

Programs in Speech –Language and Communication Disorders (SLCD)

Master’s and Doctoral Level Programs

Programs in Speech–Language and Communication Disorders (SLCD).....	2
GENERAL PROGRAM INFORMATION - ALL SLCD PROGRAMS.....	2
Program Goals/Learning Outcomes.....	2
FGSEHS Admission Statement.....	2
Facilities.....	2
Clinical Practica.....	2
Program Requirements – All Programs.....	3
Standards for the Certificates of Clinical Competence.....	3
Master’s Programs in Speech –Language and Communication Disorders.....	4
MISSION STATEMENT.....	4
ADMISSION POLICIES.....	4
Application Procedure.....	4
Required Entrance Tests for all Newly Enrolled Students.....	4
Admissions Requirements.....	4
International Student Admission.....	4
Reinstatement.....	5
Transfer of Credit.....	5
TUITION AND FEES.....	5
Tuition.....	5
Fees.....	5
Deposit Policy.....	6
Graduation Fees.....	6
ACADEMIC PROGRAM.....	6
Accreditation.....	6
Attendance Policy.....	6
Instructional Delivery System.....	6
Program Requirements.....	6
Audit Policy.....	7
Degree and Program Completion Requirements.....	8
Grading Policy/Academic Probation.....	8
Appeals Protocol.....	9
Extensions of Time.....	9
Doctoral Program in Speech-Language Pathology.....	10
MISSION STATEMENT.....	10
ADMISSION POLICIES.....	10
Admission Statement.....	10
Admissions Requirements.....	10
International Student Admissions.....	11
Reinstatement.....	11
Transfer of Credit.....	11
TUITION AND FEES.....	11
Tuition.....	11
Fees.....	11
Additional Program Expenses.....	12
Late Fees and Reinstatement Fees.....	12
Graduation Fees.....	12
ACADEMIC PROGRAM.....	12
Attendance Policy.....	12
Instructional Delivery System.....	13
Program Requirements.....	13
Degree and Program Completion Requirements.....	14
Grading Policy/Academic Probation.....	14
The Dual-Admit Program – NSU’s Postbaccalaureate to SLP.D. Degree.....	15
Additional Admission Criteria for Dual-Admit Program.....	15
SLCD COURSE DESCRIPTIONS – MASTER’S LEVEL.....	16
COURSE DESCRIPTIONS – DOCTORAL LEVEL.....	19

Programs in Speech –Language and Communication Disorders (SLCD)

Master's and Doctoral Level Programs

The Programs in Speech-Language and Communication Disorders have three academic programs offering two different degrees; the master's degree (M.S.) in speech-language pathology, post baccalaureate speech-language pathology doctorate (SLP.D.), and the postmaster's speech-language pathology doctorate (SLP.D.). Please see specific requirements and policies for the appropriate program.

GENERAL PROGRAM INFORMATION - ALL SLCD PROGRAMS

Program Goals/Learning Outcomes

The SLCD graduate entering the profession will

- integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders
- demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations
- develop and implement a plan of intervention with a variety of clinical populations
- evaluate and critically apply current research to determine and enhance clinical efficacy
- recognize and apply the knowledge of diversity across professional activities
- use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately
- collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals
- demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice
- demonstrate the skills for lifelong learning, professional development, and self-assessment
- demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment

FGSEHS Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for Full Admission Status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident Alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants who are non-native English speakers and/or applicants who earned their highest degree at a non-US institution may be required to provide proof of having taken the TOEFL exam.
5. Transcripts for degrees earned at non-US institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalent).

Facilities

The Programs in Speech-Language and Communication Disorders is made up of two divisions—the Clinics for Speech-Language and Communication Disorders and the Academic Programs in Speech-Language and Communication Disorders. The clinics provide a continuum of exemplary diagnostic and therapeutic services for clients of all ages, infants through adulthood. Clients presenting with all types of hearing, language, and speech disorders receive services at the clinics. The master's program is part of the Human Development and Family Services (HDFS) division at the Fischler Graduate School of Education and Human Services. Students in this program are involved in an intensive academic curriculum designed to provide the background information necessary for a clinical career. The rigorous, supervised clinical experience that students receive brings the academic instruction to life. Graduates of the program carry this quality clinical service throughout Florida, the nation, and other countries.

