

**Department of Communication Disorders  
Graduate Student Handbook**

**2007 - 2008**

# **Department of Communication Disorders**

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## **Preface**

Welcome to the graduate program in the Department of Communication Disorders at Governors State University. To assist you in being a successful student, the faculty has prepared this Student Handbook. The purpose of the Student Handbook is to acquaint you with the materials, resources, policies, and procedures that will help you to be a successful student in the department. The department also adheres to policies in the official document of the university, the GSU Catalog. You must obtain a copy of the GSU Catalog and read it carefully. It is available on line at <http://www.govst.edu/catalog/> . However, policies in this Handbook apply if the Catalog contains no information, or if department policies are more rigorous than university policies.

The Student Handbook contains much useful information and advice. For example, you will learn how to best use your academic advisor and where to get the appropriate forms that you will need at different stages in your career as a student. A review of the Table of Contents will show you the diverse areas covered. Read the Student Handbook thoroughly and use it well.

## CONTENTS

The Department of Communication Disorders.....	1
College and Department Personnel.....	2
Dean, College of Health Professions:.....	2
Chairperson, Dept. of Communication Disorders:.....	2
Communication Disorders Faculty .....	2
Department Adjunct Faculty.....	3
Emeritus Faculty.....	4
Department Secretary.....	4
Graduate Assistant .....	5
Students.....	5
Planning Your Academic Program.....	5
Your Advisor .....	5
Student Study Plan (SSP).....	5
Transfer of Credit.....	6
Sequence of Courses .....	7
Registration.....	8
Course Authorization Book .....	8
Authorization .....	8
Telephone Registration.....	8
Graduate Degree Requirements.....	9
Overall Requirements.....	9
Required Courses (54 credit hours) .....	9
Thesis/Non-Thesis Option (3 or 1 Hour).....	9
Undergraduate Coursework .....	10
Additional Requirements: ISBE Certification .....	10
Type 73 Certification.....	10
Candidacy.....	11
Professional Development Seminar (CDIS 815) .....	11
Qualifying Examinations (CDIS 835) .....	12
Graduate Thesis .....	13
Practicum.....	14
Director of Clinical Education.....	14
Practicum Information Sessions .....	14
Practicum Placements .....	14
Practicum Orientation.....	15
General Requirements and Expectations .....	15
Working During Practicum.....	16
Non-Standard Dialect .....	16
Liability Insurance .....	16

Prerequisites .....	17
New Additional Prerequisites.....	17
Practicum Hours and Skills .....	17
Transfer of Clinical Hours .....	18
Practicum Experiences.....	18
Practicum Agreement.....	20
Practicum Supervision and Student Evaluation.....	20
Student Self-Evaluation .....	20
Practicum Seminars.....	20
Single-Subject Study.....	21
Ethics .....	21
Scope of Practice .....	22
GSU/Esperanza Program. ....	22
Changes in Standards.....	23
New Standards .....	23
Formative Assessment .....	23
Documentation: The KASA.....	24
Changes in Curriculum.....	24
Application for Graduation.....	25
Summary of Steps to Complete Degree Requirements.....	25
Department Policies.....	27
Academic Performance .....	27
Examinations.....	27
Academic Honesty.....	27
Non-Academic Performance.....	27
Student Review Committee Process.....	28
Students with Disabilities .....	30
Concerns and Complaints .....	30
CDIS Department Services and Resources.....	31
CDIS Department Office .....	31
Student Mailboxes .....	31
Clinical Materials Room .....	31
Communication Disorders Laboratory .....	31
CDIS Department Web Site .....	31
National Student Speech-Language-Hearing Association .....	32
Tuition Waivers and Other Support.....	33
University Services and Resources.....	33
Center for Learning Assistance (CLA) .....	33
University Library .....	33

Career Planning and Placement .....	33
Financial Assistance .....	33
Academic Computing Services.....	34
Certification and Licensure.....	34
ASHA Certification .....	34
Illinois State Board of Education Certificate .....	35
Illinois Licensure.....	36
Early Intervention Credentials.....	37
Appendix A: ASHA Code of Ethics.....	38
Appendix B: Curriculum Transition Policy.....	42

## **The Department of Communication Disorders**

The Department of Communication Disorders (CDIS), located within the College of Health Professions, offers two degrees. The undergraduate degree awarded is the Bachelor of Health Science (B.H.S.) in Communication Disorders; the graduate degree is the Master of Health Science (M.H.S.) in Communication Disorders.

The Communication Disorders program, developed in 1971, was one of the first degree programs at the university. The graduate program was first awarded accreditation in Speech-Language Pathology by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA) in 1987. The current accrediting body is the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), a semi-autonomous body of ASHA. The graduate program was accredited by CAA in 1999 and is currently in the process of its reaccreditation cycle. The graduate program also is approved by the Illinois State Board of Education for meeting the academic requirements for the School Service Personnel Certificate (Type-73) endorsed as Non-Teaching Speech-Language Pathologist.

Faculty in the program are all ASHA-certified speech-language pathologists or audiologists. Full-time faculty teach the large majority of required graduate courses; the department also employs adjunct professors, all of whom are experienced and appropriately credentialed in their professional area.

Our program is known for its unusual practicum system. It was the first, and now is one of only a few accredited speech-language pathology programs in the nation that requires students to obtain all their clinical experience in actual work settings outside the university. A network of more than 150 sites in the region provides students with clinical experiences in at least three different environments.

Governors State's graduate program in Communication Disorders is unique in the region in that it enables students to complete their education on a part-time basis. Students usually take one or two lecture courses per trimester, and then complete their practica. All required courses are offered at least twice each academic year, giving students flexibility in scheduling.

It is the philosophy of the faculty in Communication Disorders that you be educated with broad enough scope to function in any employment setting upon graduation. Emphasis is placed on the knowledge and skills you attain, rather than the number of credit hours you accumulate. For that reason, all courses in the curriculum are required. The graduate curriculum meets all academic and practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), the Illinois license in Speech-Language Pathology, and ISBE's certification requirements.

The graduate major in Communication Disorders prepares you to work as a professional speech-language pathologist in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience. By the end of your career in the program, you will be prepared to practice the profession of speech-language pathology, and to participate fully in important professional activities.

### **College and Department Personnel**

#### Dean, College of Health Professions:

Linda Samson, Ph.D. (708) 534-3196; l-samson@govst.edu

#### Chairperson, Dept. of Communication Disorders:

Sandra A. Mayfield, Ph.D., CCC-SLP, (708) 534-4590; s-mayfield@govst.edu

#### Communication Disorders Faculty:

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(708) 534-4592; c-balthazar@govst.edu  
B.A., University of Iowa, 1987 (Linguistics).  
M.A., Indiana University, 1990 (Speech-Language Pathology).  
Ph.D., Indiana University, 1995 (Speech-Language Pathology).  
Certificate of Clinical Competence, Speech-Language Pathology.

**Jessica Bonner**- Associate Professor  
(708) 534-4591; j-bonner@govst.edu  
B.S., Xavier University, 1982 (Speech-Language Pathology).  
M.S., Howard University, 1984 (Speech-Language Pathology).  
Ph.D., University of Massachusetts, 1992 (Communication Disorders).  
Certificate of Clinical Competence, Speech-Language Pathology.

**Lidia Huerta**- Lecturer  
(708) 534-7345; l-huerta@govst.edu  
B.H.S. Governors State University, 1997 (Communication Disorders)  
M.H.S. Governors State University, 2000 (Communication Disorders)  
Certificate of Clinical Competence, Speech-Language Pathology

**Sandra A. Mayfield**- Professor  
(708) 534-4598; s-mayfield@govst.edu  
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M.A., Case Western Reserve University, 1972 (Speech Pathology).  
Ph.D., University of Wisconsin - Madison, 1980 (Child Language, Communication Disorders).  
Certificate of Clinical Competence, Speech-Language Pathology.

**Susan L. Murphy-** Director of Clinical Education  
(708)534-4595; s-murphy1@govst.edu  
B.S., Northern Illinois University, 1981 (Communication Disorders)  
M.H.S., Governors State University, 1984 (Communication Disorders).  
Certificate of Clinical Competence, Speech-Language Pathology.

**Ravi Nigam-** Assistant Professor  
(708) 534-3191 ; r-nigam@govst.edu  
B.Sc., University of Mysore, 1983 (Speech and Hearing)  
M.Sc., University of Mysore, 1988 (Speech and Hearing)  
Ph.D., Purdue University, 1999 (Speech-Language Pathology, AAC)  
Certificate of Clinical Competence, Speech-Language Pathology.

**Kim Prokes-** Practicum Supervisor (part-time)  
B.S., Western Illinois University, 1973 (Speech Language Pathology)  
M.A., Western Illinois University, 1974 (Speech Language Pathology)  
Certificate of Clinical Competence, Speech-Language Pathology.

**Claire Thompson-** Practicum Supervisor (part-time)  
B.S., Elmhurst College, 1974 (Speech Language Pathology)  
M.H.S., Governors State University, 1978 (Communication Disorders)  
M.A., Governors State University, 2000 (Educational Administration)  
Certificate of Clinical Competence, Speech-Language Pathology.

**Eileen Truszkowski-** Lecturer (part-time)  
B.A., Governors State University, 1992 (Board of Governors)  
A.A.S., Waubensee Community College, 1987 (Interpreting for the Deaf)  
M.S., Governors State University, 2003 (Addiction Studies)

**William S. Yacullo-** Professor  
(708) 534-4597; w-yacullo@govst.edu  
B.S., Elmhurst College, 1974 (Speech Pathology/Psychology).  
M.A., Northwestern University, 1976 (Audiology).  
Ph.D., University of Iowa, 1982 (Audiology/Hearing Science).  
Certificate of Clinical Competence, Audiology.

