed to meet or has failed to make satisfactory progress towards meeting academic standards required of the student's program other than the failure to achieve a cumulative grade point average of 3.0 upon the completion of the stated number of required credits for a degree.
- Upon violation of University of Delaware regulations regarding academic honesty. All graduate students are subject to University of Delaware regulations regarding academic honesty. Violations of these regulations or other forms of gross misconduct may result in immediate dismissal from the Program.

In the case of dismissal, the program director is required to send a report to the Office of Graduate Studies that states the faculty vote on the decision causing dismissal and the justification for this action. The Office of Graduate Studies will notify a student in writing when the student is being dismissed for failure to make satisfactory progress in the program.

5. **Procedures for Student Appeals.** Students who receive what they perceive as an unfair evaluation by a faculty member or faculty committee may file grievances in accordance with University of Delaware policies. Students are encouraged to contact the faculty advisor and then the program director prior to filing a formal grievance in an effort to resolve the situation informally.

In the case of academic dismissal, the student may appeal the termination by writing to the Office of Graduate and Professional Studies. This appeal must be made within ten class days from the date on which the student has been notified of academic dismissal. If the Vice Provost for Graduate and Professional Studies grants reinstatement, the student must meet the conditions of the reinstatement. Failure to meet these conditions will result in dismissal from the program.

Students wishing to review their program file must submit a written request to the program director at least 24 hours in advance. Students must review the file in the presence of program staff or faculty and are not permitted to remove a file but may photocopy documents from their folder. All access to student records is in accordance with the Family Educational Rights and Privacy Act.

6. **Laboratory Safety and Research Regulations and Standards of Student Conduct.** Graduate students performing laboratory research are subject to all University regulations regarding safety, human subjects, animal use, and hazardous and radioactive material use and disposal. These guidelines may be found in the University of Delaware Policies and Procedures Manual. Additional information can be obtained from the University's Research Office website: <http://www.udel.edu/research/>. All training and regulatory authorizations must be updated at the time of thesis proposal submission.

#### Part IV. Financial Aid and Assistantships

##### A. Financial Awards

1. **Types of Awards, policy for granting financial awards, summer appointments, and number of years of support**

Funding for students within the Speech-Language Pathology program will primarily come from faculty advisor grant support. Research Assistant (RA) awards will be made on a competitive basis for students that best fit the needs of the sponsoring faculty member.

Students can also apply for internal funding. For example, students can apply for any of the appropriate competitive awards offered through the University Office of Graduate and Professional Studies.

## 2. **Responsibilities and Evaluation of Students on Assistantships**

Students must maintain full-time status while funded by an assistantship or fellowship. Students funded as RAs are expected to devote 20 hours per week to research work, as directed by the faculty member providing funding. Continuation of an RA position is contingent on satisfactory work, satisfactory progress toward the degree, and availability of funding.

## Part V. Program Governance

### A. **Speech-Language Pathology Faculty**

1. **Affiliated Faculty.** Faculty from across the university who have training and interest in the broad field of Speech-Language Pathology may affiliate with the program by expressing interest and submitting a CV for review by existing program faculty. Responsibilities of program faculty include oversight of program policies and curriculum. Faculty currently affiliating with the program include:

Professor Beth Mineo

Human Development and Family Studies

*Additional faculty with interest in the Speech-Language Pathology from across the university will be welcomed as program faculty upon submission of a current CV.*

2. **Program Director.** The College of Health Sciences dean will appoint a program director for the Speech-Language Pathology Program from among the affiliated faculty. The term of service for the program director is three years, with no limit on the number of consecutive terms that may be served. The program director serves as the program representative and point person and is responsible for the following:
  - Corresponding with prospective students,
  - Maintaining program records,
  - Holding elections for members of the Program Committee,
  - Chairing Program Committee meetings,
  - Admitting students to the program following approval of the Program Committee,
  - Assigning faculty advisors to students upon admission to the program,
  - Chairing meetings of the Speech-Language Pathology faculty as necessary for review/revision of program policies and curriculum, and
  - Final approval of degree granting.
3. **Program Committee.** The Speech-Language Pathology Program Committee will consist of at least three affiliated faculty members serving in staggered, three-year terms. The program director will serve as chair of the Program Committee. Responsibilities of the Program Committee include:

- Admission of students into the program,
- Approval of student selection of a new faculty advisor after admission to the program,
- Approval of clinical placements for students, and
- Oversight of student progress in the program, including dismissal of students who fail to make satisfactory progress.