All clinic rooms are equipped for audio/video recording and transmission. Our new expanded facilities include classrooms, offices, therapy rooms, a voice science lab, and an augmentative and alternative communication lab.

Clinical Practica

The Clinics for Speech-Language and Communication Disorders are located on the NSU campus and in various satellites. Students will have opportunities to work with clients in various sites. To count clinical practicum clock hours toward ASHA certification, the student must receive a practicum grade of 3.5 or higher with each individual client/clinical assignment. Clinical practicum hours that receive a grade below 3.5 with any given client will not be approved through supervisory signature for that particular client/clinical assignment. Approximately 200 off-campus sites are affiliated and used for off-campus clinical and externship placements. Students are not permitted to make their own clinical and externship arrangements.

Program Requirements – All Programs

New Student Orientation

New students must attend a mandatory orientation meeting on campus. Students are responsible for any expenses that may be incurred in order to attend. During the meeting, students will be oriented to Nova Southeastern University and the Programs in Speech-Language and Communication Disorders and participate in speech and hearing screenings, and meet some of the faculty. Students will have completed their plans of study, submitted their registration and tuition, and purchased the required Publication Manual of the American Psychological Association (APA), Fifth Edition, prior to the orientation meeting. Students should review the *Student Handbook* online (<http://www.fgse.nova.edu/slp/studenthandbook/index.htm>) and are responsible for familiarizing themselves with all of the departmental policies and procedures. Students are required to sign a form reflecting knowledge of the online student handbook.

Student Insurance

All students are required to have liability insurance for the duration of enrollment in the Programs in Speech-Language and Communication Disorders (including prerequisite courses). Each student will be charged \$10 per term for coverage under the program insurance plan. Insurance will be renewed annually by the program.

Computer Requirement

Throughout the program, students will be required to conduct online library research, communicate via NSU email, and use word-processing for writing papers and clinical reports. Students are required to own a computer, and obtain an Internet service provider account (ISP).

Videotaping/Audiotaping Policy

Students are videotaped in certain academic classes and clinical labs for teaching-learning purposes. Students must sign a release form for being videotaped at the time of first orientation. Students should obtain permission from instructors to videotape or audiotape lectures. Verbal permission is acceptable.

Standards for the Certificates of Clinical Competence

I. Degree

Applicants for the certificate must hold a master's or doctoral degree. Effective January 1, 1994, all graduate coursework and the clinical practicum required in the professional area for which the certificate is sought must have been initiated and completed at an institution whose program is accredited by the Council on Academic Accreditation of ASHA in the area for which the certificate is sought. Students graduating as of January 1, 2005, must earn a minimum of 400 clinical clock hours.

II. Academic Coursework - 75 semester hours (s.h.)

A. Basic science coursework (27 s.h.)

- 6 s.h. in biological/physical sciences and mathematics.
- 6 s.h. in behavioral and/or social sciences.
- 15 s.h. in basic human communication processes, to include the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic/psycholinguistic aspects.

B. Professional coursework (36 s.h.)

30 of the 36 s.h. must be in courses for which graduate credit was received; 21 of the 30 s.h. must be in the professional area for which the certificate is sought.

1. 30 s.h. in speech-language pathology to include
 - 6 in speech disorders*
 - 6 in language disorders*
2. 6 s.h. in audiology to include
 - 3 in hearing disorders and hearing evaluation*
 - 3 in habilitative/rehabilitative procedures*

III. Supervised Clinical Observation and Clinical Practicum - 400 clock hours (c.h.)

A total of 400 clock hours of supervised practicum are required, of which at least 375 must be in direct client/patient contact (including at least 50 c.h. in each of three different clinical settings at the graduate level) and at least 25 in clinical observation.

CCC-SLP - 20 c.h. in each of the following nine categories:

1. Evaluation: speech disorders in children
2. Evaluation: speech disorders in adults
3. Evaluation: language disorders in children
4. Evaluation: language disorders in adults
5. Treatment: speech disorders in children**
6. Treatment: speech disorders in adults**
7. Treatment: language disorders in children
8. Treatment: language disorders in adults
9. Treatment for hearing disorders***

Up to 25 c.h. in the major professional area may be in related disorders.

