

GRADUATE STUDENT HANDBOOK

M.A. PROGRAM

SPEECH-LANGUAGE PATHOLOGY



UNIVERSITY OF MINNESOTA

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

2009-2010

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INTRODUCTION TO THE M.A. HANDBOOK

This handbook is the primary resource for students enrolled in the Master's degree program in the Department of Speech-Language-Hearing Sciences and their advisors. The beginning of the handbook contains information that is useful for new graduate students. The handbook contains information about coursework, clinical education, departmental and Graduate School policies, and clinical certification from the American Speech-Language-Hearing Association (ASHA). Additional information concerning Graduate School and University of Minnesota policies may be found on the University of Minnesota web page (www.umn.edu) or the Graduate School web page (www.grad.umn.edu).

YOU ARE RESPONSIBLE FOR THE CONTENT OF THE HANDBOOK AND ARE EXPECTED TO HAVE READ THE RELEVANT SECTIONS OF THE HANDBOOK BEFORE ASKING YOUR ADVISOR FOR INFORMATION.

I

Campus Community

Organizational Structure of the Department

The Department of Speech-Language-Hearing Sciences (SLHS) is part of the College of Liberal Arts (CLA) at the University of Minnesota. The department offers four degrees:

- 1) Bachelor of Arts (B.A.) in Speech-Language-Hearing Sciences.
- 2) Master of Arts (M.A.) in Speech-Language-Hearing Sciences, with formal tracks in SLP & AuD or a no-track option.
- 3) Doctor of Audiology (Au.D.), professional doctorate in Audiology.
- 4) Doctor of Philosophy (Ph.D.) in Speech-Language-Hearing Sciences.

Administration

Jaelyn Adair, 612-624-9535

slhsed@umn.edu

Clinical Education and Academic Support
115 Shevlin Hall

- Assists the Clinical Program Director
- Manages practicum paperwork, hours, and grades
- Academic/department support (grades, evaluations, textbooks, and room reservations)

Csilla Fekete, 612-625-4202

feket003@umn.edu

Senior Accountant
215 Shevlin Hall

- Financial administration
- Grant administration including budget development and oversight
- Department payroll
- Resources for University financial policies

Renada Goldberg, 612-624-5576

jali0004@umn.edu

Department Administrator
205C Shevlin Hall

- Assists the Department Chair
- Human resources
- Curriculum management, course and classroom scheduling
- Budget oversight

Andy Le, 612-626-2016

slhsgrad@umn.edu

Graduate Student Personnel Coordinator
105 Shevlin Hall

- Graduate information, admissions, applications, procedural questions
- Initial contact for prospective graduate students
- All Graduate School forms
- Any questions with graduate policy (including comprehensive exams), registration, dates and deadlines, etc.
- Department newsletter
- Questions about grad student fellowships, grants, funding, organizations, etc.

Brianna Schmidt, 612-624-3322

slhs@umn.edu

Executive Accounts Specialist
115 Shevlin Hall

- Department and clinic receptionist
- Distributes keys, parking permits, and orders office supplies
- Financial support to the department (tracking payments, assist in purchasing, travel reimbursements)
- Primary liaison to Facilities Management

Advising

Benjamin Munson, 612-626-0304 munso005@umn.edu

Director of Graduate Studies
47 Shevlin Hall

- Knows the Graduate School requirements, rules, and regulations
- Serves both graduate students and SLHS faculty and staff in handling concerns or issues related to graduate education
- Oversees graduate admissions, including the MA in Speech-Language-Hearing Sciences, Au.D. in Audiology, and the Ph.D program
- Signs and approves degree program plans
- For questions about the admissions process, please refer students to Andy Le

Robert Schlauch, 612-624-7001 schla001@umn.edu

Director of Undergraduate Studies
119C Shevlin Hall

- Meets with prospective SLHS majors/minors
- Reviews transcripts for transfer students
- Advises SLHS majors in honors program
- Informs undergraduate students about volunteer and scholarship opportunities
- Oversees undergraduate program

Bill Solheim, 612-624-9027 slhsua@umn.edu

Undergraduate Advisor
117H Shevlin Hall

- Appointments for undergraduates for major and minor declaration, exploration, and information
- Non-degree seeking students preparing for the graduate program
- Responds to emails from individuals with questions about the undergraduate program
- Maintains the Undergraduate Bulletin Board with up-to-date information

Department Chair

Peggy Nelson, 612-625-0071 peggynelson@umn.edu

Department Chair and Program Director
205A Shevlin Hall

- Provides leadership to the department
- Oversees departmental programs
- Develops department budget
- Oversees curriculum and assigns teaching responsibilities
- Represents the department in the CLA and University

Clinical Programs Director

Mark DeRuiter, 612-624-5755 derui001@umn.edu

105A Shevlin Hall

- Directs the Davis Speech-Language-Hearing Center
- Responsible for the clinical education of students enrolled in the Department of Speech-Language-Hearing Sciences
- Teaches SLHS 5401 'Counseling and Professional Issues'
- Signs and approves certification and licensure paperwork

Research Associate

Edward Carney, 612-624-0056 carne006@umn.edu

1 Shevlin Hall

- Provides technology assistance
- Assists with statistical design and analysis
- First point of contact for technology needs in Shevlin Hall classrooms

Professors

- Arlene Carney, 612-626-9545 carne005@umn.edu
160 C Morrill Hall
Ph.D., University of Minnesota
Aural Rehabilitation, Cochlear Implants, Speech Perception in Children
- Joe Reichle, 612-625-6542 reich001@umn.edu
241 Educational Sciences Building
Ph.D., University of Wisconsin
Language disorders in persons with severe disabilities, augmentative communication systems
- Robert Schlauch, 612-624-7001 schla001@umn.edu
119C Shevlin Hall
Ph.D., University of Washington
Diagnostic audiology, hearing measurement, psychoacoustics
- Jennifer Windsor, 612-625-0071 windsor@umn.edu
34 Shevlin Hall
Ph.D., Purdue University
Child language and language impairments, cognitive linguistic processing mechanisms

Associate Professors

- Mary Kennedy, 612-626-9688 kenne047@umn.edu
53 Shevlin Hall
Ph.D., University of Washington
Cognitive and language disorders in adults with brain injury
- Kathryn Kohnert, 612-626-4733 kohne005@umn.edu
36 Shevlin Hall
Ph.D., University of California – San Diego
Language and Cognition in Bilingual Children and Adults, with and without communication impairments
- Benjamin Munson, 612-624-0304 munso005@umn.edu
47 Shevlin Hall
Ph.D., Ohio State University
Phonological development and disorders, laboratory phonology
- Peggy Nelson, 612-625-4569 peggynelson@umn.edu
205A Shevlin Hall
Ph.D., University of Kansas
Audiology, hearing aids, speech perception in hearing impaired listeners
- Peter Watson, 612-624-1010 pjwatson@umn.edu
51 Shevlin Hall
Ph.D., University of Arizona
Speech motor control, neuronal activity in relation to speech, prosody and its control

Assistant Professors

- Lizbeth Finestack, 612-624-6090 finestac@umn.edu
54 Shevlin Hall
Ph.D., University of Kansas
Child language intervention, developmental disabilities
- Aparna Rao, 612-626-6008 raox098@umn.edu
220B Shevlin Hall
Ph.D., Purdue University

Pediatric audiology and auditory evoked potentials

Jayanthi Sasisekaran, 612-626-6001 sasis001@umn.edu
206 Shevlin Hall
Ph.D., University of Toronto
Language-speech motor interactions, and neurophysiological indices of language processing

Yang Zhang, 612-624-7818 zhang470@umn.edu
46 Shevlin Hall
Ph.D., University of Washington
Learning and cognitive development, magnetoencephalography (MEG), event-related potentials (ERP)

Clinical Specialists

Sarah Angerman, 612-624-2617 eric147@umn.edu
24 Shevlin Hall
Ph.D., University of Minnesota
Clinical Audiology, auditory processing, hearing conservation, hearing aids

Jane Carlstrom, 612-624-7307 carls004@umn.edu
119G Shevlin Hall
Au.D., University of Florida
Clinical audiology, hearing aids, cleft palate

Mark DeRuiter, 612-624-5755 derui001@umn.edu
105A Shevlin Hall
Ph.D., University of Minnesota
Speech perception, aural rehabilitation, language development and disorders

Marilyn Fairchild, 612-624-9314 fairc003@umn.edu
16 Shevlin Hall
M.A., University of Minnesota
Communication problems of children and adults with developmental speech and language disorders and communication differences and/or disorders in members of culturally or linguistically diverse populations

Linda Hinderscheit, 612-624-8590 hinde001@umn.edu
215G Shevlin Hall
M.A., University of Minnesota
Communication problems of children and adults with developmental speech and language disorders

Becky Lulai, 612-624-9314 lude0008@umn.edu
16 Shevlin Hall
Adult rehabilitative speech and language therapy, children with developmental speech and language disorders, cognitive impairments, and childhood phonological disorders

The Department of Speech- Language- Hearing Sciences

Shevlin Hall

1. **Keys for Shevlin Hall:** Complete an authorization form and submit requests for building keys to the receptionist in 115 Shevlin Hall. Graduate students may obtain keys to the front door and the Graduate student room (Shevlin 102). Requests for keys to other laboratory and/or clinical rooms in Shevlin must be authorized in writing by a supervising faculty member.
2. **Building security:** DO NOT LEAVE VALUABLES UNATTENDED. Each year several wallets and purses are stolen in Shevlin Hall, as well as other buildings on campus.
3. **Access to Shevlin Hall:** Shevlin Hall is unlocked at 7:00 a.m. every weekday (except U of M holidays). The outside doors to Shevlin Hall are locked at 6:00 p.m. daily and all weekend. If you need to be here alone evenings or weekends, we encourage you to inform the University Police Department, 612-624-3550.
4. **Parking permits for Shevlin Hall:** The University has issued special parking permits to our department for use by research subjects and clients of the Davis Speech-Language-Hearing Center (for parking near Shevlin Hall). Permits and instructions for use may be obtained in 115 Shevlin. Office hours are from 8:00 a.m.-12:00 noon and 1:00-4:30 p.m. Monday-Friday. If you have a noontime, evening, or weekend client or subject, obtain a parking permit during office hours.
5. **Graduate Student Room, Shevlin 102:** Individual mailboxes for graduate students are located in the Grad room, 102 Shevlin. Please check your mailbox frequently. There are often important postings there, as well as copies of necessary forms for graduate students. Additionally, there are a few computers located in 102 for use. Most students use these computers to check university websites and their email throughout the day. There is also a refrigerator and a microwave available. Please remember to close all windows and lock the doors at the end of the day.
6. **Speech-Language-Hearing Sciences ID badge:** You will be required to obtain a U of M Graduate Student Clinician picture ID badge at the U-Card Office, G22 Coffman Union. These ID badges should be worn in every practicum setting, including Shevlin Hall.