## B. Speech-Language Pathology Students

**Student Organization.** The university has a chapter of the National Student Speech Language Hearing Association (NSSLHA). This is a pre-professional membership association for students interested in the study of communication sciences and disorders. National membership is available to undergraduate, graduate, or doctoral students enrolled full- or part-time in a communication sciences program or related major. Students in the master's program will be encouraged to be involved with the organization.

## Part VI. Assessment

Faculty who will be affiliated with the program plan to work with the UD Center for Educational Effectiveness in Spring 2014 to fully develop the program's assessment plan. This work will entail the development of a curriculum map to align selected courses with the intended learning outcomes of the program.

### APPENDIX A POTENTIAL SITES FOR CLINICAL TRAINING

The following list includes sites that have historically allowed undergraduate speech-language pathology students to complete observation hours:

- Appoquinimink School District
- Bayhealth Medical Center
- Beebe Medical Center and Outpatient Rehab Facility
- Brader Elementary School
- Cape Henlopen School District
- Central Delaware Speech-Language Pathology
- Centreville School
- Child Development Watch North
- Christiana Care Health System
- Christina School District Childfind Office/Early Education Center
- Colwyck Elementary School
- Delaware Autism Program
- Delaware Hospital for the Chronically Ill
- Easter Seals
- Family ENT Physicians
- First Philadelphia Preparatory Charter School (Pennsylvania)
- Hearing Services of Delaware

- John G. Leach School
- Kent County Community School
- Lake Forest North Elementary School
- W.T. Chipman Middle School
- Lewes School
- Manor Care
- Nanticoke Memorial Hospital
- Nemours A.I. DuPont Hospital for Children
- North Star Elementary School
- Odyssey Charter School
- Rehabilitation Consultants Clinic
- Shipley Manor Nursing Home
- Olive B. Loss Elementary School
- Peninsula Regional Medical Center (Maryland)
- P.S. DuPont Middle School
- Reaching Milestones Through Therapy (Pennsylvania)
- Red Bank Elementary School (New Jersey)
- Richardson Park Learning Center
- Smyrna School District
- Southern Elementary School
- The Speech Clinic
- Wicomico Nursing Home
- Wilmington Audiology Services

#### APPENDIX B SAMPLE COURSE REQUIREMENTS FROM OTHER INSTITUTIONS

This appendix includes curriculum requirements for the top three nationally ranked programs, as well as for several neighboring programs. The top three programs are located at the University of Iowa (1), the University of Wisconsin-Madison (2), and the University of Washington (3). Neighboring programs included are located at Towson University, Loyola University Maryland, and Temple University.

**Please note that some programs embed the required 25 observation hours and 375 practicum hours within coursework, whereas others do not.** The observation and practicum hours typically add 25-30 additional credits to the requirements.

University of Iowa  
 Department of Communication Sciences and Disorders  
 M.A. in Speech-Language Pathology

(Note: This program is nationally ranked first.)

**A minimum total of 68 credits are required.**

**Core Curriculum**

**Required Graduate Courses:**

003:114 (CSD:4114) Introduction to Voice Disorders  
 003:115 (CSD:4115) Structural Disorders  
 003:135 (CSD:5135) Foundations of Clinical Practice I  
 003:136 (CSD:5136) Foundations of Clinical Practice II  
 003:137 (CSD:5137) Foundations of Clinical Practice III  
 003:140 (CSD:2140) Manual Communication  
 003:145 (CSD:4145) Developmental Speech and Language Disorders  
 003:146 (CSD:4146) Neurogenic Disorders of Language  
 003:147 (CSD:4147) Neurogenic Disorders of Speech  
 003:183 (CSD:4183) Introduction to Stuttering  
 003:244 (CSD:4244) Rehabilitative Audiology  
 003:510 (CSD:5510) Seminar: Introduction to Research in Speech & Hearing  
 003:515 (CSD:6515) Proseminar