Department Adjunct Faculty:

**Jennifer Armstrong**  
Ph.D., University of Illinois at Urbana Champaign, 2006

**Lee Burklund**  
M.H.S., Governors State University, 2003

**Thomas A. Chibucos**  
M.S., St. Xavier University, 1999



**Rachel Hitch**

M.A., Northwestern University, 1991

**Kenneth R. Johnson**

Ed.D., University of Southern California, Los Angeles, 1959

**Lenae Kirchner**

M.H.S., Governors State University

**Dawn Mayerak**

M.H.S., Governors State University, 1986

**Janet McDaniel**

M.H.S., Governors State University, 1974

**Burma Matthews**

M.S., Marquette University, 1975

**Barbara Murphy**

M.H.S., Governors State University, 1994

**Jan Potter-Reed**

M.S., University of Wisconsin-Madison, 1978

**Erin Schwarz**

M.A., University of Wisconsin-Madison, 2002

**Mike Williams**

M.A., Governors State University, 1974

Emeritus Faculty:

**Jay Lubinsky**, Ph.D. - Professor Emeritus May 2007

ASHA Fellow

Department Secretary

The department's secretary is Mrs. Brenda Parham, 708/534-4590, [b-parham@govst.edu](mailto:b-parham@govst.edu).

The program secretary is your most important link to the faculty when you cannot reach them directly. She will relay messages between you and faculty members and ensure that your papers are delivered to them. The program secretary is here to answer questions, provide forms and information needed, maintain student files, and to set appointments for tests and laboratory use. When in doubt about class times, contact her. In 2007-2008, the secretary will be located half time in Communication

Disorders and half time in Nursing. She is located in the Department of Nursing office, C-3355.

### Graduate Assistant

Graduate assistants are employed by the program faculty 15 hours per week to assist in the operation of classes and other academic activities. They are not secretaries. They are here to assist you in the laboratory, or in any other ways related to your classes. If you require assistance with items in the CDIS Laboratory, please call the secretary to find out when the graduate assistants will be working.

### Students

The program would not exist without students, and you are an indispensable part of it. You should consider yourself as such. For that reason, it is important that program faculty and staff be able to contact you easily. Therefore, **it is imperative that you inform the secretary of any changes in your name, address, phone number, and e-mail address.** Outside of classes, much of the contact between you and program staff will be via e-mail.

## **Planning Your Academic Program**

### Your Advisor

To facilitate your progress, you have been assigned a faculty advisor. Your advisor is available to help you in all aspects of your academic program, including selecting courses, interpreting program policies, and planning for the future. Consult with your advisor at least once each trimester. The best time to do this is during the Advance Registration period, usually two months before the trimester begins. At this time you should review your Student Study Plan (see below), decide on your courses for the coming trimester, and review your progress through the program. You should also update your KASA (see p.22) at this time.

It is important for you to go to your advisor with any questions about the program, courses, or policies that are not answered in this *Handbook*. Asking fellow students may result in incorrect or confusing information. It is your advisor's intention to ensure your academic and professional progress.

### Student Study Plan (SSP)

The SSP is the formal document specifying what is required for you to complete your degree. Contact your advisor to begin preparing your SSP. Only you and your advisor jointly can make changes in your SSP. If you have any questions about what is required, you must contact your advisor. Failure to complete requirements outlined on the SSP will impede progress toward graduation. Copies of the Student Study Plan and accompanying Student Study Plan Grid are available in the CDIS Office.

You must develop an SSP in consultation with your advisor no later than the first trimester of enrollment. It will specify the amount of transfer credits accepted, the total credit hour requirements for the degree, required courses, and other requirements. Carefully read and follow the instructions provided. Do not hesitate to ask your advisor for assistance.

Submit your SSP and Study Plan Grid to your advisor, who will review it. If there are problems with it, your advisor will contact you. Other faculty members may review transfer credits for courses they teach, and decide whether the courses are acceptable to meet the Department's requirements. When it is unclear, you may be asked to provide course descriptions or syllabi, and sometimes course materials. In some cases, proficiency examinations may be given to determine whether you need to take a certain course. Difficult decisions are often made by consensus of all faculty. Refer to the section on "Transfer of Credit" in this Handbook for more detailed information.

Once your advisor approves the SSP, he or she will sign it, and mail a copy to you, with a letter indicating that your SSP has been approved. The original will be kept in your file in the CDIS office.

Please note that even if you received your bachelor's degree at GSU, you must complete a new Student Study Plan when you enter the graduate program.

The last part of the study plan is the Student Study Plan Grid. This is a term-by-term projection of your course enrollments until you graduate. Because this grid is only a projection, it may change as you progress through the program. Each time you vary your enrollments from those you projected, you and your advisor should complete a new grid. Each time you do that, the old grid will be removed from your file, and the new one inserted.

#### Transfer of Credit

Graduate courses judged by the CDIS faculty to be comparable to those in the curriculum will be accepted for transfer provided:

- 1) It was a graduate-level degree course from a CAA-accredited program.
- 2) The grade received was "B" or better.
- 3) It is approved by the appropriate GSU faculty member(s).
- 4) It is not more than ten years old.
- 5) Evidence of having completed the course appears on your transcript.

\*There are some exceptions to this policy depending upon the content area of the course, the grade you received, and your work experience in the area.

Although you may transfer graduate courses, you are required to complete at least 75 percent of your graduate credits at GSU. You remain responsible for the course content of GSU courses for Qualifying Examinations (CDIS 835). You remain responsible for developing the knowledge and skills required for ASHA certification.

You must complete at least one audiology practicum and two speech-language pathology practica at GSU (see Transfer of Clinical Hours for information regarding transfer of practicum hours). The expectation is that, if you are not transferring in practicum hours, you will complete all practica at GSU. The faculty does not automatically grant requests to complete practica away from Governors State University.

### Sequence of Courses

#### **Undergraduate**

You may need to take undergraduate courses as part of your graduate program. These will be courses in Communication Disorders that you did not complete as an undergraduate student and/or courses to complete general and professional education requirements for school certification.

If you have deficiencies in the undergraduate curriculum, you must take those courses early in your graduate program. You will not be authorized to enroll in more than four graduate CDIS courses total until you complete all your undergraduate course requirements.

#### **Graduate**

Course numbering is constructed to give you a general idea of recommended course sequencing. You should take courses at the 600 level early, those at the 700 level later, and those at the 800 level last. Course descriptions in the GSU Catalog specify prerequisites, which you should take early in your program.

After you have completed your academic courses, you may begin your practicum sequence. Complete information about practica is presented on pages 12-22.

To assist you in planning your academic career, the department has developed a schedule for Academic Year 2007-2008. The schedule is posted on the bulletin boards outside the CDIS Office. You can also obtain a copy from your advisor. Use it in conjunction with the Student Study Plan Grid to develop the sequence of courses you will take.

## **Registration**

### Course Authorization Book

The department maintains a Course Authorization Book in the CDIS office. After your advisor has approved your SSP, including the Study Plan Grid, enter your sequence in the Course Authorization Book. If your plans change, make those changes in the Course Authorization Book. Sign-up instructions are in the book.

Every trimester, to register for the subsequent trimester, you must submit to the chairperson a copy of your student study planning grid and a copy of your unofficial transcripts that include the current courses (IP) for which you are enrolled. The planning grid must match the courses that you have requested in the Authorization Book. Your transcripts will be used to confirm that you have the pre-requisites for the course you have requested.

To be authorized for courses in Winter 2008, your grid and transcripts are due to the chairperson by 5:00 p.m. on Friday, November 2, 2007. The due-date for Spring/Summer 2008 is March 7, 2008. For Fall 2008, your grid and transcripts will be due in early July 2008.

### Authorization

Each trimester the department authorizes the registration of graduate students into courses, including practicum. Generally, you will obtain authorization for your first two choices of academic courses. Only students who have signed up for courses in the Course Authorization Book will be authorized into courses. At the beginning of the University's registration period, a group e-mail will be sent out to notify you of the courses for which you have been authorized to register. It is imperative that you register for these courses via the ordinary telephone registration or use Web site procedures. Authorization does not constitute your registration. Likewise, if you decide to drop a course, you must drop it in the usual manner.

If feasible, approximately one week before classes begin each trimester, the department secretary will authorize registration of students who have signed up for three courses in the Authorization Book. Due to practicum-related issues, the maximum number of courses for a full-time graduate student is limited to three courses per term.

### Telephone Registration

Please see the GSU Catalog and the Schedule of Classes, published each trimester, for a detailed explanation of registration procedures. Do not register for courses that you don't need or want. Do not attempt to enroll concurrently in a course and its prerequisite. Special permission from the instructor is required for this.

## **Graduate Degree Requirements**

### Master of Health Science in Communication Disorders

#### Overall Requirements

Students must meet all university requirements for a master's degree. In addition, students must:

1. Complete all required graduate Communication Disorders courses with a GPA of at least 3.00. These include courses at the 500 level for which you receive graduate credit.
2. Satisfactorily complete all practicum requirements. Information about these requirements is available beginning on page 13. More detailed information is available in the *Communication Disorders Practicum Manual*.
3. Pass written qualifying examinations (CDIS 835) or complete a graduate thesis/project (CDIS 890), and
4. Graduate with no more than one grade of "C" in graduate Communication Disorders courses. These include courses at the 500-level for which you receive graduate credit.