U of M Campus Information and Useful Web sites

1. **Graduate School** - www.grad.umn.edu/Current_Students/index.html
2. **U Card (U of M ID card)**: For information about U cards, go to: www.umn.edu/ucard
3. **Maps of campus**: <http://onestop.umn.edu/Maps/>
4. **Parking and Transportation**: www.umn.edu/pts
Here you will find information on busing, parking, biking and walking safely: use your judgment in walking unescorted in the evening hours. The U of M's escort service will walk you anywhere on campus and a certain distance off campus 24 hours a day. Their number is 612-624-WALK. Emergency telephones are located across campus and have blue lights on top to help spot them.
5. **Bus to campus**: The U-Pass is a transit pass that provides unlimited rides 24 hours a day. Any currently registered student at the University of Minnesota who has a U-Card and has paid the transportation fee is eligible for a U-Pass. Click on <http://buspass.umn.edu> to order U-Pass on line.
6. **Post offices**: Coffman Union, Dinkytown Station (1311 4th St. S.E.), University Station (2811 University Ave. S.E.), West Bank Skyway Store, and St Paul Student Center. Mailboxes are located throughout campus.
7. **Copying Services on Campus: Printing Services** operates ten copy center locations providing on-campus copying services. To locate the center nearest you, go to: <http://www.printing.umn.edu/CopyCenters.htm>. Most campus copy machines accept only U cards with cash accounts.
8. **University Libraries**: The University of Minnesota Libraries is one of the University's and the State's greatest intellectual and capital assets. LUMINA, the online network, provides computerized access to the Libraries' collections and serves as a gateway to local, national, and global information sources. MNCAT (<http://www.lib.umn.edu/books/>), the Libraries' online catalog, provides a nearly complete listing of book and journal holdings. Since 1992, the Libraries have been adding full-text journal articles to its databases, and there are now more than 1,000,000 complete articles available online from Libraries and remote computers.

For further information on the University of Minnesota's Library system, visit their website (www.lib.umn.edu/).

You will need a valid **U Card (U of M ID card)** to check out materials from the libraries.

9. **Student addresses and phone numbers**: To make changes for the official University records -- <http://onestop.umn.edu/> select "Personal Information."
10. **Student email accounts**: The official means of communication between faculty/staff and students is through the University's email system: www.mail.umn.edu. Students are responsible for obtaining all information received by e-mail.

Please note that all University communication will be sent to your U of M email account.

"A University assigned student email account shall be the University's official means of communication with all students on the Twin Cities campus. Students are responsible for all information sent to them via their University assigned email account. If a student chooses to forward their University email account, he or she is responsible for all information, including attachments, sent to any other email account."

Financial Aid Options

Fellowship and Scholarship Funds: The Department has a strong focus on the research and teaching experiences of students. Several funds have been set up to support student training. Information regarding applications for these funds can be found at <http://www.slhs.umn.edu/funding/>. Alumni and friends of this department have made generous donations to the following funds:

- Leslie E. Glaze Graduate Fellowship Fund (for Ph.D. students)
- Bryng Bryngelson Research Fund (for all graduate and undergraduate students)
- Clark D. Starr Family Fellowship (for M.A. students)
- Robert G. Robinson Scholarships (for Au.D. students)
- Charles E. Speaks Graduate Fellowship fund. (for Ph.D. students)

Contributions are enormously helpful in enabling us to meet the educational needs of students.

Forms of financial assistance: We encourage you to investigate potential forms of support:

Work Study Program: This program is described at <http://onestop.umn.edu/onestop/financialaid.html>

1st floor, 170 Donhowe Bldg., 612-626-8608

If you think you qualify, we encourage you to apply and then notify Renada Goldberg once you have been notified that you are eligible. She will notify faculty and staff of your status.

U of M Job Center: <http://www1.umn.edu/ohr/employment/index.html>

170 Donhowe Bldg, 612-625-2000

This office maintains a list of general job openings on campus for undergraduate and graduate students (e.g., clerical, food service, lab technicians, etc.)

Graduate School Fellowship Office: www.grad.umn.edu/fellowships/

321 Johnston, 612-625-7579

This office maintains a list of various forms of financial support available to graduate students. Some forms of aid are discipline-specific, others are not.

***Graduate Assistant Office:** <http://www1.umn.edu/ohr/gae/>

2nd floor Donhowe Bldg., 612-624-7070

This office maintains lists of on-campus openings for graduate teaching and research assistants.

*Teaching Assistantships are typically reserved for Ph.D. Students. In any given semester a small number of M.A. and Au.D. Students may be selected to receive a Teaching Assistantship. There is no application process for Teaching Assistantships. The Department Chair assumes all students are interested in TA-ships and assigns these based on progress through the program and fit with teaching needs. Some faculty members may have Research Assistantship positions available. These positions are at the discretion of individual faculty members, not the department.

REGISTRATION AND TUITION INFORMATION

Course information is available online at: www.onestop.umn.edu

Students can **register for classes** three ways:

- On-line -- <http://onestop.umn.edu/onestop/registration.html> Computers are available for internet access in the Grad Student room (102 Shevlin). Shevlin Hall also has wireless internet access throughout the building. A web registration tutorial is available online at: http://onestop.umn.edu/onestop/Registration/Registration_Tutorial.html
- In person at any Student Services Center – Locations are available here: <http://onestop.umn.edu/onestop/services.html> Each Student Services Center has staff available to direct you if you choose to register in person or use the computer terminals located there. When you register in person you will receive a registration statement. When registering in person, be sure to bring the following items with you:
 - a) registration and cancel/add form*
 - b) student I.D.*A registration and cancel/add form can be printed from: <http://www.onestop.umn.edu/onestop/forms.html> Bring this form with you if you register in person.
- By mail or fax -- Complete instructions are at: <http://onestop.umn.edu/onestop/registration.html>.

Changing your registration - Print a Registration and Cancel/Add form at:

<http://www.onestop.umn.edu/onestop/forms.html#students>

Adding/Canceling of courses can be done online or in person at a Student Services Center. For further information, go to:

<http://onestop.umn.edu/onestop/Registration/Changing.html>

Please watch the deadlines for canceling or adding courses.

<http://onestop.umn.edu/onestop/calendar.html>

Certain courses require **prerequisites and/or instructor consent**.

When instructor consent is indicated, you'll need a permission number to register. After you have spoken with the instructor and obtained instructor approval, you may obtain a permission number from 115 Shevlin (slhs@umn.edu) – specify the course number and section number of the course. Common courses that require a permission number are: SLHS 5993, SLHS 8720, SLHS 8820, SLHS 8840, SLHS 8777, and SLHS 8994.

Please note that you must declare your **choice of grading system (A/F or S/N)** as part of your initial registration for the semester. In our Department, all professional courses must be taken for letter grade (A/F). Practicum registrations (SLHS 8720, 8820), Plan A thesis (SLHS 8777) and Plan B comprehensive examinations (SLHS 8994) must be taken S/N. Related fields courses may be taken A/F or S/N. Changes in grading option must be made within the first two weeks of the semester and must be processed as a registration change.

Health insurance and immunization requirements (required prior to registration):

- **Health insurance.** If you register for six or more credits and are admitted to a degree program, but do not have health insurance, the University will automatically enroll you in the University-sponsored Student Health Benefit Plan. The insurance fee will be entered on your fee statement and must be paid along with your tuition and fees. For further information, go to: <http://www.bhs.umn.edu/insurance/insurance.htm> If you have your own health insurance, simply provide the name of your insurance provider and your policy number during on-line or in-person registration.
- **Immunization Requirements and Holds.** All students born after December 31, 1956, are required by Minnesota state law to be immunized against diphtheria, tetanus, measles, mumps, and rubella. You received a student immunization record with your admissions letter. If you are not adequately immunized, you must get immunized against the diseases listed above. For more information and to download a copy of the Student Immunization Form, go to: <http://www.bhs.umn.edu/services/immunizationservices.htm>

The **Registration Check List** provides useful information for registration online or in person and is located at: http://www.onestop.umn.edu/onestop/Registration/Registration_Checklist.html

Tuition and fees: You may view your student Account: <http://onestop.umn.edu> under “Finances.”

Each time you register, or cancel/add, your account is adjusted.

Graduate Assistants: If you have a Graduate Assistantship, please contact the department administrator about your tuition waiver. You may also contact the Graduate Assistant Office at 319 - 15th Ave. S.E. (612-624-7070) for more general information. For detailed information about graduate assistant employment and benefits, please visit the Graduate Assistant Offices web site at: <http://www.umn.edu/ohr/gae>

Transcripts: Official transcripts can be ordered from Onestop at 200 Fraser Hall or online. Official transcripts are available for a nominal fee. Unofficial transcripts are free. Go to: <http://www.onestop.umn.edu/onestop/grades.html>

Holds: If you have a hold on your record, you may not register or, in many cases, obtain transcripts until that hold is cleared with the office imposing the hold. A hold may be imposed for financial indebtedness to the University (e.g., for unpaid tuition or library fines, or delinquent health service payments) or for disciplinary or scholastic reasons. Notice of any hold, including the name of the department or office where it may be cleared, is available online: <http://www.onestop.umn.edu/> under “Quick Links” following the link: “Holds.”

Maintain Full Time Status: A full-time student must register for a minimum of 6 credits per semester. Within a range of 6-14 academic credits per semester, a student pays a flat tuition fee. When students register for fewer than 6 credits, registration is on a per credit basis. Students who are appointed as teaching or research assistants must be registered in fall and spring semesters.

Student Grievance Process

It is the student’s responsibility to be aware of Board of Regents Policies as they apply to students and student employees. (See the University Board of Regents policy Web site at <http://www.umn.edu/regents/polindex.html>). For University grading policies see: [Uniform Grading and Transcript Policy](#).