**Practicum:**

003:301 (CSD:5301) Practicum: Speech-Language Pathology  
 003:312 (CSD:5312) Practicum: Hearing Measurement  
 07E:192 (EDTL:4192) Special Area Student Teaching

**Menu Courses** (minimum of 12 semester hours must be taken):

003:206 (CSD:5206) Language Disorders in Children (0-18)  
 003:201 (CSD:5201) Principles of Voice Production  
 003:213 (CSD:6213) Voice Habilitation  
 003:222 (CSD:5222) Speech & Hearing Anatomy  
 003:233 (CSD:5233) Aphasia  
 003:236 (CSD:5236) Swallowing Disorders  
 003:237 (CSD:5237) Cleft Palate and Related Disorders  
 003:260 (CSD:5260) Designing Assistive Devices  
 003:282 (CSD:5282) Phonological Development & Disorders  
 003:283 (CSD:5283) Stuttering  
 003:350 (CSD:5350) Preceptorship in Augmentative Communication

**Seminars** (minimum 4 semester hours):

003:520 (CSD:6520) Seminar: MA Language  
 003:522 (CSD:6522) Clinical Speech Physiology  
 003:526 (CSD:6526) Seminar: Rehabilitative Audiology  
 003:186 (CSD:4186) Problems: Speech / Hearing Processes & Disorders  
 003:590 (CSD:7590) Research

University of Wisconsin-Madison  
 Department of Communication Sciences and Disorders  
 M.S. in Speech-Language Pathology  
 (Note: This program is nationally ranked second.)

A minimum of 42 credits are required for an M.S. in Communication Sciences and Disorders with an emphasis in Speech-Language Pathology. A minimum of 25 hours of observation and 375 hours of supervised clinical practicum experience are also required. The observation and practicum hours are not included in the course credits.

### **M.S. in Speech-Language Pathology (Clinical Degree)**

A minimum of 36 credits is required. The typical course sequence, however, exceeds 36 credits and includes the following:

#### **Year 1: Fall semester**

- CD 503: Neural Mechanisms of Speech, Hearing and Language (3 credits)
- CD 702: Introduction to Graduate Study (3 credits)
- CD 703: Language and Learning Disorders of Children (3 credits)
- CD 790: Practicum in Communicative Disorders (2 credits)

#### **Year 1: Spring semester**

- CD 704: Acquired Language and Cognitive-Communication Disorders in Adults (3 credits)
- CD 705: Motor Speech Disorders/Augmentative and Alternative Communication (4 credits)
- CD 706: Management and Assessment of Voice Disorders (3 credits)
- CD 713: Introduction to Medical Speech Pathology (1 credit)
- CD 790: Practicum in Communicative Disorders (2 credits)

#### **Year 1: Summer semester**

- CD 790: Practicum in Communicative Disorders (3 credits)
- Optional Outside Elective Course

#### **Year 2: Fall semester**

- CD 707: Swallowing Disorders (3 credits)
- CD 708: Fluency and Phonological Disorders (3 credits)
- CD 714: School Methods and Procedures in Speech-Language Pathology (1 credit concurrent with CI 692)
- CI 692: School Practicum in Communicative Disorders (3 credits) or CD790: Practicum in Communicative Disorders - Medical Site (3 credits) (Alternates Fall/Spring 2nd year)
- Optional additional credit CD790: Advanced Practicum at UWSHC (1 credit)
- Optional Outside Elective Course (1-3 credits)

#### **Year 2: Spring Semester**

- CD 709: Language Problems of School aged Children and Adolescents (3 credits)
- CD 714: School Methods and Procedures in Speech-Language Pathology (1 credit concurrent with CI 692)
- CD 750: Capstone Course: Communicative Disorders in Pediatric Populations (2 credits)
- CD 752: Capstone Course: Communicative Disorders in Adults (2 credits)  
or Thesis (CD 990 1-2 credits maximum during M.S. program in place of CD 750 & CD 752)
- CI 692: School Practicum in Communicative Disorders (3 credits)
- or CD 790: Practicum in Communicative Disorders - Medical Site (3 credits) (Alternates Fall/Spring 2nd year)
- Optional additional credit CD790: Advanced Practicum at UWSHC (1 credit)
- Optional Outside Elective Course (1-3 credits)

University of Washington  
 Department of Speech and Hearing Sciences  
 M.S. in Speech-Language Pathology

(Note: This program is nationally ranked third.)