IV. National Examinations in Speech-Language Pathology (PRAXIS)

Minimum score of 600

V. The Clinical Fellowship Year (CFY)

- purpose is to integrate and apply theoretical knowledge from academic training following completion of the master's degree
- assist student in moving from constant supervision to independent practitioner
- The CFY arrangements are the responsibility of the student upon completion of the master's program.

Master's Programs in Speech –Language and Communication Disorders

MISSION STATEMENT

The Master of Science Degree Program in Speech-Language and Communication Disorders is designed to facilitate the, academic and clinical education of speech-language pathologists. Within the scientifically and clinically based curricula, the faculty incorporates current research, ethical decision-making, and models of best practice to foster critical thinking skills. Students are motivated to analyze, synthesize, and apply academic theory to clinical practice. The philosophy enables faculty to respond to clinically diverse populations, changing trends, and issues that impact the profession. Self-assessment and lifelong learning are modeled and encouraged.

ADMISSION POLICIES

Application Procedure

Applications are accepted at any time. Students will be notified of the admission decision by mail after final review by the admissions committee. Enrollment starting dates are assigned on a space-available basis. Students should submit the completed application at least three to four months prior to the semester for which they wish to enroll.

Students who take prerequisite courses at any institution or at Nova Southeastern University must earn grades of B or better in order to transfer the courses or to have the courses considered for admission. Nova Southeastern University undergraduates who have completed the prerequisite courses as part of their undergraduate degree, who have successfully completed the master's degree application procedure listed in steps one and two, and who qualify for admission will be able to enroll at the beginning of the semester following conferral of the bachelor's degree.

Required Entrance Tests for all Newly Enrolled Students

Hearing and speech screenings are mandatory. Students who require additional assessment will be scheduled for a full evaluation in the identified area or will be encouraged to arrange for a complete speech and hearing evaluation in their community. It is expected that students will obtain any treatment necessary in order to demonstrate communication skills at a performance level adequate to function as a speech-language pathologist. Students will be advised regarding the potential impact of an identified communication difference/disorder on their clinical performance within the university and in future employment settings.

Admissions Requirements

Applications are reviewed by the Admissions Committee. The most qualified students are selected to fill the available openings.

Factors affecting the committee's decisions include:

- Whether the applicant has a cumulative undergraduate GPA of 3.0 or better
- Whether the applicant has an undergraduate record in the major with a minimum GPA of 3.0
- The quality of the applicant's written essays
- The applicant's performance during the oral interview
- The strength of the applicant's letters of recommendation
- Whether the applicant has made grades of B or better in all ASHA-required prerequisite courses and disorders courses (Students will repeat any prerequisite courses in which a grade lower than B was earned.)

Students who satisfy all admission criteria will be admitted to the program. A student whose GPA falls below 3.0 or a student who needs to repeat more than three in-field prerequisite courses may earn admission with the condition that the student enroll in two courses in the first semester, and must earn a grade of B or better in each course or he/she will be dismissed from the program at the end of the first semester of enrollment.

Speakers of English as a Second Language

All applicants are required to take both:

- The Test of English as a Foreign Language (TOEFL).
- The Test of Spoken English (TSE).

International Student Admission

Individuals holding degrees from outside the United States must submit:

- Completed admissions application, supplemental application (including essays), and application fees
- Three letters of recommendation
- Verification of student visa or residency status
- Logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding ASHA-CCC

Prospective international students who have completed degrees at universities outside the United States must have their transcripts evaluated and their degrees confirmed by a NSU-approved evaluation service. Applications for such an evaluation are available online at www.jsilny.com or from the FGSEHS student services department at 800-986-3223, ext. 8605. A prospective student is responsible for all fees incurred for this evaluation. Applicants who may qualify for admission will be required to participate in an oral interview.

Students must agree to recommendations made for remediation or tutorial intervention. These recommendations will be made by the faculty and may include, but not be limited to, accent modification and tutoring in the appropriate use of oral and written English.

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Students living outside the United States who apply to the program must complete all of the above prior to arriving at NSU. They must also make all housing and financial arrangements in advance.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the program director, at least 30 days prior to the appropriate term:

- A letter of intention to re-enroll
- A completed reinstatement form. (This form is sent with the acknowledgment of withdrawal or is available from the central office.)
- A \$250 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form

Master's students who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement. Students wishing to be reinstated may not necessarily be readmitted of the next semester following the submission of the letter of intent.