Overall, there are internal and external processes. Both of these are outlined below:

Internal Process

If students have a grievance issue, the Department of Speech-Language-Hearing Sciences recommends that they use the following resolution process:

First, it is expected that the student will meet with and attempt to resolve the issue with the faculty member in question.

Second, if the student has met with the faculty member and the problem has not been resolved, then the student should contact the Director of Graduate Studies, the Clinical Program Director, or the Department Chair. Students should be aware that there may be limits to confidentiality with any of these personnel. Complaints that are submitted directly to the Department Chair are reviewed in consultation with the Director of Graduate Studies or Clinical Program Director depending upon the specific nature of the complaint.

External Processes

If a student does not choose to meet first with a faculty member, the student may also directly contact the [Student Conflict Resolution Center](#) (612-624-7272, 211 Eddy Hall, sos@umn.edu) for advice and representation in areas of formal and informal University proceedings (for example, student conduct code issues, dorm incidents, employment problems, academic disputes, financial aid grievances, academic misconduct charges, student judicial issues). Students may also contact this office for assistance and advice for any campus-based problem or complaint (for example, grade or instructional complaints, registration requirements,

unfair treatment, financial aid or billing problems). The Student Conflict Resolution Center can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. Students should be aware that there are time limits for taking action in some cases.

For employment-related grievance issues, students may contact the [Office for Conflict Resolution](#) (formerly the University Grievance Office) at 612-624-1030 (662 Heller Hall, conflict.resolution@umn.edu). See also <http://www.umn.edu/ocr/policies.html> for additional Office of Conflict Resolution policy and procedures.

If students have experienced any form of discrimination or harassment, they can seek assistance and advice from the Office of Equal Opportunity and Affirmative Action at 612-624-9547, eoaa@umn.edu, 419 Morrill Hall, <http://www.eoaffact.umn.edu>.

Students also have the option to register complaints regarding a Graduate Education Program with the Council on Academic Accreditation (CAA). The CAA is a semi-autonomous branch of the established through the Legislative Council of the American Speech-Language-Hearing Association (ASHA) . Jurisdiction of complaints, complaint processes, and timelines are available to students and the public at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm>

Communication Proficiency

Students in the program must maintain a level of written and verbal communication proficiency in English that allows them to complete their practicum and coursework assignments fully and competently. Our department's practicum requirements follow the university's English-language requirements for teaching assistants who lead a recitation, discussion, or lab section of a course. Students who do not achieve this are able to take English Communication Coursework at the University to help them reach the level of proficiency needed to complete practicum. These policies and procedures are described fully in the following URL: <http://policy.umn.edu/categories/humresources.html>

II

The Master of Arts Program in Speech-Language Pathology

MISSION OF THE MASTER'S PROGRAM

The Department of Speech-Language-Hearing Sciences offers a Master of Arts (M.A.) degree. This degree is designed to prepare students primarily for careers in clinical service delivery in Speech-Language Pathology. Most graduates of the master's program hold clinical positions in schools, hospitals, community clinics, private practices, and other facilities around the country where they evaluate and treat individuals with communication disorders. The master's program combines academic coursework and clinical education experiences in the environment of a major research university where faculty are actively engaged in pursuing questions that have clinical relevance and impact. Master's students have opportunities to collaborate with faculty in research experiences in addition to fulfilling the requirements for professional practice.

The M.A. program in Speech-Language Pathology is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). Because our program is accredited by ASHA, students who complete the master's programs in Speech-Language Pathology and meet all the department requirements are eligible for clinical certification by ASHA. Clinical certification is granted to an individual clinician: a) after s/he has completed the M.A. program, b) passed a national certification test in Speech-Language Pathology, and c) completed a clinical fellowship (CF) under the supervision of a clinician who holds the Certificate of Clinical Competence from ASHA in the appropriate professional area.

In keeping this mission, we encourage students to take advantage of the numerous clinical and ASHA required research opportunities that include special colloquia, presentations, and workshops presented by our department and others at the University of Minnesota and within the local professional community. Our department schedules colloquia throughout the school year. Notices of such presentations are posted on bulletin boards throughout Shevlin Hall and included in the weekly department electronic newsletter. Research opportunities may be available in faculty research laboratories.

GRADUATE ADVISING for M.A. STUDENTS

Beginning the M.A. Program – Initial Advising

Upon acceptance into the master's program, the Director of Graduate Studies (DGS) will send each student a letter asking students to choose a date for the initial advising appointment, usually in early or late summer preceding fall enrollment. During this initial advising meeting, each student will meet with the DGS and the Clinical Program Director (CPD) in small groups. These two faculty members will review each student's undergraduate transcripts with the students to determine which courses should be taken during the first fall semester. Additionally, they will consult with each student about his or her interests within speech-language pathology. After the meeting, the DGS will assign a permanent academic advisor for each student.

At the initial advising meeting, each student will receive a copy of several forms that are important for completion of the master's degree in speech-language pathology. The first form is the **Department Curriculum Form** (*Department of Speech-Language-Hearing Sciences & ASHA – M.A. Curriculum in Speech-Language Pathology*). Each student will complete this form to verify that his or her undergraduate and graduate courses meet the certification standards of the American Speech-Language-Hearing Association as well as the requirements of the Department of Speech-Language-Hearing Sciences and the Graduate School. This form contains all the requirements for ASHA certification and for departmental and Graduate School requirements. The completed form will be kept in your permanent file and in your academic advisor's file.

At the initial advising meeting, students should complete as much of this form as possible, based on the undergraduate courses that have been taken. The section that can usually be completed is called "Basic Science Coursework" on the first page of the form. The DGS and the CPD will assist students initially in completing this form. Later, the academic advisor will work with the student to complete the form throughout the program.

Entries in the form consist of course numbers and titles from the Department of Speech-Language-Hearing Sciences. To determine whether coursework from other universities meet ASHA requirements and department prerequisites, consult with instructors of the departmental courses and with the DGS. Students should bring a copy of their course syllabus to that meeting to assist in the decision. If a course in the Department of Speech-Language-Hearing Sciences is judged to be equivalent to the undergraduate course from another institution by the course instructor, the student enters that information on the form. If the course is either non-equivalent or partially equivalent, the student must enroll in the needed course in the Department of Speech-Language-Hearing Sciences or in a Directed Readings (SLHS 5993) to make up the information that is needed for ASHA certification. Students must take all professional courses in the M.A. program even if they have previously enrolled in an undergraduate course that included some of the same topics.

The Graduate Academic Advisor

The academic advisor oversees a student's program, provides advice and consultation to the student, and directs the student's Plan A thesis or coordinates a student's Plan B comprehensive examination. The academic advisor serves as the Chair of the student's oral examination committee for the Plan A or Plan B defense. A Plan A thesis must always be directed by the student's academic advisor, who subsequently chairs the oral defense. The Plan B option is a comprehensive examination.

Please communicate regularly with your advisor. A student may change academic advisors by writing to the DGS to request the change. The student must consult with the previous academic advisor as well as the new academic advisor and provide evidence of this in the email to the Director of Graduate Studies.

Required Paperwork for the M.A.

There are three important forms that you will need to complete during your M.A. program. There is a checklist located in Appendix A that will help you complete these forms. The forms are:

- Departmental Curriculum Form
- Degree Program Transmittal Form/ Degree Program Form (combined)

THESE FORMS MUST BE COMPLETED AND TURNED IN WITH THE CHECKLIST, AS A PACKET, TO YOUR ADVISOR AT THE END OF YOUR FIRST ACADEMIC YEAR.

Department Curriculum Form

(Speech-Language-Hearing Sciences & ASHA M.A. REQUIRED Curriculum in Speech-Language Pathology)

This form is a planning document and a record of completed coursework and practicum. Submit this form by the end of spring semester of your first year along with the Graduate Forms Checklist and your Graduate Degree Transmittal & Program Form.

1. Complete the **Department Curriculum Form** for the M.A. in Speech-Language Pathology. This is the form that was begun at the initial advising meeting with each student.
2. The student should meet with the advisor to discuss the program over the two-year period. The student will need to refer both to his/her undergraduate and graduate transcripts to complete the form. The student should continue to fill out the form until it is ready to be submitted to the advisor for their signature.

Graduate School degree program transmittal form & degree program form

The Degree Program Transmittal Form & the Degree Program Form are required by the Graduate School. These forms are filed as an agreement between the student and the Graduate School that these courses are to be taken in order to receive a Master's degree.

1. The student should complete the *Degree Program Transmittal & Degree Program Form* for the Graduate School. This form may be downloaded from the Graduate School web site http://www.grad.umn.edu/current_students/forms/masters.html. The forms are also available via <http://www.slhs.umn.edu/grad/handbook.html>. The Department of Speech-Language-Hearing Sciences requires that a Degree Program Transmittal and Degree Program Form be **completed** by the end of the first year of the program.
2. Identify your advisor and committee members on page 1.
Check Plan A (thesis) or Plan B (comps) option.
List the faculty members on your examining committee. The committee will conduct the final oral examination (oral defense) of the student. The committee consists of a minimum of three members – two from within the Department of Speech-Language-Hearing Sciences and one from outside the student's graduate program. The academic advisor serves as the Chair of the committee. The student asks the committee members if they are willing to serve on the committee. For the purposes of this exam, students may ask a faculty member from within the department who is not in the student's graduate program. That is, SLP students can ask an Audiology faculty member to serve as their outside committee member, and vice versa. Students are not required to do this. Outside members of departmental committees can come from a number of departments. Frequent members have come from Educational Psychology, especially from the Special Education area, Child Psychology, Psychology, Otolaryngology, Linguistics, Dentistry or Psychiatry. Students are not restricted in their choice of committee members from other departments, but they must have *Graduate Faculty status.

*Determine if an instructor has Graduate Faculty Status - you can ask the instructor if s/he is a member of the Graduate Faculty OR you can check the Graduate Faculty Roster at: http://www.grad.umn.edu/faculty_rosters/faculty.html

Doctoral students who are course instructors are not eligible to be committee members.

3. Read all the instructions on the Graduate School website before completing the form. Here are several highlights of the instructions:

List all courses chronologically, both those that have been taken and those that will be taken.

- List 4xxx, 5xxx or 8xxx level courses that you took as a graduate student on Degree Program Form. You may have taken lower-division courses (i.e., 3xxx courses) to fulfill prerequisites or ASHA requirements, but these should NOT be listed on this form. Do list your grades in A/F or S/N format. Total up the credits for courses in your major separately from courses outside your major (i.e., related field's courses).