A minimum of 69 credits is required.

### Core Speech-Language Pathology Program Curriculum

<b>Year 1</b>			
<b>Autumn</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
SPHSC 500 - Clinical Methods for Documenting Change (4)	SPHSC 529 - Assessment & Treatment of Birth-to-4 & Communication Disorders (4)	SPHSC 536 - Assessment & Treatment of School-Age Communication Disorders (4)	SPHSC 540 - Augmentative & Alternative Communication Foundations (4)
SPHSC 501 - Neural Bases of Speech, Language & Hearing (4)	SPHSC 532 - Assessment & Treatment of Neurogenic Cognitive & Language Disorders (3)	SPHSC 534 - Assessment & Treatment of Dysphagia (4)	SPHSC 533 – Medical Speech-Language Pathology (3)
SPHSC 539 - Assessment & Treatment of Childhood Speech & Phonological Disorders (4)	SPHSC 535 - Assessment & Treatment of Voice Disorders (4)	SPHSC 531 – Neurogenic Motor Speech Disorders (4)	SPHSC 565 - Professional Seminar: Counseling (2) Take yr 1 or 2
SPHSC 565 – Professional Seminar (1)			SPHSC 506 - Research Methods in Speech-Language Pathology (3)
SPHSC 552 – Advanced Practicum in Speech Pathology / UWSHC	SPHSC 552 – Advanced Practicum in Speech Pathology / UWSHC	SPHSC 551 and/or 552 – Advanced Practicum in Speech Pathology / UWSHC	SPHSC 551 and/or 552 – Advanced Practicum in Speech Pathology / UWSHC
<b>13 cr didactic / varied cr practicum</b>	<b>11 cr didactic / varied cr practicum</b>	<b>12 cr didactic / varied cr practicum</b>	<b>12 cr didactic / varied cr practicum</b>
<b>Year 2</b>			
<b>Autumn</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
	SPHSC 565 – Professional Seminar (1)		
SPHSC 537 - Assessment & Treatment of Fluency Disorders (4)			
SPHSC 538 - Assessment & Treatment of Cognitive-Comm.	SPHSC 551 and/or 552 – Advanced Practicum in Speech Pathology /	SPHSC 551 and/or 552 – Advanced Practicum in Speech Pathology /	SPHSC 551 and/or 552 – Advanced Practicum in Speech Pathology /

Disorders (3)	UWSHC	UWSHC	UWSHC
SPHSC 551 and/or 552 – Advanced Practicum in Speech Pathology / UWSHC	SPHSC 555 – PreInternship (2)	SPHSC 555 – PreInternship (2)	SPHSC 601/602 Internship (10)
		SPHSC 601/602 Internship (10)	
<b>7 cr didactic / varied cr practicum</b>	<b>1 cr didactic / varied cr practicum</b>	<b>Varied cr practicum</b>	<b>Varied cr practicum</b>

### Curriculum Requirements

The graduate curriculum is designed to meet both the UW Graduate School and ASHA requirements. The 17 didactic courses listed above are required courses in the Core Speech-Language Pathology graduate program and completion will ensure students meet the ASHA standards for knowledge in the field of speech-language pathology. Didactic courses are scheduled around the needs of the clinical practica. Students should be aware that some required courses may need to be offered during late afternoon or evening hours (e.g., 5:30 – 7:30 p.m.). In addition, classes may occasionally need to meet on Saturdays.

In the Core Speech-Language Pathology program, students are also required to take 3-4 additional courses that align with their chosen “emphasis path” and focus specifically on pediatric or adult populations and issues. The [emphasis path and elective requirements](#) are in addition to the 14 required foundational courses.

The clinical coursework is designed such that each student will meet the clinical skill requirements and clock hour minimum mandated by ASHA for certification (400 hours). Clinical clock hour targets are provided for each of the [required clinical practica](#). To graduate, students must complete at least 375 clock hours of supervised clinical experience in the practice of speech-language pathology (325 minimum in the graduate program) plus 25 hours of observation for a minimum total of 400 hours.