#### Required Courses (54 credit hours)

CDIS 600 Professional and Scientific Foundations of Communication Disorders  
(3)

CDIS 650 Advanced Assessment and Intervention in Speech-Language Pathology  
(3)

CDIS 700 Voice and Resonance Disorders (3)

CDIS 705 Articulation and Phonological Disorders (3)

CDIS 710 Child Language Disorders: Early Stages (3)

CDIS 720 Child Language Disorders: Later Stages (3)

CDIS 730 Fluency Disorders: Evaluation and Treatment (3)

CDIS 740 Adult Language and Cognitive Disorders (3)

CDIS 750 Motor Speech Disorders: Differential Diagnosis and Treatment (3)

CDIS 760 Dysphagia in Adults and Children (3)

CDIS 770 Aural Rehabilitation for Children and Adults (3)

CDIS 815 Professional Development Seminar in Communication Disorders (1)

CDIS 850 Practicum in Audiology: Assessment (1)

CDIS 852 Practicum in Audiology: Rehabilitation (1)

CDIS 853 Practicum in Speech-Language Pathology (6)

CDIS 854 Practicum in Speech-Language Pathology: Public School (6)

CDIS 858 Practicum in Speech-Language Pathology: Medical Setting (6)

#### Thesis/Non-Thesis Option (3 or 1 Hours)

Select one of the following options:

Thesis Option: CDIS 890 Graduate Thesis/Project (3)

Non-Thesis Option: CDIS 835 Qualifying Examination in Communication Disorders (1)

Total Required

With Thesis Option - 57 Hours

With Non-Thesis Option - 55 Hours

Undergraduate Coursework

As a graduate student, you are required to have completed the equivalent of GSU's undergraduate CDIS curriculum. If you have any deficiencies, those courses will become part of your graduate degree requirements.

Additional Requirements: ISBE Certification

You are required to complete the academic requirements for the School Service Personnel Certificate (Type-73), endorsed in Speech-Language Pathology. To qualify for this certificate, you must complete a master's degree in communication disorders from an approved institution, and complete the required general and professional education requirements.

The general expectation is that students entering the graduate program will have completed all of the professional and general education requirements for certification in their undergraduate programs. However, graduate students who did not receive their undergraduate degree from GSU may be required to complete the certification requirements as part of the graduate programs.

**Required Courses for the Type-73 Certificate**

Professional Education

EDUC 310 Foundations of Education (3)

EDUC 440 Educational Psychology in Action (3)

SPED 510 Survey of Students with Exceptionalities (3)

General Education

Meeting GSU's General Education requirements will suffice for the Type-73. If you have an Associate of Arts or Associate of Science from an Illinois community college, you are considered to have met the university's General Education Requirements, and, thus, the Type-73 requirements. All courses applied toward certification requirements must be completed with a grade of "C" or above. Pass/Fail grades will not be accepted.

ASHA's requirements for the Certificate of Clinical Competence in Speech-Language Pathology also have general education requirements. They include transcript credit in (1) biological science, (2) physical science, (3) social/behavioral science, and (4) mathematics.

### Candidacy

Your program will proceed in two stages - probationary and candidacy. Admission to candidacy is necessary to take qualifying examinations, to receive permission for practicum placement, and for graduation. You will be on probationary status in the program until you have been approved for candidacy. Requirements to apply for candidacy are:

1. Apply for candidacy in the trimester after completing nine (9) graduate credit hours in graduate Communication Disorders courses. CDIS courses at the 500 level can count toward this requirement if you received graduate credit;
2. Successfully complete two graduate CDIS courses taught by different full-time faculty in Communication Disorders. CDIS courses at the 500 level can count toward this requirement if you received graduate credit; and
3. Have an approved study plan.

You will be accepted as a graduate candidate if:

1. A minimum GPA of 3.0 was earned in the first nine credits of graduate CDIS courses;
2. No more than one grade of "C" was earned;
3. The faculty review indicates you are making satisfactory progress in the program;
4. Following faculty review, you identify any area(s) of weakness, develop a plan of remediation and, at the very least, initiate the plan.
5. Speech, language, and hearing abilities are acceptable;
6. Interpersonal skills are appropriate for the profession; and
7. Undergraduate requirements in the approved student study plan are completed.

The Request for Admission to Graduate Candidacy form is available in the CDIS Office. You can also obtain one from your advisor.

After you complete the form, submit it to your advisor. The faculty and the department chairperson will review the request, and you will usually be notified of the decision within four weeks.

In accordance with national certification standards, the department has implemented its plan for formative assessment. The candidacy review will be an important part of the process, including an extensive faculty review of your strengths and limitations.

### Professional Development Seminar (CDIS 815)

This course is another of the pieces of the department's formative assessment plan. It is currently the department's only fully on-line course. Take this course after you have completed 18 graduate credits of CDIS courses. This course will give you a further opportunity to use formative assessment components to



develop a learning plan and product in areas in which you determine you need more strength, or in areas in which you would like to move ahead.

### Qualifying Examinations (CDIS 835)

The purpose of the Qualifying Examinations is to evaluate your knowledge of the material covered in the CDIS curriculum, as well as your ability to integrate that information and express your knowledge in a comprehensive and detailed fashion. The Qualifying Examinations consist of two parts: multiple choice and essay. Students choosing the non-thesis option must register for this course.

The Qualifying Examinations are usually offered during the third week of every trimester. You cannot register for any didactic courses during the first three weeks of the trimester in which you take the Qualifying Examinations. This period should be devoted entirely to preparation for the examinations. In your last trimester of coursework, submit a “Request to Take Qualifying Examinations” to your academic advisor. Request forms are available in the CDIS Office. You will be authorized to register for CDIS 835 in the section with your advisor’s name. The department secretary will notify you of the section and reference number.

You must pass the Qualifying Examinations in order to be eligible for practicum (unless you pursue the thesis option). If you pass the examinations, your first practicum will be scheduled to begin during the seventh week of the trimester in which you take the examination. If you do not pass the examinations, you must retake them the following trimester. You will not be scheduled for practicum until you have passed the Qualifying Examination.

The faculty, as a committee, will judge performance on the Qualifying Examinations *in toto*. That is, each part will not be graded separately. This will allow flexibility in discovering and remediating areas of weakness. In cases where a student's performance is consistently weak, and where it does not appear that the student's weakness can be rectified in a short time, the student will be asked to take the examination again the next trimester. You will be notified of the test results within one week after the examination.

The Qualifying Examinations are part of the department’s formative assessment process. They represent an opportunity to become stronger in areas of weakness and to progress further in areas of strength. Therefore, the faculty review of your Qualifying Examinations will include an assessment of areas in need of strengthening. You may be asked to work on areas of weakness before you receive a passing grade for the course.

Students may repeat the Qualifying Examinations twice, *i.e.*, take them three times. If a student does not pass them by the third administration, he or she must petition the faculty for another administration, showing cause why a fourth administration should be permitted. Generally, the fourth

administration will not be permitted, except in the most extenuating circumstances.

You should start studying for Qualifying Examinations well before the test, though the majority of your efforts should be in the three-week period before the examination. Review all class notes, papers, assignments, readings, and other relevant material. At the beginning of the trimester in which you take the Qualifying Examinations, the department secretary will mail you information regarding the examination schedule. Studying for Qualifying Examinations is excellent preparation for the national and state examinations in speech-language pathology. You should take the ASHA (Praxis) and Illinois certification examinations soon after or before qualifying examinations are completed.

### **Qualifying Examinations: Multiple Choice**

This is a multiple-choice test, which will take approximately two hours to complete.

### **Qualifying Examinations: Essay**

This part consists of several essay questions. You are given about eight hours over two days to complete the essays. The essay section will include an exercise in phonetic transcription.

### Graduate Thesis

The thesis option allows you to complete a research or other project in place of taking the qualifying examinations. Your thesis/project proposal must be completed and approved before you begin practicum.

You will develop a proposal for your thesis/project consisting of a (1) a review of the literature, (2) development of the research question(s), and (3) the research design (methods). Your proposal will be evaluated by a committee consisting of at least three CDIS faculty, one of whom will serve as your thesis advisor. You will register for one credit hour of CDIS 870, Independent Study with the thesis advisor in the trimester you submit the proposal.

After approval by the committee, you are expected to conduct the research with the advice and consultation of the thesis advisor and committee. During the trimester in which the thesis will be completed, you will register for three additional hours of CDIS 890, Graduate Thesis. After completion of data collection/analysis and writing of the document, you will be required to present an oral defense of the thesis to your thesis committee. Complete information is in the *CDIS Guidelines for Master's Thesis Preparation*, available in the CDIS Office.

The CDIS faculty reserves the right to accept or reject thesis/project proposals. Criteria for acceptance are based on scholarly activity, the quality and

feasibility of the research question(s), and your demonstrated potential for conducting research.

## **Practicum**

### Director of Clinical Education

Ms. Susan Murphy, the Director of Clinical Education, plans your practicum sequence, clarifies practicum processes and requirements, and secures practicum placements and schedules for you.