- Students taking a Plan A (thesis option) must register for 10 credits of SLHS 8777. List these as one entry on the Degree Program Plan.
 - Students taking a Plan B option must register for 4 credits of SLHS 8994 (Directed Research).
 - Transfer credits may be placed on the plan with an accompanying transcript if they were taken at the graduate level at another institution.
4. Once these forms are complete, turn in the following forms to your academic advisor so they can review and sign off on them. Please note that you must turn in a completed checklist with these forms (found in the Appendix); without the checklist, the packet will be returned to you.
- Graduate Forms Checklist
 - Departmental Curriculum Form
 - Degree Program Transmittal Form and
 - Degree Program Form

Obtain and turn in an unofficial transcript of your courses and grades to date, including undergraduate courses. This may be obtained on OneStop. If you wish to transfer credits from another institution, you must include a copy of the transcript. Please note, the Graduate School requires that you have a copy of your transcript sent directly to them by your former institution.

Finally, give the forms to the Andy Le for review (mailbox in 117, or outside 105); Andy will review and forward it to the DGS for his signature. Once the form is signed it will be returned to the student to submit to the Graduate Student Services and Progress (GSSP) office in 316 Johnston Hall.

Petitioning to make Changes in Degree Program Forms:

Changes can be made to the Degree Program Form by filing a Petition form with the Graduate School. Petition forms are available on the Graduate School's website http://www.grad.umn.edu/current_students/forms/g59.pdf. Changes may be necessary if a student wishes to change from a Plan B to a Plan A option or if the student has any changes in coursework. To graduate, the Graduate School will audit the student's program plan and will authorize graduation only if all courses on the program plan are completed and on the transcript. If a student changed his/her program, the program plan must be changed. The Graduate School will not clear a student for graduation until the Degree Program Form directly corresponds to the transcript. The Petition must be approved both by the academic advisor and the DGS and filed with the Graduate School.

Maintaining Active Status in the Graduate School

ALL Graduate School students are required to register in the Graduate School every fall and spring term in order to maintain active status. Maintaining active status is the responsibility of the graduate students and is required in order to participate in the University community as a Graduate School student. Students not registered every fall and spring term, as described above, will be discontinued by the Graduate School.

Grad 999 (a zero-credit, zero-fee, non-graded registration option) is now an option for those Graduate School students who must register solely to meet the Graduate School's registration requirement. This option is designed for students who have completed coursework but not yet completed their degree. The department allows for two registrations in Grad 999 during the regular academic year without having to seek department permission. Students who have already registered for two semesters of Grad 999 must send a letter to the Director of Graduate Programs and the Clinical Programs Director to seek permission for additional registration. Permission will only be granted if the student has demonstrated a clear, achievable plan for finishing their graduate program, or has demonstrated that exceptional circumstances prevent the student from doing so.

If a student fails to register each semester, he or she will be discontinued and will be required to apply for readmission and pay an admission fee. If a student has been deactivated, he or she cannot register for classes, file a Degree Program Plan, take a final oral examination and must reapply to the M.A. Program.

THE ACADEMIC PROGRAM

M.A. Degree Curriculum

The curriculum for the M.A. degree in Speech-Language Pathology meets requirements of the Graduate School, the Department of Speech-Language-Hearing Sciences, and the American Speech-Language-Hearing Association (ASHA) for certification in Speech-Language Pathology.

Prerequisite Knowledge and Skills

ASHA requires that students show evidence of coursework in the following areas as prerequisite knowledge for coursework leading to certification. These courses should be completed outside the undergraduate area of concentration in Communication Disorders/Speech-Language-Hearing Sciences.

Mathematics

Biological Science

Physical Science

Behavioral/Social Sciences

The Department of Speech-Language-Hearing Sciences requires evidence of coursework in **Statistics** as an additional prerequisite requirement. See Section D for a list of approved courses. Other Statistics classes may be approved by the DGS on a course by course basis. Please note that the Statistics course may also be counted towards the ASHA math requirement.

Basic Human Communication Processes (Basic Science Courses)

The courses under “Basic Human Communication Processes” provide information needed by all M.A. students. The courses listed below must be completed satisfactorily before a student is awarded a Master of Arts degree with emphasis in Speech-Language Pathology. These courses are prerequisites for coursework in speech, language, and hearing disorders.

Courses with equivalent content taken at other institutions can be substituted for these courses. In some instances, the content of a course below may have been distributed across two courses or more in the student’s undergraduate program. For instance, the content covered in the University of Minnesota’s acoustics course (SLHS 3301) may have been a major part of courses in hearing science or speech science at another institution. Courses with equivalent content taken at other institutions do not have to carry the same credit load as SLHS courses. The determination of equivalence rests with the adviser in consultation with relevant faculty. Most courses in these foundations of practice courses and introductory professional courses may be completed during the undergraduate or graduate program. However, foundation of practice courses at the 3xxx level do not carry graduate credit and cannot be listed on a student’s Degree Program Form.

SLHS 3302	Anatomy & Physiology of the Speech & Hearing Mechanisms	3 credits
SLHS 3303	Language Acquisition & Science	3 credits
SLHS 3304	Phonetics	3 credits
SLHS 3305W	Speech Science	3 credits
SLHS 4301	Introduction to the Neuroscience of Human Communication	3 credits
SLHS 4402	Assessment and Treatment in Speech-Language Pathology	3 credits

M.A. in SPEECH-LANGUAGE PATHOLOGY

Students completing the M.A. must complete the following departmental requirements.

A. Required Coursework

Core Coursework:

SLHS 5401	Counseling & Professional Issues	3 credits
SLHS 5402	Assessment and Treatment in Speech-Language Pathology	3 credits

Speech Disorders:

SLHS 5501	Fluency & Phonological Disorders	3 credits
SLHS 5502	Voice & Cleft Palate <small>Prerequisite 3305, 4301, or instructor consent</small>	3 credits
SLHS 5503	Dysphagia and Motor Speech Disorders <small>Prerequisite 3305, 4301, or instructor consent</small>	3 credits

Language Disorders:

SLHS 5603	Language & Cognitive Disorders in Children <small>Prerequisite 3303 or instructor consent</small>	3 credits
SLHS 5605	Language & Cognitive Disorders in Adults <small>Prerequisite 3302, 4301, or instructor consent</small>	3 credits
SLHS 5606	Augmentative & Alternative Communication	3 credits
SLHS 5608	Clinical Issues in Bilingualism & Cultural Diversity	3 credits

Audiology:

SLHS 4801	Hearing Measurement & Disorders	3 credits
SLHS 4802	Rehabilitative Audiology	3 credits

To meet ASHA certification requirements, students must demonstrate knowledge and skills in nine major areas of practice: Articulation, Fluency, Voice and Resonance, Receptive and Expressive Language, Hearing, Swallowing, Cognitive Aspects of Communication, Social Aspects of Communication, and Communication Modalities. It is anticipated that most students will require a minimum of two years of graduate study to complete the M.A. Degree in Speech-Language Pathology.

B. Clinical Observation and Practicum

Observation

All students must complete at least 25 hours of supervised observation. These hours can be accrued throughout the student's graduate program as part of their clinical practicum enrollment. Observation hours attained at the undergraduate level may be transferred into the graduate program with appropriate documentation. Please see the Clinical Program Director for further details.

Practicum

All students must complete 18 credits (minimum of 375 clinical contact hours and 25 observation hours) of clinical practicum. Students will receive clinical education placements in a variety of settings, including schools, inpatient and outpatient health care facilities, private practices, group homes, and community centers.

Practicum may be obtained through registration in (SLHS 8720) Speech-Language Pathology and (SLHS 8820) Audiology. Students will be scheduled for approximately 3 hours per week of ASHA-countable hours for each 2 credits of practicum. Students who enter the program with clinical experience can receive exemption for up to 2 credits (or up to 50 clinical contact hours) of clinical practicum (maximum of one credit in the minor area of Audiology).

All clinical practicum placements are made by the Clinical Program Director and are assigned by considering student coursework and preparation.

C. Related Fields/Minor Requirements

All students must meet Graduate School related fields or minor requirements by completing a minimum of 6 graduate credits in one or more related fields outside the major or a minimum of 6 graduate credits in a single minor field outside the major. Each department determines what courses constitute a minor; consequently, a formal minor in a department typically requires more than 6 credits; however, the Graduate School's requirement is 6 credits. Speech-language pathology students frequently take courses in Psychology (e.g. PSY 5054 Psychology of Language, PSY 5014 Psychology of Human Learning and Memory, PSY 5138 Psychology of Aging), Child Psychology (e.g. CPSY 5305 Multidisciplinary Perspectives on Aging), Educational Psychology (e.g. EPSY 5401 Counseling Procedures, EPSY 5616 Behavioral Analysis and Classroom Management) or a variety of other departments. Please discuss your interests with your advisor, who will have additional courses that may be of interest to you.

D. Additional Required Coursework in Supporting Areas

One of the following statistics courses or the equivalent is required, Please consult the DGS to determine course equivalency. The statistics course must be at least 3 semester credit hours, or the equivalent.

EPSY 5261 - Introductory Statistical Methods

(3.0 cr; =[EPSY 3264, EPSY 5231]; fall, spring, summer, every year)

Application of statistical concepts/procedures. Graphs, numerical summaries. Normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples. Hypothesis tests, Chi-square tests. Conceptual understanding/application of statistics.

PSY 4801 - Introduction to Statistics

(4.0 cr; Prereq-3005W, [honors student or #]; fall, spring, every year)

Descriptive/inferential statistics, hypothesis testing, correlation, regression.

PSY 3005W - Introduction to Research Methods and Statistics

(4.0 cr; Prereq-1001, [soph or jr or sr]; A-F or Aud, fall, spring, summer, every year)

Concepts/procedures used to conduct/evaluate research, especially in social sciences. Benefits/limitations of traditional research methods. Using statistics to describe/interpret research outcomes. Evaluating scientific claims.

STAT 3011 - Introduction to Statistical Analysis

(4.0 cr; =[ANSC 2211, STAT 5021]; Prereq-Two yrs high school math; fall, spring, summer, every year)

Describing data/relationships. Discrete/continuous random variables. Sampling distributions. Confidence intervals. 1-/2-sample significance tests. Simple linear regression.