Towson University  
 Department of Audiology, Speech-Language-Pathology, and Deaf Studies  
 M.S. in Speech-Language Pathology

Degree Requirements (50 units minimum)

Required Courses (48 units)

SPPA 600	Language Development and Disorders from Birth through Preschool (3)
SPPA 604	Acquired Neurogenic Language & Cognitive Disorders: I (3)
SPPA 605	Acquired Neurogenic Language & Cognitive Disorders: II (3)
SPPA 606	Language Development and Disorders in School-Age Children (3)
SPPA 610	Phonology and Articulation (3)
SPPA 614	Fluency Disorders (3)
SPPA 620	Voice Disorders in Children and Adults (3)
SPPA 626	Neurologically Based Speech Disorders (3)
SPPA 628	Dysphagia (3)
SPPA 690	Clinical Practicum – On Campus (3)
SPPA 705	Professional Issues in SPPA (1)
SPPA 710	Written Language Development and Disorders (3)
SPPA 713	Seminar: Research Design in SPPA (3)
SPPA 714	Augmentative and Alternative Communication (2)
SPPA 745	Advanced Clinical Practicum– On Campus (3)
SPPA 746	Advanced Clinical Practicum– Off Campus (3)
SPPA 747	Advanced Clinical Practicum– In Schools (3)

Electives (2 units required)

SPPA 680	Special Topics in Speech-Language Pathology (1-2)
SPPA 796	Independent Study in Speech- Language Pathology (1-3)
SPPA 897	Thesis (6)
SPPA 899	Thesis Continuum (1)

Additional Electives (0 Units Required)

SPPA 525	Aural Rehabilitation (3)
SPPA 748	Advanced Pediatric Practicum (3)
SPPA 797	Directed Readings
SPPA 798	Advanced Clinical Practicum - On Campus (3)

Loyola University Maryland  
 Department of Speech-Language-Pathology  
 M.S. in Speech-Language-Pathology

(56-68 credits are required.)

### Required Courses

- [SP600](#) Neurology for the Speech-Language Pathologist (3 credits)
- [SP601](#) Language Disorders: Aphasiology (3 credits)
- [SP602](#) Language Disorders: Infancy through Early Childhood (2-3 credits)
- [SP604](#) Voice Disorders (3 credits)
- [SP612](#) Aural Rehabilitation: Child and Adult (2 credits)
- [SP613](#) Advanced Topics: Articulation and Phonological Disorders (2 credit)
- [SP617](#) Fluency Disorders (2 credits)
- [SP624](#) Language and Literacy Disorders: School-Age Population (4 credits)
- [SP625](#) Research Methods and Design (3 credits)
- [SP643](#) Assessment and Intervention for Children and Adolescents with Autism Spectrum Disorders (2 credits)
- [SP646](#) Tests and Measurements (1 credit)
- [SP650](#) Augmentative and Alternative Communication (2 credits)
- [SP656](#) Ethics and Professional Practice (2-3 credits)
- [SP666](#) Dysphagia: Evaluation and Management (3 credits)
- [SP704](#) Cognitive-Communication Disorders: Adult (3 credits)
- [SP706](#) Motor Speech Disorders in Adults and Children (1 credit)

### Electives

A total of three (3) elective credits is required. Elective courses are subject to change in order to meet the needs of the students and the program. The following courses are typically offered:

- [SP616](#) Independent Study in Speech-Language Pathology (1-3 credits)
- [SP620](#) Cleft Palate and Craniofacial Anomalies (1 credit)
- [SP641](#) Counseling in Communication Disorders (1-3 credits)
- [SP644](#) Pediatric Dysphagia (1 credit)
- [SP645](#) Multicultural Issues in Speech-Language Pathology (1 credit)
- [SP700](#) Head and Neck Cancer (1 credit)
- [SP701](#) Advanced Topics: Cochlear Implants (1 credit)
- [SP702](#) Trach and Vent (1 credit)
- [SP703](#) Advanced Dysphagia (1 credit)
- [SP707](#) Introduction to Sign Language (1 credit)

### Clinical Requirements

All students are required to successfully complete clinical coursework during the first and second year of the master's program. This requires a minimum of 375 practicum hours and 25 observation hours, with a requirement of one summer placement generally taken during the summer between the first and second year of graduate work.