### Practicum Information Sessions

Each trimester, Ms. Murphy holds a Practicum Information Session. You will be notified of the date, time, and location by way of announcements in class and via e-mail. At the Session, you will learn about all practicum procedures, requirements, and expectations. You will receive all necessary forms, including the Practicum Request form and sample résumés. The request form is also available in the CDIS Office. You must attend at least one Information Session, and you are welcome to attend more than one. **You must attend a practicum information meeting no later than your second trimester in the program.**

### Practicum Placements

You must complete the Practicum Request form and submit it to Ms. Murphy at least 18 months in advance of your first desired practicum. Signing the Course Authorization Book is not required. You will not be considered for a practicum placement unless you have submitted the request form and resumes in a timely manner.

CDIS maintains a large network of cooperating agencies for practicum placement. Ms. Murphy will inform you where these are. Because of the always-changing nature of external practicum, it is not always possible to place students at particular sites, or at sites near their homes. Since you will have registered for practicum, you are required to go where you are placed, unless you withdraw your registration. In case of withdrawal, you may request the practicum for the next trimester, but you will lose your priority standing.

At the time you submit the Practicum Request form, you will also complete your student résumés. Ms. Murphy sends your practicum résumé to the supervising speech-language pathologist or audiologist at the practicum site. You must prepare the résumé (you will end up preparing five: one for each practicum). Samples are available at the practicum information meetings, or from Ms. Murphy. The résumé includes your contact information, a list of professional courses you have completed or will complete, a summary of the number and kind of clinical hours you need, and a description of related work experience, if any.

The CDIS program uses the following guidelines for modifications of practicum placements:

1. The CDIS department strongly discourages requests by students for modification of practicum start or finish dates, on-site start or finish times, or other exceptions.
2. The department is under no obligation to grant practicum modifications or exceptions; any exceptions will be rare.
3. Exceptions that are granted will be on a case-by-case basis; an exception for one student is not precedent setting.
4. Exceptions that are granted will be based on the faculty's overall academic judgment and will include consideration of:
  - a. The student's overall quantitative and qualitative performance in academic coursework and practicum
  - b. The student's grade distribution in academic coursework and practicum
  - c. The student's grades in specific practicum and the coursework related to the practicum in question;
5. All requests for practicum modification must be presented in writing to the CDIS faculty and addressed to the attention of the department chairperson.
6. All decisions regarding practicum modifications are to be made by the faculty as a whole; therefore, students' requests should NOT be directed to Ms. Murphy, to a GSU faculty or adjunct supervisor, to a site supervisor, to an individual faculty member, or to a college or university administrator.
7. You should direct any questions about these guidelines to your academic advisor.

### Practicum Orientation

Just before the start of your first practicum, you will attend an orientation session. Here you will review the expectations of practicum students as well as forms and procedures.

### General Requirements and Expectations

You will participate in three speech-language pathology practica and two audiology practica at GSU. Your first practicum will be in speech-language pathology. You will complete one speech-language pathology practicum per trimester and you may be able to complete an audiology practicum in the same trimester you complete a speech-language pathology practicum. Through the course of these practica, you will work toward fulfilling the clinical hours and skills required by the Illinois State Board of Education as well as by the American Speech-Language-Hearing Association. CDIS's practicum requirements meet or exceed standards established by both. Requirements involve the number of actual contact hours of supervised clinical experience in evaluation and treatment of individuals who have communicative disorders. Practicum experiences also require the mastery, at an introductory level, of the clinical knowledge and skills required in the ASHA Standards for the Certificate

of Clinical Competence in Speech-Language Pathology. It is imperative that you keep accurate records of your clinical hours at each site.

Remember that you are a guest at the cooperating practicum site, and should conduct yourself accordingly. How you do so will influence opportunities for future GSU students to be able to use that site.

### Working During Practicum

The practicum is intended to be a full-time experience; therefore, you must plan ahead in order to meet your financial obligations while participating in the practicum sequence.

### Non-Standard Dialect

In cases where students use non-standard English due to having English as a second language or second dialect, the program faculty will adhere to ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects." ASHA's position statement indicates, "students and professionals in communication sciences and disorders who speak with accents and/or dialects can effectively provide speech, language, and audiological services to persons with communication disorders as long as they have the expected level of knowledge in normal and disordered communication, the expected level of diagnostic and clinical case management skills, and, if modeling is necessary, are able to model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem." More information regarding ASHA's position statement may be found in:

ASHA Joint Subcommittee of the Executive Board on English Language Proficiency (1998). Students and professionals who speak English with accents and nonstandard dialects: Issues and recommendations. *Asha*, 40 (Suppl. 18), 28-31.

### Liability Insurance

Before beginning practicum, and during the entire time you are enrolled in practicum, you must have professional liability insurance. Insurance is available to you through ASHA's insurance carrier, Seabury and Smith. Call them at (800) 503-9230 or email them at [PLSsvc@seaburychicago.com](mailto:PLSsvc@seaburychicago.com). However, to be eligible for Seabury and Smith's group rate, you must be a member of the National Student Speech-Language-Hearing Association (NSSLHA). If you do not wish to join NSSLHA, you may purchase liability insurance through another carrier.

After you obtain your insurance, submit your proof-of-purchase to the practicum coordinator. You will not be allowed to register for practicum without proof of professional liability insurance.

### Prerequisites

In order to qualify for practicum placement, you must fulfill the following criteria:

- 1) Submit a practicum request at least 18 months in advance
- 2) Have degree-seeking graduate status;
- 3) Be admitted to graduate candidacy at least one trimester prior to the practicum sequence;
- 4) Have an approved Student Study Plan;
- 5) Receive permission of the practicum coordinator;
- 6) Complete all required undergraduate and graduate didactic coursework on your SSP;
- 7) Have a cumulative GPA of 3.0 or higher;
- 8) Have a cumulative GPA of at least 3.0 in graduate CDIS courses, including practicum;
- 9) Have no more than one "C" in graduate CDIS courses, including practicum;
- 9) Pass the Qualifying Examinations (CDIS 835) or have an approved thesis/project proposal (thesis option); and
- 10) Demonstrate through your classroom behavior and interactions with faculty and other students that you are a mature, responsible individual whose clinical relationships would be beneficial to clients and to you.
- 11) See Ms. Sue Murphy, for additional requirements that will go into effect in January 2008, including completion of a new Pre-Practicum Requirement Packet.**

### Practicum Hours and Skills

As a CAA-accredited program, the department ensures you meet practicum requirements for the ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) as well as requirements for licensure and ISBE certification. New requirements for ASHA certification went into effect January 1, 2005. Thus, you will meet the following requirements for practicum hours:

Total Client Contact.....	400 hrs.
Supervised Clinical Observation.....	25 hrs.
Client/patient contact.....	375 hours
- Including 325 hours at the graduate level in speech-language pathology	
- Including the minima in each of the following Speech Language Pathology practica:	
First practicum.....	75 hrs.
Public School:.....	125 hrs.
Health setting:.....	100 hrs.

Through the sequence of practicum experiences, as well as courses, students must develop the skills required in Standard IV-G of the Standards for the Certificate of Clinical Competence in Speech-Language Pathology (SCCC-SLP). That is, at a professional entry level, you must demonstrate you can evaluate

and provide clinical intervention for clients across the life span, from culturally/linguistically diverse populations, and across the range of speech-language impairments in Standard III-C of the SCCC-SLP. In addition, you must demonstrate you have developed the interactional and personal qualities required for professional entry into speech-language pathology.

Because you must develop clinical skills across the categories in Standard III-C of the SCCC, the department recommends you have the following minimum client/patient contact hours:

- Articulation.....25 hours
- Fluency .....10 hours
- Voice and resonance.....10 hours
- Receptive and expressive language.....50 hours
- Hearing.....15 hours (including 10 hours of rehabilitation)
- Swallowing.....15 hours
- Cognitive aspects of communication.....10 hours
- Social aspects of communication.....10 hours
- Alternate communication modalities.....10 hours

#### Transfer of Clinical Hours

If you have accumulated undergraduate clinical hours at other universities, you may apply a maximum of 75 toward your total practicum hours. All transfer practicum credit must be verified in writing by the supervisor or director of the university at which it was completed, listing clinical hours by area. The verification of hours should be sent to the practicum coordinator; forms for this purpose are available from her.

#### Practicum Experiences

##### **Practicum in Speech-Language Pathology (CDIS 853)**

In the first speech-language pathology practicum you will learn to provide speech-language diagnostic and therapeutic services to clients who require typical, highly structured programming. The purpose is to allow you to develop basic therapeutic and diagnostic skills. Very often these are clients who are developmentally disabled. The first practicum is typically a nine-week experience. You will maintain a five-day-per-week schedule during that time. You will keep the same hours as the site supervisor, usually 8:00 a.m. to 4:00 p.m. Experiences are often in special education classes, state institutions for people with developmental disabilities, or agencies serving developmentally disabled adults.

##### **Practicum in Speech-Language Pathology: Public School (CDIS 854)**

The public school experience enables you to screen, diagnose, and provide therapy for school-age children, i.e., five to 18 years of age. The public school

practicum is a 12-week experience. You will maintain a four- or five-day-per-week schedule (depending upon the preference of the site supervisor) and keep the same hours as the site supervisor, usually 8:30 a.m. to 3:30 p.m.

The public school practicum is largely carried out in elementary schools; therefore, the experience focuses on grades K-6. However, the department and University do maintain affiliations with junior and senior high schools as well. See the practicum coordinator if you are particularly interested in working with adolescents.

Please note that the public school practicum is not available in the Spring-Summer trimester.

**Practicum in Speech-Language Pathology: Medical Setting (CDIS 858)**

In the medical setting practicum you will gain skills necessary for providing speech-language services in healthcare environments. The practicum is a 10-week experience. The experience is usually in a hospital, but may be in a nursing home or other health facility.