STAT 3021 - Introduction to Probability and Statistics

(3.0 cr; Prereq-Math 1272; fall, spring, summer, every year)

Elementary probability, probability distributions. Sampling, elements of statistical inference. Regression.

STAT 3022 - Data Analysis

(4.0 cr; Prereq-3011 or 3021; fall, spring, every year)

Practical survey of applied statistical inference and computing covering widely used statistical tools: multiple regression, variance analysis, experiment design, nonparametric methods, model checking and selection, variable transformation, categorical data analysis, logistic regression.

SLHS 8777

Plan A thesis

10 credits

or

SLHS 8994

Plan B comprehensive examination

4 credits

E. Additional Requirements for the Certificate of Clinical Competence (CCC)*

All students must demonstrate that they meet the following additional academic requirements for the Certificate of Clinical Competence in Speech-Language Pathology issued by the American Speech-Language-Hearing Association:

- A master's or doctoral degree in a course of study addressing the knowledge and skills of Speech Language Pathology. Requires a minimum of 36 credits at the graduate level (Std. I).
- All graduate course work and clinical practicum from a CAA accredited program (Std. II).
- Completed a program of study in sufficient depth and breadth to achieve the specified knowledge outcomes (Std. III-A, B, C).
- Demonstrates knowledge of:
 1. the principles and methods of prevention, assessment and intervention for people with communication and
 2. swallowing disorders (Std. III-D),
 3. standards of ethical conduct (Std. III-E),
 4. research processes and the integration of research principles into evidence-based clinical practice (Std. III-F),
 5. contemporary professional issues (Std. III-G),
 6. certification, specialty recognition, licensure, and other relevant professional credentials (Std. III-H)
- Completed academic and clinical education sufficient to achieve the skills outcomes in Standard IV-G (Std. IV-A).
- Demonstrates oral and written skills and other forms of communication sufficient for entry into professional practice (Std. IV-B).
- Completed a minimum of 400 clock hours (including 325 in graduate study) of supervised clinical experience in the practice of speech-language pathology, including 25 hours in clinical observation and 375 hours in direct client/patient contact (Std. IV-C, D).
- Supervised by individuals holding a current ASHA Certificate of Clinical Competence in the appropriate area of practice (Std. IV-E).
- Demonstrates knowledge of and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span (Std. IV-F).
- Meets the education program's requirements for demonstrating satisfactory performance through ongoing formative assessment of knowledge and skills (Std. V-A).

** If you complete our M.A. program, you will complete these requirements.*

PLAN A and PLAN B

Plan A Option

Writing the Plan A Thesis

A thesis in the Department of Speech-Language-Hearing Sciences is the report of an experiment or a study that typically involves:

- The development of a research question
- The recruitment of human subjects and the collection of data or the analysis of a corpus of data that has been collected previously
- Data analysis
- Writing a document that contains: 1) an introduction, 2) method and procedures, 3) results, and 4) discussion, in the format described by the Publication Manual of the American Psychological Association (5th Edition)
- Defending the thesis at an oral examination
- A Plan A thesis requires enrollment in 10 credits of SLHS 8777

The thesis is directed by a student's academic advisor. The process of completing a thesis involves writing a number of drafts and revisions until the final product is ready for defense. The thesis will be judged ready for defense by two committee members before an oral defense can be scheduled. Following the successful completion of the oral defense, the student must provide two copies of the thesis to the Graduate School.

Steps in Completion of the Plan A Thesis

1. Make sure that the Degree Program Transmittal and the Degree Program Form has been approved by the Graduate School.
2. Finish all revisions of the thesis to the satisfaction of the thesis advisor so that it is ready for review by thesis reviewers.
3. Register the thesis title at 316 Johnston Hall at the time that the thesis is ready for the reviewers. The student must provide a copy of the title page of the thesis as it will appear in the final document. The Graduate School will confirm that a Degree Program Form has been filed. You may then obtain a graduation packet from 316 Johnston Hall. You may request this packet via e-mail on the Graduate School web page. The graduation packet includes the **Thesis Reviewers' Form**.
4. Give each committee member a copy of your thesis to read and approve. The Graduate School recommends that the committee receive a minimum of two weeks to read the thesis. Many faculty across the university are unavailable to serve on graduate committees during the summer months.
5. Obtain the signatures of approval from each committee member and **return** the Thesis Reviewers' Form **to 316 Johnston Hall**.
6. **Before scheduling the oral defense**, check with the CPD to verify that all clinical education requirements will be met before you plan to graduate.
7. Schedule a time and a place for the oral examination. Contact committee members and find the best time for all who will participate. Schedule a room for your oral defense with the receptionist in 115 Shevlin Hall. The oral examination will last no more than two hours.
8. Pick up the **Final Examination Report** form from Johnston Hall and bring this form to the final oral defense.
9. Bring the completed ASHA Certification form to the oral defense (to be turned in to the CPD).
10. Your advisor will ask you to leave the room at the start of the oral defense so the committee can discuss your thesis. Some committees may request that you present a short synopsis of your thesis, using overheads or PowerPoint slides. Committee members will also ask you questions concerning your thesis and about the field of Speech-Language-Hearing Sciences as a whole. At the end of the oral examination, you will be asked to leave the room while a decision is made to pass or fail.

11. All members of an examining committee must be present to hold a final oral examination. If a committee member cannot attend an oral, a substitute member must be approved by the Graduate School or the final oral examination must be re-scheduled. A majority of members of the examining committee must vote to pass a student on the final oral.
12. After completion of the oral defense, bring the signed **Final Examination Report** form to 316 Johnston Hall indicating whether you've passed or failed. This form must be returned one month prior to the last working day of the intended month of graduation.

If a student fails the oral defense of the thesis, meet with the advisor to determine what steps need to be taken to pass. A student may schedule another final oral examination with the same committee members and the process outlined above is repeated.

13. The Graduate School requires that two bound copies of the thesis must be submitted to its office. Both copies must be signed by the thesis adviser who verifies that all revisions have been made in the final document. A bound copy is also given to the advisor.

PLAN A THESIS Checklist

Summer Before Program Starts	Initial Advising	<p>Advisor assigned.</p> <p>Begin Department form: <i>Department of Speech-Language-Hearing Sciences & ASHA – M.A. Curriculum Form</i> and Grad School form: <i>Degree Program and Degree Program Transmittal forms</i>.</p>
End of First Academic Year	Department Curriculum Form	<p>Submit completed Department form “<i>Department of Speech-Language-Hearing Sciences & ASHA M.A. Curriculum Form</i>” along with the Degree Program & Degree Program Transmittal forms to your advisor. Include the “Checklist” and an unofficial copy of transcripts. These need signatures from your advisor and the DGS.</p>
End of First Academic Year	Degree Program Transmittal Form & Degree Program	<p>Submit <i>Degree Program & Degree Program Transmittal</i> forms to the Graduate School, no later than the end of spring semester of the first year.</p>
Semester of Graduation	Graduation Packet	<p>Once the Degree Program has been approved by the Grad School and your thesis is ready for review, request a graduation packet (via the Grad School web site). This packet includes the Thesis Reviewers Report form. Allow committee at least 2 weeks to read the thesis.</p>
Prior to Month of Graduation	Application for Degree	<p>Submit the Application for Degree to 200 Fraser Hall by the first working day of the intended month of graduation.</p>
Semester of Graduation	Thesis Reviewer’s Report	<p>Submit the signed Thesis Reviewer’s Report form to 316 Johnston Hall. The Final Examination Report Form will be given to you at that time. You must have the Final Exam Form before you report for the exam. Entire committee must sign. Distribute the written thesis to committee members, allowing at least 2 weeks before the oral defense.</p>

Semester of Graduation	Schedule Oral Defense	<p>Thesis title must be registered, in 316 Johnston, at the time it is ready for review. Provide a title page as it will appear in final document.</p> <hr/> <p>Confer with Clinical Program Director to verify all clinical education requirements have been met.</p>
Semester of Graduation	Final Examination Report	<p>Schedule time and place for oral exam with receptionist in 115 Shevlin Hall. Coordinate date & time with committee members.</p> <p>Bring ASHA form to oral defense.</p> <hr/> <p>Pick up Final Examination Report form in 316 Johnston Hall.</p> <p>Return the Final Examination Report form by the last working day of the intended month of graduation.</p>
Semester of Graduation	Thesis	<p>Return the Final Examination Report form by the last working day of the intended month of graduation.</p> <hr/> <p>Submit two unbound copies of your thesis, both signed by your advisor(s), by the last working day of the intended month of graduation.</p> <p>The SLHS department also requires a bound copy, and it is customary that the advisor receive one as well totaling three copies.</p>
After Graduation	Clinical Certification	<p>Granted upon completion of M.A. program; pass national certification test in SLP; complete clinical fellowship (CF)</p>

**Shading indicates Graduate School requirement; all others are departmental certification requirements.*

Plan B Option

Students who elect the Plan B option for the M.A. degree complete a written comprehensive project and a final oral examination. The aim of the Plan B comprehensive examination is to provide students with an opportunity to demonstrate their scholarship in the field of communication sciences and disorders and in minor/related fields, their familiarity with clinical and research procedures, their ability to work independently, and their skill in presenting information effectively. The Graduate School recommends that students devote about 120 hours in preparation for the Plan B project, which corresponds to 4 credits of registration in SLHS 8994. Students registering for Plan B credits must enroll in 4 credits of SLHS 8994 using the Satisfactory/Unsatisfactory grading scale with their advisor (your advisor's section). These credits may be spread across several semesters. Students will receive grades of I (Incomplete) in 8994 until the oral defense has been completed successfully for the Plan B comprehensive examination.

Written Comprehensive Project:

The written comprehensive project involves answering four essay questions during a one day testing period. The project takes six hours to complete. There is a break for lunch. Each of the questions will require you to integrate information from across the breadth of your program, including academic courses, clinical practicum experiences, and your own reading. Two questions will focus on assessment and intervention for communication difficulties for adults, the other two questions will focus on assessment and intervention for children. It is anticipated that you will spend about 1 ½ hours on each question. In any given semester, all students completing the written project will answer the same four essay questions.

Helpful preparation for the project includes referring to information from all courses listed as Core Coursework, Speech Disorders and Language Disorders on the Department Curriculum Form. However, each of the four essay questions will require you to integrate information from more than one course. Example essay questions will be made available in a central location during the semester in which the written project is to be completed. Students will be told when the example questions are available.