Transfer of Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog. Approval of transfer credit will be granted only after the student has met with the director of the program or his/her designee. The student must provide catalog course descriptions and may be required to provide course syllabi. Final decisions regarding transfer credit will be made by the faculty member responsible for the subject matter to which the transfer applies. Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, and ASHA-accredited programs on the graduate level, will be considered for transfer credit into the master's program. No more than nine semester hours of credit may be transferred into the master's degree program. In order to be considered for transfer credit, a grade of B or better must have been recorded for each course.

Transfer credits must have been earned within five years prior to a student's admission to the program. Credits earned beyond the time limit may be considered for transfer at the discretion of course instructors. An examination may be required. Students enrolled in the program who wish to take a course at another university must have prior approval by either the program director, or his/her designee. Courses must be taken at a CAA-accredited program for the transfer credit to be accepted toward Nova Southeastern University's degree.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Students holding a master's degree in audiology who are seeking a master's in speech-language pathology for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program.

TUITION AND FEES

The following information indicates current fee and tuition schedules: tuition and fees are subject to yearly change without prior notice. Students are required to pay the tuition in effect at the time of registration.

Tuition

Tuition for all classes in the Programs in Speech-Language and Communication (including prerequisites) is \$651 per credit hour for the 2003–2004 academic year. Students who take graduate classes in other departments of Nova Southeastern University pay the tuition rate set by each specific department.

Fees

Application: A onetime, nonrefundable fee of \$50 must accompany the application for admission.

Registration: \$30 per term

Malpractice Insurance: \$10 per term

Technology Fee: \$110 per term

Program Late Charge: \$100 per late registration, the university may also assign a late fee

Lab: Students enrolling in clinical classes (SLP 6005, 6015, 6101, 6102, 6110, 6120, and SLP 6301) pay a \$200 fee per lab class.

Change of Registration: \$100 per transaction (Add/Drop fee)

Out-of-State Externship Fee: \$750 for each clinical lab experience and each externship (over and above tuition and lab fee). This fee applies to externship assignments within the continental United States.

Out-of-Tri-County-Area Clinic Lab and Extern Fees: \$200 over and above tuition and lab fees. Mississippi and online student fees will be \$750 over and above tuition and lab fees.

Degree: A Nova Southeastern University degree application fee of \$75 must be paid before clearance for graduation can be granted.

Deposit Policy

Applications are brought before the Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of \$500 will be required as confirmation of acceptance.

Deposit schedule is: July 1 for students admitted for fall; November 1 for students admitted for winter; February 1 for students admitted for spring. The \$500 deposit will be assigned to the first semester's tuition. Failure to enroll in the program will result in forfeiture of the deposit. If the deposit has not been received by the required dates, the student will forfeit his or her acceptance. Students wishing to attend the program at a later date must reapply for admission and will be governed by the policies in place at that time.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available online, at site offices, and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7226, or (954) 262-7226.

The Registrar's Office charges an additional fee for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

Accreditation

- American Speech-Language Hearing Association. The master's program has been accredited by the Council on Academic Accreditation since December 1990. Graduates meet all requirements for individual certification (CCC-SLP).
- Florida Department of Education. Program approval has been granted since 1985.
- State of Florida Department of Health. Graduates meet all requirements for individual licensure.

Attendance Policy

Students are expected to attend all classes. Exceptions to this policy will be stipulated by the instructor in written course syllabi.

Mandatory Meetings

Some lab courses and externships require attendance at mandatory meetings prior to the beginning of the semester in which the student is scheduled to be enrolled. Failure to attend the mandatory meeting will cancel enrollment in that course or lab, causing a delay in completing degree requirements.

Instructional Delivery System

The master's program operates year-round and is divided into three semesters. Semesters begin in early September, January, and May and run for 14 weeks each. Academic courses are offered primarily in the evenings. Clinical labs and externships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full time to off-campus externships. Occasionally, some classes are delivered in week-long formats in intercessions scheduled twice a year. Online students are required to attend an elective 3-credit course (Technology Applications in Communication Sciences and Disorders) as their first course in the program.

Program Requirements

Credits

Students holding a bachelor's degree in speech-language pathology or communication disorders will complete 52 credit hours on the graduate level. Students holding a bachelor's degree in a field other than speech-language pathology will complete 28 prerequisite credits prior to or concurrent with beginning the 52-credit-hour sequence.