**Practicum in Audiology: Assessment (CDIS 850)**

The audiology assessment practicum is graded as a Pass-Fail course and usually takes place at a hospital or diagnostic center. The experience is also available at institutions for mentally retarded people. You will complete six days of practicum.

In this practicum, the supervising audiologist will assign you tasks and responsibilities to give you a good practical background in clinical audiology. Typical responsibilities include carrying out basic tests for pure-tone and speech audiometry, and tympanometry. You may also write reports, take patient histories, and advise patients of test results. You may also observe the audiologist carrying out advanced procedures.

Please note that patient contact hours you obtain in this practicum are not applicable to hours for ASHA certification if they are outside the Scope of Practice for Speech-Language Pathology (ASHA, 2001). Currently, practices within that scope are limited to air-conduction pure-tone screening and screening tympanometry.

**Practicum in Audiology: Rehabilitation (CDIS 852)**

This practicum also is graded as a Pass-Fail course. It will prepare you to provide speech-language services to clients with auditory disability. Caseloads are most often school children with moderate-to-severe hearing loss or with auditory processing problems. Some sites are available for working with retarded, hearing-impaired individuals. The most common scheduling is on a full-time basis for three weeks. You should note that it is more difficult to schedule aural rehabilitation practicum in the summer, when schools are



closed. [Note: If your site supervisor does not have the ASHA CCCs, the hours obtained in this practicum will not apply to your clinical hours for ASHA certification, but the experience counts for your CDIS program requirements.]

### **Internship (CDIS 880)**

If various financial sources require you to register for a minimum of 9 credits per trimester, notify Ms. Murphy immediately for the appropriate use of this variable credit option.

#### Practicum Agreement

During the first week of the practicum, you and the site supervisor will complete the Communication Disorders Practicum Agreement. This document helps to define your responsibilities for scheduled hours, timelines for reports and lesson plans, and general guidelines of dress and behavior in effect at the practicum site.

#### Practicum Supervision and Student Evaluation

During practicum, you will be directly supervised by the cooperating speech-language pathologist on site (the "site supervisor"). You will also be assigned a university supervisor. The site supervisor formally evaluates you twice during each speech-language pathology practicum experience and once during each audiology practicum. The GSU supervisor evaluates you three times during each SLP practicum. The Practicum Evaluation Form is completed midway through the practicum by the site supervisor in collaboration with the GSU supervisor. The results will be discussed with you. The same form is used again at the end of the practicum.

At the completion of the practicum, the final evaluation form and the clinical hours summary form are signed by the site supervisor and mailed to Ms. Murphy. The GSU supervisor makes the final evaluation and assigns your grade. The clinical hours summary becomes part of your official, permanent record.

#### Student Self-Evaluation

At the times of the mid-term evaluation and final evaluation, using the same form the supervisors use, you will complete a self-evaluation. These will become valuable to you as you compare your self-evaluation with the supervisors' evaluations.

#### Practicum Seminars

Twice each term, the department will hold practicum seminars. The purposes are to: (1) clarify practicum policies and procedures, (2) discuss cases, and (3) present single-subject studies (see below). Dates for the seminars will be announced through several means, including syllabi, class announcements, fliers in the CDIS office area, and via e-mail. If you are registered for practicum, you will receive a syllabus with the dates specified.

If you are registered for any practicum, you must attend both seminars each trimester. If you are not registered for practicum, you are certainly welcome to attend.

You must attend six practicum seminars, at least five of them while you are enrolled in practicum or expect to enroll in practicum (i.e. are taking Qualifying Examinations). If you miss more than one, you will write a review of the single-subject projects presented on the day(s) you missed.

### Single-Subject Study

During one of your practicum experiences you will complete a single-subject clinical study with a client or clients in your regular practicum caseload. The purpose is for you to have the opportunity to participate in clinical research, and to draw a very real connection between research and clinical practice.

To complete the study, you will first prepare a proposal and present it to your university practicum supervisor, who also will be the supervisor of your study. The proposal will be prepared in a form you will receive in CDIS 600, Professional and Scientific Foundations. The form is also available in the CDIS Office, from your university practicum supervisor, from your advisor, and in the *Communication Disorders Practicum Manual*.

Following your university supervisor's approval of your proposal, you will collect the data for your study. You will present your results at a practicum seminar. You may not collect data before the GSU supervisor approves the project.

Your study will culminate with your writing a report of your project. The reports will be relatively brief descriptions of your rationale, research question, method, results, and discussion. Your report may be included in a permanent collection. The format of the report is shown in the, "Outline for Written Presentation of Practicum Projects" available from your university practicum supervisor, in the CDIS Office, from your advisor, or in the *Communication Disorders Practicum Manual*.

### Ethics

As a student in practicum, you are responsible for adhering to the ethical standards of the profession, i.e., the ASHA Code of Ethics (2003). These standards are published in the ASHA Membership and Certification Handbook and appear as Appendix A of this Handbook. It is also available on line at <http://www.asha.org/NR/rdonlyres/F51E46C5-3D87-44AF-BFDA-346D32F85C60/0/v1CodeOfEthics.pdf>

### Scope of Practice

As a student in practicum, you are responsible for being familiar with the profession's current Scope of Practice as described by ASHA (2001). The Scope is available on line at <http://www.asha.org/NR/rdonlyres/4FDEE27B-BAF5-4D06-AC4D-8D1F311C1B06/0/v1ScopeofPracticeSLP.pdf> and will also be available in CDIS 600, Professional and Scientific Foundations of Communication Disorders.

### GSU/Esperanza Program

To help alleviate the acute shortage of speech-language pathologists who are Spanish-English bilingual, especially to serve the birth to three-year age population, the Department has developed a special arrangement with Esperanza Community Services of Chicago. Esperanza operates a special education school offering educational and therapeutic services, including speech-language therapy, for students from birth through 21 years. The GSU-Esperanza program is planned as follows:

- Eligible students will be degree-seeking graduate students in the Department of Communication Disorders.
- Students will have completed CDIS 440 (Sociolinguistics) and CDIS 710 (Child Language Disorders: Early Stages) or their equivalents.
- Students will have been admitted to graduate candidacy.
- Students will enroll for one credit of CDIS 870 (Independent Study). During this independent study, students will mostly observe speech-language services at Esperanza and complete assigned readings. Depending upon the student's readiness, she may take part in providing clinical services under close supervision.
- Students will enroll for another one-credit independent study (CDIS 870). In this course, students may again observe, and – depending upon the student's readiness – take part in providing clinical services under supervision.
- Students will enroll in four credits of CDIS 880 (Internship). This will be a full-time, nine-week practicum experience. The four-credit Internship will supplant CDIS 853 (Practicum in Speech-Language Pathology). CDIS 853 is offered for six credits. The four-credit Internship is used as a replacement so that the total number of credits in the students' programs is not increased.
- Following the Internship, students may have the opportunity to continue their experience at Esperanza during their subsequent practicums. This will depend upon each student's practicum needs (*i.e.* hours, experiences, knowledge, and skill development) and will likely vary from student to student.
- The number of students will be limited to the number of Esperanza staff members available to supervise students in the Internship. Currently,

that number is two, but will increase as Esperanza adds speech-language pathologists to its staff.

Participating in the Esperanza EI program would give you a head start on the number of supervised hours needed to become credentialed in EI (see p. 34). Also, it is an opportunity to learn to treat families from the Latino culture. In EI one has a better chance of getting to know what families are like, unlike in other settings. Additionally, it is an opportunity to educate monolingual students about bilingual populations.

## **Changes in Standards**

### New Standards

The Council on Professional Standards of ASHA (no longer in existence) revised the Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The new standards became effective January 1, 2005 and require that you have met the new standards if you apply for certification on or after that date.

You should become familiar with both the content and philosophy of the new standards, as they differ substantially from those of the previous (1993) standards. Probably most important, the new standards are framed in outcome requirements as well as process or input requirements. Outcome requirements emphasize the knowledge and skills you must attain; process requirements emphasize the experiences you must complete, such as number of course credits and practicum hours.

The current standards are listed in ASHA's Membership and Certification Handbook, available on line at [http://www.asha.org/about/membership-certification/handbooks/slp/slp\\_standards\\_new.htm](http://www.asha.org/about/membership-certification/handbooks/slp/slp_standards_new.htm)

### Formative Assessment

Critical in the new standards is the concept of formative assessment (Standard V. B). Formative assessment is periodic assessment during (*vs.* at the end of) the learning process with feedback to guide you toward mastery of knowledge and skills. Implicit in the concept is the self-evaluation and responsibility of the learner in achieving mastery. Thus, the new standards require that you are the person primarily responsible for achieving the requisite knowledge and skills.

The CDIS faculty has developed a plan for formative assessment of graduate students. Its components are:

1. A writing examination upon program entry
2. Self-assessment, with instructor feedback, in each CDIS course in which you earn graduate credit
3. Review of your application for candidacy

4. Self-assessment and following learning activities in CDIS 815, Professional Development Seminar.
5. Faculty review and student self-assessment, with following learning activities, in CDIS 835, Qualifying Examinations.
6. Ongoing practicum evaluations, including the formal midterm evaluations,
7. Practicum self-assessments.
8. Faculty review of your proposal for the single-subject practicum project.