Students must pass three of the four questions to pass the written project and be eligible to hold the Plan B Final Oral Examination. Students who do not pass the written project will be given another two opportunities to complete the written projects. Students are required to write in all areas that they have failed on second or third attempts, with different but thematically similar essay question(s) to those in the original projects. If the original question is about adults with communication disorders, students will rewrite a question about adults. If the original question is about children with communication disorders, students will rewrite on a question about children.

Retaking the written project could extend your time to complete the M.A. degree program. Students who do not pass the written project in three attempts will fail the Plan B written project and will not be awarded the M.A. degree in Speech-Language Pathology.

Plan B Final Oral Examination

1. General guidelines:

The oral examination is a culminating event that tests students' ability to effectively integrate and communicate information. Coursework in the major and related fields/minor and clinical education experiences serve as the foundation for the examination. Students have the responsibility to actively seek a related fields/minor area of content to complement SLHS coursework. Times for the oral examination are arranged by students with their committee members and typically take place during Week 15 or Final Exam Week of each semester. The oral examination lasts about 60-90 minutes and is given by the committee of three faculty members: the academic advisor (committee Chair), another SLHS faculty member, and a faculty member from another graduate faculty, as described on page 20 representing the related fields/minor content area compose the oral examination committee (all must hold graduate status). In general, the examination will cover students' (a) specialty areas, (b) areas of weakness identified on the written comprehensive project, and (c) related fields/minor content. The specific form of the examination is determined by each committee, but typically consists of questions and points of discussion.

2. Grading:

Students' performance on the final oral examination is graded pass/fail. Students who fail the examination may be terminated from the graduate program or may be granted one opportunity to retake the examination provided that the student is given a unanimous recommendation of the examining committee that the student be allowed a retake. The reexamination must be conducted by the original examining committee.

Steps in Completion of the Plan B Oral Examination

1. Obtain a Graduation Packet from 316 Johnston Hall or via e-mail on the Graduate School web page. This packet contains the **Final Examination Report** form, **Graduation Instructions**, **Commencement Attendance Approval Form**, and **Graduate Application for Degree**.
2. **Verify with the CPD that all clinical education requirements will be met** before you plan to graduate. If the CPD approves, you may then schedule your oral defense.
3. Schedule a time (1.5 hours) and a place for the oral examination. Contact committee members and find the best time for all who will participate. Schedule a room with the receptionist in 115 Shevlin Hall.
4. Bring the **Final Examination Report** form that is part of the Graduation Packet and your ASHA certification form to the final oral defense.
5. All members of an examining committee must be present to hold a final oral examination. If a committee member cannot attend an oral, a substitute member must be approved by the Graduate School or the final oral examination must be re-scheduled. A majority of members of the examining committee must vote to pass a student for a pass on the final oral.
6. Your advisor will ask you to leave the room at the start of the oral defense so the committee can discuss your Plan B. During the final oral examination, committee members may ask you questions regarding any aspect of your graduate program.

At the end of the oral examination, you will be asked to leave the room while a decision is made to pass or fail.
7. After successful completion of the oral defense, bring the signed **Final Examination Report** form to 316 Johnston Hall. This form must be returned by the last working day of the intended month of graduation.

If a student fails the oral defense of the Plan B, s/he brings the **Final Examination Report** to Johnston Hall. The student then meets with the advisor to determine the steps that the student should take to best prepare for the retake of the oral exam. The student is able to schedule another final oral examination with the same committee members and the process outlined above is repeated. If the student fails the retake of the oral exam, no degree can be awarded.

PLAN B: COMPS EXAM Checklist

Summer Before Program Starts	Initial Advising	<p>Advisor assigned.</p> <p>Begin form “<i>Department of Speech-Language-Hearing Sciences & ASHA – M.A. Curriculum in Speech-Language Pathology</i>” and <i>Degree Program Transmittal Form</i></p>
End of First Academic Year	Department Curriculum Form	<p>Submit completed Department form - “<i>Department of Speech-Language-Hearing Sciences & ASHA – M.A. Curriculum in Speech-Language Pathology</i>” along with the Degree Program & Degree Program Transmittal form. These need signatures from your advisor and the DGS.</p>
End of First Academic Year	Degree Program Transmittal Form & Degree Program	<p>Submit a Graduate <i>Degree Program & Degree Program Transmittal form</i>, no later than the end of Spring semester of the first year to the Graduate School. Must be signed by advisor and the DGS.</p>
Semester of Graduation	Graduation Packet	<p>Once the Degree Program has been approved by the Graduate School, pick up the Final Examination Report Form and the graduation packet (316 Johnston Hall or Grad School web site) before your final oral exam. You must have the Final Exam Form before you report for the exam</p>
Prior to Month of Graduation	Application for Degree Written Comprehensive Exam/Project	<p>Submit the Application for Degree to 200 Fraser by the first working day of the intended month of graduation.</p> <p>Scheduled approximately 11 weeks into the semester.</p>
Semester of Graduation	Schedule Oral Defense	<p>Confer with Clinical Program Director to verify all Clinical Education requirements are met.</p>

		Pick up Final Examination Report form in Johnston Hall.
		Return the Final Examination Report form by the last working day of the intended month of graduation.
Semester of Graduation	Final Examination Report	Schedule time and place for oral exam in 115 Shevlin. Coordinate date & time with committee members.
		Bring ASHA certification form to oral defense.
After Graduation	Clinical Certification	Granted upon completion M.A. program; pass national certification test in SLP; complete clinical fellowship (CF)

**Shading indicates Graduate School requirement, all others are departmental requirements.*

Accreditation and Standards (KASA) and Academic Remediation

The University of Minnesota Clinical MA Program in Speech-Language Pathology meets the standards set by the Council for Academic Accreditation (CAA) and is accredited by the American Speech Language Hearing Association (ASHA). All academic coursework and clinical practicum requirements for the Certificate of Clinical Competence in Speech and Language Pathology and Minnesota Licensure (Minnesota Department of Health and/or Minnesota Department of Education) can be fulfilled through the Clinical MA Program.

The most recent accreditation standards developed by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association (ASHA) (effective January 1, 2005) are based on knowledge and skill achievement (“KASA”). These standards specify the knowledge and skills that a student must demonstrate before beginning the Clinical Fellowship (CF). These standards are listed in the document entitled “Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology.”

As an accredited program, the speech-language pathology faculty has stated which elements of the KASA are addressed in their individual courses. The syllabi for each course details how students will demonstrate the knowledge and skill achievements specified by the standards.

Assessment of achievement of the necessary knowledge and skills is a joint effort and the responsibility of students, academic and clinical advisors, instructors, and faculty members. Students are encouraged to carefully monitor their record of progress, and if indicated, initiate discussion/action to ensure timely completion of their program.

Assessment of achievement of knowledge and skill objectives is shared by academic and clinical faculty. That is, although a student may have successfully met a knowledge learning objective as part of a course, if the student cannot apply that knowledge as necessary during clinical practicum, the objective will be deemed unmet. Therefore, remedial work may be required pertaining to a specific standard, even though a student has earned a passing grade in the course.

The Council for Clinical Certification (CFCC) has developed a one page form to verify that a student has achieved all knowledge and skill outcomes specified in the standards. At the successful conclusion of the MA SLP program, this form will be signed by the Clinic Director or Chair of the Department of Communication Sciences and Disorders. This form should be submitted to ASHA along with the certification application.

Remediation Plans - Academic

Instructors use a variety of formative methods to assess achievement of knowledge and skills. Instructors also use a variety of remediation tools when a student has difficulty meeting an objective. It is assumed that all objectives specified in the syllabus will be met by the conclusion of the course. For all courses in the Department of Speech-Language-Hearing Sciences, a grade of B- or above indicates that all learning objectives for the course have been met. Occasionally, a student may obtain a grade of B- or above, having mastered most but not all learning objectives. In such cases, the student will be required to complete one plan of remediation to address the particular area of need. For academic courses in which a C grade (C+, C, and C-) is earned, a student may be eligible, with consent of the instructor, to participate in one remediation plan. The structure of this plan is defined by the individual instructor and will include a component assessing whether the student achieves competency for the course. Such plan, to be completed within the quarter following the semester in which the course is originally taken, is for the purposes of demonstrating competency in all learning objectives only. Regardless of the outcome of such plan, the student's original course grade will not necessarily be changed, and is at the discretion of the instructor. Any course grade below a C- will disqualify the student from participating in a remediation plan (but will not necessarily disallow the student from re-taking the course). At the instructor's discretion, the grade of C may necessitate that the student retake the course, rather than complete a remediation plan.

GRADUATE SCHOOL DEADLINES for GRADUATION

Graduate School degrees are awarded monthly. To graduate at the end of any given month you must:

- Submit your Graduate School Application for Degree form to a Student Service Center (200 Fraser Hall, 130 West Bank Skyway, or 130 Coffey Hall) on or before the first workday of the month of intended graduation.
- Complete all other requirements by the last workday of the month.

Graduating before the end of the term may affect your eligibility for student loans, housing, etc. Check with the appropriate office if you have questions on eligibility.

Graduate School students obtain the Application for Degree form and detailed instructions from 316 Johnston Hall.

Commencement ceremonies are held in Northrop Memorial Auditorium. If you wish to attend, you must submit a completed Commencement Attendance Approval Form signed by your adviser and Director of Graduate Studies to 316 Johnston Hall at least two months before the ceremony. Forms are available at the Graduate School or on the Web.

If you have questions about registration, graduation, or the commencement ceremony, contact the Graduate School at 612-625-3490 or visit the Graduate School web site (<http://www.grad.umn.edu/>).

III

Clinical Education

CLINICAL EDUCATION

ASHA Standards

The full text of American Speech-Language-Hearing Association Standards is available on the ASHA website at www.asha.org. The ASHA Standards require that students receive both formative and summative assessments and remediation opportunities during the speech-language pathology graduate programs.

Formative and Summative Assessments

Formative assessments measure students' ongoing progress toward learning outcomes. A key part of these assessments is the opportunity for students to receive feedback about performance and self-reflect to identify ways to improve learning. Summative assessments are designed to measure students' ultimate learning outcomes in relation to departmental expectations for student achievement. Because the emphasis of formative assessment is on the learning process, these assessments usually are not graded in a conventional manner. Summative assessments typically do carry a grade or score.