Students are provided with supervised clinical experiences matched to their level of clinical expertise. Students begin their clinical practice experience in the Loyola Clinical Centers and are supervised by the clinical/academic faculty. Student progress is reviewed each semester by the clinical faculty to assess readiness to advance to different types of clinical experiences. Students receive pass/fail grades during their clinical internship year as they rotate through different clinical sites. Clinical courses during the first year of the program include:

- [SP632](#) Clinical Speech-Language Pathology Internship: Schools Based (1-4 credits)
- [SP633](#) Clinical Speech-Language Pathology Internship I (1-4 credits)
- [SP634](#) Clinical Speech-Language Pathology Internship II (1-4 credits)
- [SP642](#) Clinical Speech-Language Pathology Internship III (1-4 credits)

In addition, all students will enroll in the following course to support them in their internship year:

- [SP630](#) Clinical Seminar in Speech-Language Pathology (1 credit)

During the second year, students advance to placements in a typical job setting to further develop their clinical skills. Students are required to complete a minimum of two semesters of externship placements across two different settings. The externship director reviews placement applications each semester and advises students to register for one of the following clinical practicum courses:

- [SP635](#) Clinical Speech-Language Pathology Externship (3 credits)
- [SP636](#) Advanced Clinical Speech-Language Pathology Externship: Specialty Clinical Programs (4 credits)
- [SP637](#) Clinical Speech-Language Pathology Externship: School Based (3 credits)

Temple University  
 Department of Communication Sciences and Disorders  
 M.A. in Speech-Language-Hearing

Students ***enrolling in Fall 2009 or later*** must complete at least 39 semester hours of graduate work in academic subjects plus a minimum of 375 hours of clinical practicum plus 25 hours of observation.

#### Tentative First Year

Fall:

CSC+DIS 5521 Foundations in Child Language Disorders (3 sh)  
 CSC+DIS 5522 Foundations and Management in Phonological Disorders (3 sh)  
 CSC+DIS 5526 Foundations in Adult Language Disorders (3 sh)  
 CSC+DIS 5531 Applications in Audiology (1 sh)  
 CSC+DIS 8187 Basic Practicum in Diagnostics (1 sh)  
 CSC+DIS 8287 Basic Practicum in Therapy (1sh)

Spring:

CSC+DIS 8726: Management of Child Language Disorders (3)  
 CSC+DIS 5528: Foundations and Management in Voice (3)  
 CSC+DIS 8724: Management of Adult Language Disorders (3)  
 CSC+DIS 8187 Basic Practicum in Diagnostics (1)  
 CSC+DIS 8287 Basic Practicum in Therapy (1)

Summer:

CSC+DIS 8722: Foundations and Management in Dysphagia (2)  
 CSC+DIS 5532: Foundations and Management in Hearing Disorders (3)  
 CSC+DIS 5525: Foundations and Management in Fluency (3)  
 CSC+DIS 8721: Foundations & Management in Augmentative & Alternative Communication (AAC) (2)  
 CSC+DIS 9387 Advanced Clinical Practicum (3)

#### Tentative Second Year

Fall:

CSC+DIS 8830: Seminar in CSC+DIS (1) (taken once in 2nd year)  
 CSC+DIS 8727: Written Language Development & Disorders (2)  
 CSC+DIS 5524: Foundations & Management in Motor Speech Disorders (2)  
 CSC+DIS 9387: Advanced Clinical Practicum (3)  
 CSC+DIS 9187: Practicum in Voice (1)  
 CSC+DIS 9287: Practicum in Fluency (1)  
 CSC+DIS 8187: Practicum in Hearing (1)  
 Elective(s) (3)

Spring:

CSC+DIS 8824: Assessment & Treatment of Diverse Populations (2)  
 CSC+DIS Electives  
 CSC+DIS 9387 Clinical Practicum and any other practica not yet taken

Summer:

CSC+DIS 9387 Clinical Practicum and any other practica not yet taken