#### Documentation: The KASA

The department and you must keep records of your acquisition of the knowledge and skills required in the certification standards. To assist in this, ASHA's Council for Clinical Certification has developed the Knowledge and Skills Acquisition (KASA) form. The KASA is a document indicating the knowledge and skills you have acquired, and where you acquired them. Following completion of a learning activity, most typically a course or practicum, the evaluator of that experience (*i.e.* course instructor, practicum supervisor) will inform you which knowledge and skills you may mark as having been achieved.

It is critical that you keep your KASA current. You should also maintain any course feedback forms or other or other documents relative to your acquisition of the knowledge and skills in the standards. By the time you graduate, you must have evidence that you have acquired all the knowledge and skills in the certification standards. The CDIS faculty highly recommends that you meet with your advisor periodically to review your KASA and your progress towards meeting the certification standards.

#### **Changes in Curriculum**

The requirement and intention of the program is to ensure that you meet all academic and practicum requirements for certification. Because you will apply for ASHA certification after January 1, 2005, it was imperative that the program put into effect changes that will allow you to meet new certification requirements. The new curriculum went into effect in Fall 2003.

From another perspective, academic programs must periodically restructure themselves to align with changes in their academic and professional discipline. Because of the substantial changes in speech-language pathology in the past several years, the program made several changes to the curriculum. As a student entering in Fall 2007, you are required to complete the new curriculum. However, you may have had some courses in the department previous to the implementation of the new curriculum. To work with you if that is the case, the department has developed a Curriculum Transition Policy. The policy appears as Appendix B in this *Handbook*, and is also available from your advisor.

## Application for Graduation

You must submit an application for graduation to the Registrar by the first day of class of the trimester in which you are planning to graduate. Complete an Application for Graduation and a Student Progress Report form, which are available on line at [www.govst.edu](http://www.govst.edu) and then by going to “GSU Online” and then “Student View.” If necessary, your advisor can review with you the procedures for completing these forms. Return the completed forms to the Office of the Registrar. The Registrar will record the application and send it to your advisor for approval. Upon approval of the advisor, the department chairperson, and the Dean of the College of Health Professions, the application is forwarded to the Registrar's Office once again for final processing. Your advisor can review with you the procedures for completing these forms.

### Summary of Steps to Complete Degree Requirements

All degree requirements for the M.H.S. must be completed within four years after admission to candidacy. Below is a list of actions you will need to take as you progress through the program.

#### First trimester

- Attend the required orientation meeting.

Date completed \_\_\_\_\_

- Meet with your advisor. Develop and submit your SSP.

Date completed \_\_\_\_\_

- Attend a Practicum information Session (required)

Date completed \_\_\_\_\_

- Submit required practicum paperwork within 1 week of the Information Session

Date completed \_\_\_\_\_

#### First year

- Take CDIS 600, Professional and Scientific Foundations of CDIS.

Date completed \_\_\_\_\_

- Take CDIS 650, Advanced Assessment and Intervention

Date completed \_\_\_\_\_

- Complete undergraduate deficiencies.

Date completed \_\_\_\_\_

After nine semester hours of graduate CDIS coursework and all undergraduate deficiencies are complete

- Apply for candidacy.

Date completed \_\_\_\_\_

Eighteen months prior to anticipated practicum start

- Contact the practicum coordinator to initiate the practicum placement process. Submit your Practicum Request Form.

Date completed \_\_\_\_\_

After completing 18 graduate CDIS credits

- Enroll in CDIS 815 Professional Development Seminar

Date completed \_\_\_\_\_

Last trimester of coursework

- Submit a Request to Take Qualifying Examination (CDIS 835).

Date completed \_\_\_\_\_

- Register for CDIS 835 for the following trimester.

Date completed \_\_\_\_\_

- Register to take the Praxis examinations for ASHA certification

Date completed \_\_\_\_\_

- Obtain professional liability insurance.

Date completed \_\_\_\_\_

- Take the examinations for educational certification.

Date completed \_\_\_\_\_

Trimester following completion of coursework

- Successfully pass CDIS 835 (Qualifying Examinations; non-thesis option)  
OR have your thesis proposal approved (thesis option).

Date completed \_\_\_\_\_

- Begin practicum

Date completed \_\_\_\_\_

- Take the Praxis examination for ASHA certification

Date completed \_\_\_\_\_

During practicum

- Complete the single-subject project

Date completed \_\_\_\_\_

**Before last trimester of practicum in order to graduate:**

- **Submit an Application for Graduation, Student Progress Report, and application fee to the Registrar's Office before the first day of class of the trimester in which you wish to graduate.**

**Date Graduation Application completed \_\_\_\_\_**

Last trimester

- Apply for ISBE certification.

Date completed \_\_\_\_\_

- Apply for ASHA membership and certification.

Date completed \_\_\_\_\_

➤ Apply for Illinois licensure.

Date completed \_\_\_\_\_

### **Department Policies**

GSU has established academic policies on such matters as grading, student conduct, etc. These are described in the GSU Catalog and Student Rights and Responsibilities at Governors State University. CDIS adheres to these policies. Some department policies pertain to specific aspects of the program, and are found in other sections of this Handbook, for example practicum. In addition, the Communication Disorders faculty has adopted the following policies:

#### Academic Performance

Criteria for grades are presented in the syllabus for each course. Graduate students are required to graduate with a GPA of at least 3.0 in CDIS courses, with no more than one grade of "C." Students earning more than one "C" are required to repeat at least one of the courses. Though a grade of "C" is permissible, such grade usually indicates only minimally acceptable achievement of the competencies in the course. Remember that you are responsible for the skills and knowledge outlined in the new ASHA certification requirements. Thus, you may be required to improve your knowledge and skills while in CDIS 815, Professional Development Seminar. Alternatively, you may wish to retake any graduate courses in which you earned a grade of "C."

#### Examinations

You are required to take examinations at the designated time. It is your responsibility to notify the instructor in advance if you cannot take an examination because of illness or emergency. Failure to notify the instructor prior to the examination time may result in a forfeiture of the opportunity to take the examination. CDIS faculty do not give make-up examinations for low grades.

#### Academic Honesty

Evidence of cheating or plagiarism on an examination, paper, or project will result in an unsatisfactory grade on that work and/or the course, at the discretion of the instructor. GSU's official policy on academic honesty is presented in the GSU Catalog. Review it carefully. If you are still uncertain how to avoid plagiarism, visit the Center for Learning Assistance, or call them at 534-5030 to obtain a copy of their helpful flier entitled, "Plagiarism: What It Is and How to Avoid It."

#### Non-Academic Performance

The CDIS faculty believes there are some non-academic qualities that are important in the functioning of a speech-language pathologist. Consequently you are required to meet the following criteria:



1. Oral communication abilities adequate for modifying the speech-language problems of clients served. As stated above, the program adheres to ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects."
2. Auditory ability adequate for identifying speech-language problems and assessing progress;
3. Interpersonal behaviors that reflect professional standards of maturity, independence, and cooperation.

Assessment of non-academic requirements involves the professional judgment of faculty. It is crucial that clients' and patients' rights to appropriate speech and language services be protected. It is the CDIS faculty's right and responsibility to balance the need to protect both students and the clients they will serve.

Generally, when problems are first noticed, the first-level of feedback to the student is from the individual instructor whose class is involved. The second-level of feedback is from the academic advisor of the student. The third-level of feedback consists of a referral to the student for an individual meeting with the selected and appropriate members of the Student Review Committee

The CDIS faculty deals with these issues through regular reviews of student progress during faculty meetings. Potential problems are raised as soon as possible with the student, modification strategies or procedures are suggested, and the student is given time to respond. On rare occasions, it is necessary to counsel students out of the program for non-academic reasons. Before arriving at such a decision, there is extensive discussion, clear feedback to the student regarding the problems, and agreement among the faculty and the Program Director as to the course of action. The intentions are to (1) identify problems early enough so that a student does not spend time in an inappropriate curriculum, and (2) to give all students a fair opportunity to succeed.

#### Student Review Committee Process

The Student Review Committee of the Department of Communication Disorders was created as a mechanism for early identification of students who may be having difficulty succeeding in either the academic or practicum component of the program. The purpose of the Student Review Committee is to manage the student's reported **academic, practicum, or interpersonal** difficulty by developing an appropriate intervention plan for assisting the student in his/her area of challenge. The Committee's goal is to assist students, faculty, and supervisors in the early identification of challenging behaviors and managing them in a group problem solving manner.

The group problem solving model is used in order to increase the likelihood that creative and multiple effective intervention strategies are generated. The model also minimizes students' perceptions that an issue is limited to one or two instructors or that the issue is a personal one of an individual instructor. Lastly, the model offers support and guidance to faculty and supervisors who identify a student who needs structured and direct assistance in or feedback for understanding the program's expectations. The approach attempts to show the student the path to successful performance in the academic and/or practicum components of the program.

Any GSU faculty member or supervisor (full-time and adjunct) may request the review of a student. The Committee will consist of the department chairperson, the faculty/staff member requesting the review, a neutral faculty/staff member, and in appropriate instances, a representative of the GSU practicum supervisors (e.g., a supervisor or the Director of Clinical Education). Other GSU staff may be invited to sit on the team in special situations such as the involvement of disability issues. The specific team members will be identified, usually, during the Student Review portion of the regular faculty meetings.

When the review suggests that the student meet with selected committee members, the student will be told that s/he is being invited to meet with the group because of concerns described by the referring faculty/staff member. The student will be asked to call the Department Chairperson to give his/her available times for meeting with the selected member of the Student Review Committee. The meeting will be scheduled accordingly with the selected committee members and the student.