Many different forms of both assessments are used throughout students' programs -- in courses, clinical placements, research forums, brown-bag discussions, clinical meetings, and comprehensive examinations and thesis projects.

Examples of formative assessments students will encounter in courses might include:

- Writing and receiving feedback on drafts of a written report
- Pre- and post-lecture self-evaluations of understanding of important material
- Peer feedback about student presentations
- Small group discussions of key course information
- Short quizzes that can be retaken until mastered
- Self-confidence ratings about understanding of course material
- Identifying for instructors the most confusing part of a lecture

Examples of summative assessments include:

- Final and mid-semester course examinations
- Course grades
- Written comprehensive examinations
- Final oral examination
- Praxis examination

Remediation

Formative assessment tools help students and instructors to identify specific concerns that may arise as barriers to the learning process and to successful progress in a course or in practicum. Data from formative assessment provide direction for an appropriate remediation plan, applied in response to a student's specific deficits and needs. Thus, remediation activities are designed to intervene by providing support for students who need assistance in achieving the expected outcomes for success in graduate study. These remediation plans seek to devise reasonable assistance for students through the learning process. The summative assessment requirements for academic performance in courses and clinical competency in practicum remain unchanged.

In our department, remediation activities will be applied whenever a course instructor, clinical supervisor, or student identifies concern about the student's performance in academics or practicum. Remediation activities will be specified in a written plan of action, agreed to by the student, the instructor and/or supervisor, the student's advisor, and at the instructor or supervisor's discretion, the Director of Graduate Students (DGS) or Clinical Program Director (CPD), as applicable. The written plan will become a permanent part of the student's academic or clinical file. The document will include:

1. statement of student's learning problem
2. listing of supportive activities to be accomplished
3. responsibilities of the instructor or supervisor (e.g., what will s/he do, in objective terms)
4. responsibilities of the student (e.g., what will s/he do, in objective terms)

5. timeline for activities to be conducted and completed
6. summative grading criteria or influence of remediation outcomes on grade, if applicable

Examples of potential remediation activities in coursework include:

- Extra meetings with the instructor or TA
- Supplemental readings, exercises, or independent labs in an area
- Conducting extra quizzes or practice probes to verify knowledge
- Referrals to writing or study center support available from the University

In clinical practicum, remediation activities will be devised by the supervisor, the student, the Director of Clinical Programs, and the student's advisor. Examples of potential remediation include:

- More observation opportunities
- Extra planning meetings with supervisors or CPD
- Independent planning to prepare for diagnostic or treatment activities
- Working in a triad model with supervisor for a longer period before conducting clinical procedures independently
- Referrals for supplemental academic or counseling support available from the University

Clinical Education Procedures

All procedures regarding clinical education are discussed in detail in the Clinical Practicum Handbook. This handbook should be referred to throughout the master's program. However, students should be responsible for checking to ensure that all clinical education requirements, including credits, clock hours, knowledge, and skills requirements are met before they graduate.

Clinical Education meetings

All students are required to attend *mandatory* Clinical Education meetings for all master's students from 1:30 to 3:30 on the first Friday of the months of October, December, February, and April.

General Expectations for Student Clinicians in the Program

By the completion of the master's program, students should acquire independent clinical management skills. To achieve this objective, students will be supervised according to certification guidelines established by the American Speech-Language-Hearing Association throughout their clinical education. Students are assigned to clinical education experiences with a variety of populations and age groups. Clinical practica will provide students with experience in a broad range of communication disorders in different clinical settings. Student clinicians must demonstrate effective interpersonal and behavioral management skills to work with infants, pre-school and school-aged children, and adults of all ages.

Student clinicians must be able to collaborate with supervisors and other professionals in clinical settings. Student clinicians will be responsible for reporting communication findings and recommendations at interdisciplinary staff or school meetings for Individualized Education Plans (IEP). Student clinicians must communicate information accurately and appropriately to clients, caregivers, and families, in a manner that is respectful of various cultural, educational, and linguistic backgrounds.

Clinical education demands the direct application of academic background to a practical setting. For example, many typical clinical settings in Speech-Language Pathology will require a student clinician to be able to:

- Perform a thorough oral mechanism and motor speech examination.
- Interact with a child to gather a language sample.
- Provide visual and auditory perceptual judgments of voice, speech, or swallowing function.
- Observe and interpret non-verbal communication behaviors.
- Administer, score, and interpret standardized and criterion-referenced examinations of speech, language, or cognition.
- Keep accurate and timely records of intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries.
- Develop, implement, monitor, and evaluate intervention programs.
- Deliver technical assistance to professional peers as part of an interdisciplinary team.
- Counsel speech- and language-impaired clients and their families.

Similarly, many typical clinical settings in Audiology will require a student clinician to be able to:

- Visually inspect the ear canal and tympanic membrane.
- Visually observe and monitor client responses to sounds.
- Manually fit hearing aids, test probes, earmold material, and other prostheses in the ear.
- Adhere to standardized hearing assessment and rehabilitative protocols.
- Keep accurate and timely records of hearing assessment and intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries.
- Develop, implement, monitor, and evaluate intervention programs for aural rehabilitation.
- Deliver technical assistance to professional peers as part of an interdisciplinary team.
- Counsel hearing-impaired clients and their families.

Student clinicians in Speech-Language Pathology will also conduct some Audiology activities (these are activities that are aligned with the ASHA code of practice for the Speech-Language Pathologist). Consequently, student clinicians should have the prerequisite abilities to perform activities in either area.

Additionally, all students entering clinical education must demonstrate knowledge of and agree to adhere to the Code of Ethics of the American Speech-Language-Hearing Association and to other University and institutional policies on privacy, infection control, and other health and safety guidelines. Finally, all students entering clinical education must complete a criminal background study conducted through the State of Minnesota Department of Human Services.

Knowledge and Skills Acquisition (KASA) Form

The Knowledge and Skills Acquisition (KASA) Form summarizes a student's acquisition of the knowledge and skills delineated in the Standards for the Certificate of Clinical Competence (CCC). Use of the KASA Form will demonstrate compliance with accreditation standards related to preparing students to meet ASHA certification requirements. Entries on the form are made only upon acquisition of the knowledge or skill; thus the KASA is not an evaluation, but only a record that a particular knowledge or skill has been acquired. The KASA Form will assist students in determining knowledge and skills already acquired and those yet to be attained.

Specific procedures for determining when knowledge and skills are achieved will be described during monthly Clinical Education Meetings.

Samples of the KASA forms for Speech-Language Pathology are available on our departmental web site at <http://www.slhs.umn.edu/grad/handbook.html>

OBTAINING ASHA CLINICAL CERTIFICATION and STATE LICENSURE

Upon completing the graduate program in Speech-Language Pathology (SLP) graduates generally apply for ASHA Clinical Certification in their primary area. This process requires: a) completion of the M.A. degree, including all clinical education requirements, b) passing the National Certification Examination in Speech-Language Pathology [a passing score is 600 out of 990], and c) completion of a Clinical Fellowship (CF) under the supervision of an ASHA-certified clinician. Many students take the National Certification Examination during their final semester of the graduate program or early in the CF. The exams are administered a number of times throughout the year.

For the Praxis exam, the Department requests that each student identifies the University of Minnesota's Department of Speech-Language-Hearing Sciences as a score recipient (code: 0149). The department never shares scores with individuals, but we do report pass/fail rates back to the American Speech-Language-Hearing Association as part of our accreditation. Reporting your score back to the department assists future students by helping the department maintain this critical aspect of accreditation.

The ASHA standards for certification are available at <http://www.asha.org>. Because the University of Minnesota is accredited by ASHA, graduates only fill out a few pages of the certification application. A sample of the pages to be filled out are shown in Appendix E. The graduate student should complete this paperwork and bring it with them to their oral examination (either Plan A or Plan B) along with a self-addressed stamped envelope. NOTE: Students should leave the date of graduation blank – this will be completed by the Department because a student's graduation date depends upon the month in which they submitted and completed all necessary graduation paperwork. After successful completion of the oral exam, the student immediately submits the ASHA paperwork to the Clinical Education Assistant who audits the student's record to insure that all ASHA requirements have been met. The form is held in the department until the degree is conferred by the Graduate School. Once it has been determined that the student's degree has conferred, the form is given to the Clinical Program Director. The graduate school confers degrees once per month. Therefore, *plan on 45 days of processing time for ASHA applications.*

A processing fee of \$50.00 will be charged for ASHA paperwork that is not submitted at the time of graduation.

After ASHA forms are signed, please DO NOT SEND ASHA FORMS TO EITHER THE DGS, CPD, or Department Chair. They should be sent directly to ASHA.

If there are other necessary forms for state licensure, they should be sent to the Clinical Education Assistant. S/he will verify that each student has met the appropriate requirements and will pass the form(s) on for signature to the appropriate signature authority.

PROFESSIONAL ORGANIZATIONS CONTACT INFORMATION

American Speech-Language-Hearing Association (ASHA)

2200 Research Boulevard
Rockville, Maryland 20850

National Office: 1-800-498-2071

Web Site: <http://www.asha.org>

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

National Student Speech-Language-Hearing Association (NSSLHA)

2200 Research Boulevard #450
Rockville, Maryland 20850

National chapter web site: <http://www.nsslha.org/>

Minnesota Speech-Language-Hearing Association (MSHA)

P.O. Box 26115
St. Louis Park, MN 55426

Email: msha@incnet.com

Web Site: <http://www.msha.net>

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This material is available in alternative formats upon request. Please contact the Department of Speech-Language-Hearing Sciences, 115 Shevlin Hall, 612-624-3322.

Links & Forms

Graduate School Handbooks & Forms: http://www.grad.umn.edu/current_students/

Forms for Master's Students –

http://www.grad.umn.edu/current_students/forms/masters.html

Degree Completion Procedures -

http://www.grad.umn.edu/current_students/degree_completion/masters/index.html

Degree Program Transmittal –

http://www.grad.umn.edu/current_students/forms/g89a.pdf

Petition to the Graduate School –

http://www.grad.umn.edu/current_students/forms/g59.pdf

Department Handbooks & Forms: <http://www.slhs.umn.edu/grad/handbook.html>

Department Curriculum Form -

<http://www.slhs.umn.edu/assets/pdf/SLPDepartmentCurriculumForm.pdf>

Department Forms Checklist -

<http://www.slhs.umn.edu/assets/pdf/FormsChecklist.pdf>

Graduate Assistants Policies and Guidelines–

http://policy.umn.edu/categories/hr/policy/GradStudentEmployment_pol.cfm

IV

BILINGUAL EMPHASIS PROGRAM

BILINGUAL EMPHASIS PROGRAM

The goal of the MA and AuD Bilingual and Multicultural Emphasis Program is to provide students with multiple opportunities to develop a deep understanding of variation in speech, language and hearing across ages and abilities within the context of cultural, linguistic and economic diversity. Students accepted into the MA/AuD program in SLHS and into this specialty area will complete a series of [learning activities](#) designed to develop first-hand understanding of communication differences and disorders for professional purposes.