The meetings will be used as a means of helping students succeed. The purpose of the meetings is not to punish or reprimand. The purpose is to enhance the likelihood of the student's success in the program by identifying and developing appropriate strategies for strengthening areas of challenge. When intervention strategies have been exhausted and do not produce acceptable target performance behaviors, the Student Review Committee will discuss alternative career options with the student.

Additionally, within the Student Review Committee is the Clinical Team. Any of the Clinical Team members may notify the Student Review Committee of students who are having difficulty in practicum and need review by and input from the Committee. Based upon the Committee's review and discussion, suggestions will be agreed upon and made to the Clinical Team. The Clinical Team, however, serves as the primary support for students, site supervisors, and GSU university supervisors in the practicum experience.

The Clinical Team is led by the Director of Clinical Education. Other members include the department's supervisors/liaisons and, when necessary, each student's academic advisor and the department chairperson. The purposes of

the Clinical Team are to (1) recommend practicum policies and procedures to the Department and (2) work with students experiencing difficulty in practicum to promote their success. The Team works with each student to identify needs and processes for development as clinicians. The Team recognizes that each student's circumstances and needs are different and seeks to individualize its support strategies.

The Student Review Committee and the Clinical Team share members in most cases and work together for the purpose of assisting students in successfully completing the academic and practicum portions of the communication disorders program.

#### Students with Disabilities

Students with disabilities who wish to take advantage of reasonable accommodations must notify the Division of Student Development of their status. It is the responsibility of that office to determine what reasonable accommodations need to be made to assist the student. Once confirmed by Student Development, students who need special accommodations in a class because of an identified disability should inform the instructor during the first week of class. Program faculty will make all reasonable accommodations to promote student success.

#### Concerns and Complaints

If you have a concern about your academic progress, or about the program itself, you should discuss it with your academic advisor. If you have a dispute with a professor, attempt to resolve it with that professor prior to initiating a complaint. If you are unable to do so, the next step is to contact the department chairperson. Most disputes can, and should, be resolved without filing a grievance. If you do need them, procedures for filing a grievance are outlined in the GSU Student Rights and Responsibilities Handbook. For students in a teacher certification track, the following paragraph has been added to this document:

"In any grievance procedure or discussion with the Professional Standards Committee, students can make use of an advisor or counsel. ADVISORS, ADVOCATES OR COUNSEL CAN SPEAK FOR THE STUDENT. IF LEGAL COUNSEL IS USED, TWO WEEK PRIOR NOTIFICATION MUST BE GIVEN TO THE UNIVERSITY."

Should you have concern that the graduate program has violated a standard of accreditation, you may contact, in a signed letter, the following:

Chairperson, Council on Academic Accreditation  
c/o American Speech-Language-Hearing Association  
10801 Rockville Pike  
Rockville, MD 20852

Your letter must address the particular standard or standards you think have been violated. Further, if your complaint is personal, you must show that you have exhausted all institutional avenues of due process.

### **CDIS Department Services and Resources**

#### CDIS Department Office

The department is located in room C-3385. Faculty offices and mailboxes are in this suite. Also here are the clinical materials room, equipment storage room, and student mailboxes.

#### Student Mailboxes

Student mailboxes are immediately on the right as you enter the CDIS office suite. Mailboxes are arranged by letter only, *i.e.* students do not have individual mailboxes. Check your mailbox regularly.

#### Clinical Materials Room

This room (C-3390) is within the CDIS office suite. It houses a wide range of diagnostic and therapeutic materials, as well as anatomical models, and some instructional materials (*e.g.* various videotapes and CDs).

You may use the materials by making an appointment with the secretary or graduate assistant. If you are unsure how to use or find material find out when the graduate assistant will be working, and schedule your appointment accordingly.

You may borrow materials. Check the materials out with the secretary or the graduate assistant. The borrowing time limit is one week, unless there is an immediate demand for the item, in which case it will be less. It is important to remember that once you borrow an item, you need to return it for others to use.

#### Communication Disorders Laboratory

The CDIS Laboratory (C-3383) houses a wide range of materials and equipment necessary for the study of speech-language pathology and audiology. Included in the laboratory are electroacoustic equipment, audiological equipment, and speech and hearing science instrumentation.

#### CDIS Department Web Site

The CDIS department maintains a site as a link from the university's home page. The university's home page address is <http://www.govst.edu> and the department's home page is <http://www.govst.edu/cdis/>. You should check this site frequently for important resources, updates on schedules, events, and department information.

## National Student Speech-Language-Hearing Association

### **GSU Chapter of NSSLHA**

You are urged to join the GSU Chapter of the National Student Speech-Language-Hearing Association (NSSLHA-GSU). Purposes of this organization are to: 1) promote a feeling of belonging for students in CDIS; 2) foster communication between students and faculty; and 3) expose students to pertinent experiences they would not get in classrooms or practica.

Obtain a membership form from the chapter president, or in the CDIS Office. Yearly dues are \$8.00, subject to change. There is a membership drive each Fall, but you may join at any time during the year. Membership is good for the academic year (September to August).

The chapter maintains a bulletin board for posting important announcements and messages to students. It is near the CDIS office.

NSSLHA-GSU sponsors several different events over the course of a year, designed to benefit members or the chapter organization. At its monthly meetings, the chapter may sponsor a social event, guest speaker, or faculty forum. Meetings are announced in classes and notices posted in or around the office. The chapter also sponsors public service activities, such as hearing or speech/language screenings, or events promoting Better Speech and Hearing Month. The intent of the people active in the chapter is to provide a balance of social, scholarly, and service activities during the year.

Members of NSSLHA-GSU are eligible for many benefits. Members have often been fully or partially reimbursed for registration at conventions and workshops.

NSSLHA-GSU is supported financially in a variety of ways. The first and foremost is through the membership dues. The chapter also receives support from the university's Office of Student Life. Also, for the past several years, the chapter has sponsored fund-raising activities.

### **National NSSLHA**

Although it is not required in order to be a member of NSSLHA-GSU, it is to your advantage to join NSSLHA at the national level. The cost is \$45.00 per year. For this you receive an ASHA journal, the NSSLHA journal, and special convention registration rates. In addition, you will be billed reduced dues/fees when applying for ASHA membership and certification (*i.e.*, ASHA Conversion Program). Information and membership forms are available in the CDIS Office.

### Tuition Waivers and Other Support

The department usually has at least one tuition waiver for undergraduate students. The department secretary will notify you about application dates each trimester. Information about this and other awards is available at [http://www.govst.edu/catalog/04\\_05\\_web\\_catalog.htm](http://www.govst.edu/catalog/04_05_web_catalog.htm)

## **University Services and Resources**

### Center for Learning Assistance (CLA)

The Center for Learning Assistance (CLA) is designed to assist students in developing the academic skills required at an upper-division and graduate university. To accomplish this, the CLA provides workshops in reading, writing, grammar, composition, and mathematics, as well as private tutoring. For the student who prefers to work alone, the CLA maintains a good selection of programmed learning materials, workbooks, and various other student aids. The services are free and are available to all students. Although professors may refer students to the CLA, you may elect to attend the center on your own.

### University Library

The University Library maintains an extensive collection of materials of interest to CDIS students. Currently there are over 1,200 books and 70 journals related to communicative disorders. The Library maintains a complete collection of relevant abstracts and several computerized databases, for example PsycINFO, Medline, and ERIC. The Library's database search capabilities are among the finest anywhere. You should make extensive use of them for projects and papers. In addition to its own collection, the Library has an inter-library loan agreement with most college and university libraries in Illinois.

### Career Planning and Placement

The Office of Career Services offers several programs and services to assist students and alumni in their search for professional employment. Refer to the GSU Catalog for more information. Before graduating it is an excellent idea to have letters of recommendation from Communication Disorders faculty placed on permanent file in the Office of Career Planning and Placement.

The program maintains a file of employment opportunities. See the secretary or graduate assistant.

### Financial Assistance

In addition to the grants and loans available through the Financial Aid office, there are a number of small grants, awards, and scholarships available to CDIS students. Applications and nomination forms are distributed to the program faculty periodically. Some are competitive, some require nominations from the faculty, some are need-based, and some are merit-based. If you would like to

be considered for grants and awards, talk to your advisor. Keep him/her updated on your activities at work, school, and in the community. This information will make it easier for faculty to nominate students for the grants and awards for which they are best qualified.

The Financial Aid office has some policies regarding the time you are in practicum. For deferring student loans, and for securing student health insurance, submit a letter from your academic advisor, verifying that practicum is considered equivalent to full-time enrollment status. To receive financial aid, you must enroll for six credits; there is no practicum-equivalent waiver for this policy.

### Academic Computing Services

The CDIS faculty encourages you to use electronic media and resources to assist you in your academic work. Microcomputer facilities are available for your use in Academic Computing Services, on the second floor of D-Wing. Computers may be used for word processing, class activities, and access to the Internet. You can get an electronic mail (e-mail) account there. Laboratory assistants will be there to help you.

## **Certification and Licensure**

Upon graduation from the M.H.S. program or shortly thereafter, you will become eligible to apply for national (*i.e.*, ASHA) and Illinois State credentials in speech-language pathology. These credentials are:

1. ASHA Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP),
2. Illinois School Service Personnel Certificate (Type 73), endorsed as Non-Teaching Speech-Language Pathologist
3. Illinois license in Speech-Language Pathology.