Note that all students accepted into the MA program in speech-language pathology at the University of Minnesota complete a required course on [Clinical Issued in Bilingualism and Cultural Diversity](#) across the lifespan. Participation in the BI-MEP program is above and beyond this required course and is completely voluntary. Students receive additional mentorship, with the expectation that they will integrate course work and clinical practicum experiences throughout their program with an expanded sense of personal and professional knowledge related to bilingualism and cultural variation. Participation in the BI-MEP program does not add any additional cost or length to the student's graduate training program.

Learning Activities

Students accepted into the *Bilingual and Multicultural Emphasis Program* (BI-MEP) in Speech-Language Pathology or Audiology select and complete a minimum of eight different learning activities from those listed below. Learning activities are divided into five general areas: Course-related Activities, Clinical Activities, Research Activities, Professional Activities, and Language Skill-building Activities. Activities are to be selected from at least four of these five general areas. Students are also encouraged to identify other appropriate learning activities within each of these areas that can be used instead of, or in addition to, those listed. All activities should be approved by the BI-MEP advisor. Students are to specify the type of activity and date completed on the [BI-MEP Learning Activities Summary form](#) (PDF).

I. Course-related Activities

- a. Complete a course in a related field that focuses on some aspect of linguistic, cultural or economic variation that is relevant to SLP or AUD. (This coursework may also be used to fulfill the “related fields” requirement in your MA or AUD program plan if it is at the 4xxx level or higher.)
- b. Complete a directed studies course with a faculty member on a particular topic related to linguistic or cultural diversity.
- c. Complete a written term paper or presentation on linguistic, cultural or economic variation and its relevance to speech, language or hearing disorders. (This project may also fulfill requirements for one of the required courses in the MA or AUD).
- d. Other

II. Clinical Activities

- a. Provide translating/interpreting services for clinical assessments, intervention, counseling or in-services on one or more occasions.
- b. Participate in an approved clinical practicum with a master clinician with recognized expertise in serving linguistically or culturally diverse children or adults.
- c. Compile or develop clinical resources that may be used in the assessment, treatment, counseling or referral of culturally or linguistically diverse clients and their families. Copies of these projects can be archived in the SLHS department or shared with the local chapter of NSSHSLA. Sample projects are to: (1) develop a list of local or national resources (such as websites, materials and locations of support groups or providers) relevant to Spanish-speakers and their families with hearing loss or head injury; or (2) create culturally and linguistically appropriate educational materials (audio tapes, video tapes, brochures) on communication disorders to address the needs of different language groups; (3) develop a reading list of “cultural considerations” to be used in educating parents on language facilitation techniques for young children; or (4) develop a portfolio that explores in depth the cultural and linguistic characteristics and heterogeneity of a particular cultural or linguistic group that interests you (e.g., White Lutheran Midwesterners of Scandinavian Heritage; Black Speakers of African American English in the Midwest; the Somali Community in Minnesota etc.).
- d. Other

III. Research Activities

- a. Participate in original research on a topic related to linguistic, cultural or economic variation in the area of speech, language or hearing. This may be an independent study, a volunteer or paid research assistantship on

- approved projects, or completed as part of a thesis (SLP) or capstone (AUD) project.
- b. Present research findings in a public venue (at a local, national or international research forum or conference).
- c. Other

IV. Professional Activities

- a. Attend monthly meetings of the Multicultural Affairs Committee of the MN Speech-Language-Hearing Association.
- b. Attend scientific presentations on language or cultural diversity at professional conferences.
- c. Complete ASHA continuing education programs related to issues in cultural or linguistic diversity. Examples of these activities include video/CD programs on assessment and intervention available in the SLHS department as well as articles printed in *Language, Speech, and Hearing Services in Schools* or the *Perspectives* publication of Special Interest Division 14 as well as some special issues of SIDs or journals.
- d. Present on a professional topic related to cultural or linguistic diversity to students, professionals or a community group.
- e. Other

V. Language Skill-building Activities

- a. Regular participation in the on-campus or community-based Spanish Vocational Group.
- b. Initiate, instruct or participate in a vocational group in another language (e.g., ASL).
- c. Develop materials for the Spanish or other language vocational groups.
- d. Complete a language class at the U or in the community setting.
- e. Volunteer to work with a group of non-native speakers of English through a local community group or campus organization. Examples of such service include working with adults learning to read, tutoring children, or working with a social group or athletic team. Local organizations that provide different service learning opportunities include Neighborhood House, Big Brother/Big Sister, the YWCA, and Courage Center.
- f. Participate in an international exchange program while an enrolled graduate student.
- g. Other

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.

This material is available in alternative formats upon request. Please contact the Department of Speech-Language-Hearing Sciences, 115 Shevlin Hall, 612/624-3322.

APPENDICES

APPENDIX A

Checklist for Packet of Forms

FORMS CHECKLIST

Turn in the following forms, with this cover sheet, by the end of the second semester of the 1st year of graduate school.

_____ Graduate School Degree Program Transmittal Form

_____ Graduate School Degree Program Form

_____ Department Curriculum Form

_____ Unofficial Transcript (*for all courses listed on above forms*)

Student Signature

Date

APPENDIX B

Department Curriculum Form

Name: _____

Advisor: _____

Date: _____

DEPARTMENT CURRICULUM FORM
 Department of Speech-Language-Hearing Sciences & ASHA
 M.A. Curriculum in Speech-Language Pathology

COURSE	CORRESPONDING ASHA STANDARD	INSTITUTION (IF NOT U OF M)	EQUIVALENT COURSEWORK	SEM/YEAR	UNDERGRAD CREDITS	GRAD CREDITS	
BIOLOGICAL/PHYSICAL SCIENCES, SOCIAL/BEHAVIORAL & MATH							
Math*	III A						
EPsy 5261 or 8706, or equivalent Statistics							
Biological Science	III A						
Physical Science	III A						
Behavioral and/or Social Science	III A						
<i>ASHA requires transcript credit in each area</i>					TOTAL		

*A statistics course can also meet the Math requirement

BASIC HUMAN COMMUNICATION PROCESSES							
SLHS 3301: Introduction to Acoustics	III B						
SLHS 3302: Anatomy & Physiology of the Speech & Hearing Mechanism	III B						
SLHS 3303: Language Acquisition and Science	III B						
SLHS 3304: Phonetics	III B						
SLHS 3305: Speech Science	III B						
SLHS 4301: Neuroscience of Communication	III B						
<i>ASHA requires that transcript credits show evidence courses in anatomical and physiological bases, physical and psychophysical bases, and in linguistic and psycholinguistic variables. ASHA requires transcript credit in each area.</i>					TOTAL		

Total Semester Credit, Basic Science Coursework **TOTAL =** _____

Advisor's Signature: _____

Date: _____

COURSE	CORRESPONDING ASHA STANDARD	CR.	INSTITUTION	EQUIVALENT COURSEWORK	SEM/YEAR	UNDERGRAD CREDITS	GRAD CREDITS
FOUNDATION COURSEWORK							
SLHS 5401: Counseling & Professional issues	III-E, III-F, III-G, III-H	3					
SLHS 5402: Assessment & Treatment in Speech-Language Pathology	III-D, III-E, III-F, III-G	3					
						TOTAL	

SPEECH DISORDERS							
SLHS 5501: Fluency & Phonological Disorders	III-C, III-D, III-E, III-F	3					
SLHS 5502: Voice & Cleft Palate	III-C, III-D, III-E, III-F	3					
SLHS 5503: Dysphagia & Motor Speech Disorders	III-C, III-D, III-E, III-F	3					
						TOTAL	

LANGUAGE DISORDERS							
SLHS 5603: Language & Cognitive Disorders in Children	III-C, III-D, III-E, III-F	3					
SLHS 5605: Language & Cognitive Disorders in Adults	III-C, III-D, III-E, III-F	3					
SLHS 5606: Augmentative & Alternative Communication (SLHS 5900)	III-C, III-D, III-E, III-F	3					
SLHS 5608: Clinical issues in Bilingualism & Cultural Diversity	III-C, III-D, III-E, III-F	3					
						TOTAL	

AUDIOLOGY							
SLHS 4801: Hearing Measurement & Disorders	III-C, III-D, III-E, III-F	3					
SLHS 4802: Rehabilitative Audiology	III-C, III-D, III-E, III-F	3					
						TOTAL	

M.A. Curriculum in Speech-Language Pathology

	CR	Institution	Sem/Qtr	Year	U	G
MINOR OR RELATED CREDITS:						
Total = min 6 cr						
CLINICAL EDUCATION:						
Undergraduate Practicum (SLP):						
Undergraduate Practicum (AUD):						
SLHS 8720 (SLP)						
SLHS 8720 (SLP)						
SLHS 8720 (SLP)						
SLHS 8720 (SLP)						
SLHS 8720 (SLP)						
SLHS 8720 (SLP)						
SLHS 8720 (SLP)						
SLHS 8820 (AUD)						
(17 cr in 8720 & 1 cr in 8820)			Total = min 18 cr			
PLAN A / PLAN B:						
SLHS 8777 (Plan A)						
SLHS 8994 (Plan B)						
TOTAL PLAN A = 10 cr OR TOTAL PLAN B = 4 cr						

Page 1 TOTAL = _____

Page 2 TOTAL = _____

Page 3 TOTAL = _____

ASHA Requires 36 Grad Level Credits & 75 total credits

GRAND TOTAL = _____

APPENDIX C

BILINGUAL EMPHASIS PROGRAM LEARNING ACTIVITIES SUMMARY FORM

BILINGUAL EMPHASIS PROGRAM
LEARNING ACTIVITIES SUMMARY FORM

Student Name: _____

Advisor Signature: _____ Date: _____

Semester/Year	Learning Activity Area	Specify Activity	Comment/Description