### ASHA Certification

Upon receiving your master's degree, you will have met all academic and practicum requirements for the CCC-SLP. Shortly before you graduate, review the ASHA Membership and Certification Handbook at <http://www.asha.org/about/membership-certification/>. Read it carefully. Complete the application for both membership and certification. The application form is at <http://www.asha.org/NR/rdonlyres/58C92D87-70F1-4A8F-8BF2-092AD04FD7C6/0/05SLPapp.pdf>. Consult with your advisor if you need assistance.

You should apply for membership and certification as soon as you finish your last practicum. Submit the first two pages of the application, along with your completed KASA diskette, to the department chairperson, who will review the application, and if acceptable, sign the program director's verification page. It

will not be signed, however, until after you have graduated. A copy of the signed document, along with your KASA diskette, will be placed in your permanent program file. The original will be returned to you to forward directly to ASHA. Please note that if you are a NSSLHA member receiving a master's degree during the NSSLHA membership year, you will be billed reduced ASHA dues/fees (refer to the ASHA Handbook).

The certification process includes completing a Clinical Fellowship (refer to the ASHA Handbook) and achieving a passing score on the National Examination in Speech-Language Pathology (Praxis). Although the Praxis is not a requirement for graduation, it is a requirement for certification.

#### Illinois State Board of Education Certificate

The graduate program is approved by the Illinois State Board of Education and can lead to the School Service Personnel Certificate (Type 73). A certificate is required for speech-language pathologists employed in Illinois public schools. All students are strongly encouraged to seek this certification.

The Type 73 allows you to work as a speech-language pathologist in Illinois public schools. However, with this certificate you cannot work as a classroom teacher, for example in a communication development class, without a certified teacher in the room.

Application for certification is now completed on line. The department secretary will give your name to a representative in the College of Education. That person will notify you **by your GSU e-mail account** that you are eligible to apply for certification, and will give you the information to complete your application electronically. The URL for completing the application is [www.isbe.net/OTIS](http://www.isbe.net/OTIS). Complete the application and check off the proper certificate requested. Submit this form during the term in which you expect to graduate. Please note that, in order to obtain a Type-73 certificate, you must have a temporary Illinois license as a speech-language pathologist (see below).

As part of the certification process, you must achieve passing scores on two examinations. The testing program consists of a test of basic skills (i.e., reading, writing, grammar, and mathematics) and a test of subject-matter knowledge (i.e., speech and language impaired). Obtain a Certification Testing System Registration Bulletin in the CDIS Office. Registration and test preparation information are provided in the bulletin. There are four test dates throughout the year.

You can take these tests at any time during your graduate program. It is recommended that you take these tests either shortly before or after qualifying examinations. Study guides for the subject-matter knowledge test on speech and language impaired are available in the CDIS Office.



### Illinois Licensure

House Bill 2755 authorizes the Illinois Department of Financial and Professional Regulation to license speech-language pathologists and audiologists. This bill was signed into law as Public Act 85-1391 and reauthorized as Public Act 90-0144 (The Illinois Speech-Language Pathology and Audiology Practice Act), which became effective July 23, 1997. Speech-language pathologists and audiologists are required to be licensed in order to practice in Illinois, except those working in public schools who hold the appropriate Type-10 or Type 03/09 certificate. As you will be eligible only for the Type 73, you will need a temporary license, even to work in the schools.

### **Qualifications for licensure include:**

1. A master's degree in speech-language pathology from a program approved by the Department of Financial and Professional Regulation (Governors State University has an approved program).
2. Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA, **or**
3. Successful completion of the ASHA National Examination in Speech-Language Pathology (Praxis) and the equivalent of nine months full-time supervised professional experience. You may obtain a temporary license when the degree is posted, and you will obtain the regular license after the nine-month professional experience.

The Speech-Language Pathology and Audiology Practice Act does not prohibit the practice of speech-language pathology by students in their course of study when acting under the direction and supervision of a speech-language pathologist. In addition, you can provide speech-language pathology services during your ASHA Clinical Fellowship because such services are performed under the supervision and responsibility of a certified speech-language pathologist.

Upon completion of your ASHA Clinical Fellowship, you should submit an application for your regular state license. A copy of The Illinois Speech-Language Pathology and Audiology Act and the Application for Licensure/Examination can be obtained by writing to the Department of Professional Regulation at:

Illinois Dept. of Professional Regulation  
320 W. Washington  
Springfield, IL 62786  
(217) 785-0800

or

Department of Professional Regulation  
100 W. Randolph, Ste 9-300  
Chicago, IL 60601  
(312) 814-4500

Applications are also available on line at <http://www.idfpr.com/>

Return form ED (Verification of Education) to:  
Registrar  
Governors State University  
University Park, IL 60466

Do not hesitate to contact faculty in the CDIS program should you need assistance.

#### Early Intervention Credentials

In Illinois, one must possess Early Intervention (EI) credentials to serve children aged birth through three years. Those who have completed a master's degree in communication disorders and desire to work with infants and toddlers must obtain the EI credential, separate from ISBE or ASHA certificates or the Illinois license. The process is managed through the Illinois Department of Human Services (IDHS) by its designee STAR\*NET/Provider Connections. Obtaining the credential involves completing a series of training and workshop sessions, once the bachelor's and master's degrees are completed. For information and application packets, call Provider Connections at (800) 701-0995 or e-mail them at [p-connections@wiu.edu](mailto:p-connections@wiu.edu).

## **Appendix A**

ASHA Code of Ethics

Insert Code of Ethics, p.1

Insert Code of Ethics, p.2

Insert code of Ethics, p.3

## **Appendix B**

### Curriculum Transition Policy

**GRADUATE PROGRAM IN COMMUNICATION DISORDERS  
CURRICULUM TRANSITION POLICY**

**I. Graduate Students Enrolled Prior to Fall, 2003**

Graduate students are responsible for the courses on their approved Student Study Plans. The following exceptions should be noted.

Effective Fall 2004, students will be required to enroll in **CDIS 835** Qualifying Examination in Communication Disorders (1-credit hour).

Effective Fall 2003, the credit hours for all three practica in speech-language pathology will be increased to six (6) credit hours each.

Current students are offered the following two options during Academic Year 2003 - 2004:

1. Enroll in **CDIS 853, CDIS 854, and/or CDIS 858** for 6 credit hours each
2. Enroll in **CDIS 880 Internship** for the credit hours listed for the practicum courses on the approved student study plan.

Effective Fall 2004, students will be required to enroll in all practica in speech-language pathology (*i.e.*, **CDIS 853, CDIS 854, and CDIS 858**) for six (6) credit hours each.

If a CDIS course has been eliminated (CDIS 810, 813, 818, and 840), the following policies hold.

Student has not taken CDIS 818.	Student will take CDIS 650.
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Student has not taken CDIS 810 <u>and</u> CDIS 840.	Student will take CDIS 700.
Student has taken CDIS 810 but not CDIS 840.	Student will take a 1-hour independent study (CDIS 870) focusing on resonance disorders.
Student has taken CDIS 840 but not CDIS 810.	Student will take CDIS 700.
Student has taken CDIS 810 and CDIS 840.	Student is <u>not required</u> to take additional coursework in voice and resonance disorders (CDIS 700).



Student has taken CDIS 813.	Student is <u>not required</u> to take additional graduate coursework in childhood language disorders (CDIS 710 and CDIS 720).
Student has not taken CDIS 813.	Student will take <u>either</u> CDIS 710 or CDIS 720.

Many courses in the graduate curriculum have been assigned new numbers.  
The following should be noted.

CDIS 802	CDIS 600
CDIS 825	CDIS 730
CDIS 831	CDIS 740
CDIS 833	CDIS 750
CDIS 838	CDIS 760
CDIS 845	CDIS 770
CDIS 850	No Change
CDIS 852	No Change
CDIS 854	No Change
CDIS 856	CDIS 853
CDIS 858	No Change

## II. Graduate Students Admitted Fall 2003

Graduate students who are admitted Fall 2003 and thereafter will take the new curriculum. The following exceptions and policies should be noted.

Student has received a bachelor's degree in Communication Disorders from an institution offering only an undergraduate degree.	Student will take the complete graduate curriculum.
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Student has taken an undergraduate-level course in articulation/phonological disorders at another institution and that program <u>did not</u> offer a graduate-level course on the topic.	Student is <u>not required</u> to take CDIS 705.
Student has taken an undergraduate-level course in articulation/phonological disorders at another institution and that program also offers a graduate-level course on the topic.	Student will take CDIS 705.
Student has taken CDIS 401 at GSU.	Student is <u>not required</u> to take CDIS 705.
Student has not taken a course in articulation/phonological disorders.	Student will take CDIS 705.

Student has taken CDIS 322 and CDIS 435 or their equivalents	Student is <u>not required</u> to take CDIS 520.  Student will take CDIS 710 and CDIS 720.
Student has taken only one course in speech and language acquisition/development but not child language disorders (CDIS 435).	Student will take CDIS 520.  Student will take CDIS 710 and CDIS 720.
Student has taken two courses in speech and language acquisition/development.	Student will take CDIS 710 and CDIS 720.

<p>Student has not taken undergraduate courses in sign language, multicultural issues in communication disorders, augmentative and alternative communication, and/or neural bases of speech and language.</p>	<p>Student will take CDIS 305, CDIS 440, CDIS 530, and/or CDIS 540.</p>
<p>Student has taken ENGL 501 or equivalent.</p>	<p>Student is <u>not required</u> to take ENGL 505.</p>
<p>Student has taken an advanced psychology course.</p>	<p>Student is <u>not required</u> to take an additional psychology selective (PYSC 422, PSYC 510, PSYC 516, PSYC 519, PSYC 52A, PSYC 523).</p>