Clock Hours

Students must obtain a minimum of 400 clinical clock hours under supervision of ASHA certified professionals. Of the 400 hours, 25 hours are observation hours, which are verified by an ASHA-certified speech-language pathologist. The first 60–75 clinical clock hours must be obtained during the time the student is enrolled in Diagnostics II and Clinical Lab I and II. Students who fail to achieve an acceptable level of clinical competency during Diagnostics II or either semester of Clinical Lab will be required to repeat the course and will be automatically placed on academic probation.

After successful completion of Clinical Lab, students will be required to complete two semesters of off-campus externship. Off-campus externships must be arranged for and approved by the program faculty coordinator of externships.

To demonstrate a level of professional competency, students may well exceed the 400-clinical clock hours required by ASHA to be eligible for the Certificate of Clinical Competence or by the state of Florida to be eligible for licensure. Students who graduate after January 1, 2005, will need to obtain a minimum of 400 clock hours under supervision of ASHA-certified speech-language pathologists, plus 25 additional observation hours.

Grades

Students must earn a grade of B or better in all prerequisite and graduate courses. Grades of C or below must be repeated the next time that the course is offered. Students whose GPA falls below 3.0 are placed on academic probation. Students enrolled in grant supported courses must obtain a grade of B or better including those that exceed 52-credit program requirement.

Grades will be recorded at the end of every semester. The registrar's office will mail grade reports to students. Final grades will not be provided by any department personnel. Grades are permanently stored by the registrar and become part of the student's official transcript. Students may review their transcripts and grades on the student information system at www.webstar.nova.edu.

The SLCD Student Portfolio

All students who entered the SLCD Master's Degree Program in September 2001 and those entering thereafter are required to develop a portfolio as a prerequisite for graduation. The SLCD student portfolio is a formative assessment tool used to encourage professional development and reflective learning. The portfolio contains a selection of evidence (artifacts) of the student's learning outcomes attained throughout the graduate program, indicating acquisition of knowledge and mastery of clinical skills which meet the professional standards of the American Speech-Language-Hearing Association as well as achievement of the twelve Accomplished Practices set forth by the Florida Department of Education.

The student should begin to develop a portfolio and collect evidence at the beginning of his or her graduate coursework. Evidence from prerequisite coursework may not be included in the portfolio. Specific assignments and activities in each SLCD course syllabus address portfolio requirements. These assignments may be used as evidence in the portfolio. The sample pieces of evidence should represent the student's best work. Read the complete *Student Portfolio Guide* for more details about the types of evidence required.

Evaluation of the evidence created for the portfolio is an ongoing process throughout the SLCD program. Different faculty members will evaluate the student's work (evidence) dependent upon the course and clinical assignment. Designated departmental Student Portfolio Evaluators (SPE) will evaluate the portfolio at three major checkpoints throughout the program. The completed portfolio is submitted to the Student Portfolio manager for evaluation and grading. In order to graduate, a student must receive a passing grade on the portfolio project. A comprehensive description of how to develop a portfolio and the complete portfolio process is contained in the SLCD *Student Portfolio Guide*.

Clinical Assignment Special Eligibility

- Students must satisfactorily complete all prerequisite courses prior to enrolling in clinical courses (i.e., SLP 6000 prior to SLP 6005).
- Students are required to complete a minimum of five semesters of clinical experience. The student will be assigned to work with clients in different facilities with which the Programs in Speech-Language and Communication Disorders maintain a contractual relationship, on and off campus. When the student is assigned to a facility, it is the student's responsibility to comply with all regulations of that facility.

The student is responsible for ascertaining if the facility to which he/she has been assigned has any special eligibility requirements prior to participating in that program. The program does not assume any responsibility other than informing the student of the requirements. The student must fully comply with all special eligibility requirements of the specific facility before participating in any activities at that facility. Failure to be eligible to participate in activities at an assigned facility will result in the student not being allowed to complete the clinical experience during the assigned semester. The program will not reassign a student who failed to meet the stated requirements of a facility during the semester in which the original assignment was made. If a student must be reassigned at the beginning of a new semester for failure to meet the facility's requirements, the student's individual time line for completion of the program will be impacted.

Audit Policy

Students may audit doctoral-level courses with permission from the coordinator of doctoral studies. The audit fee is 30% of the course fee and no credit toward the degree is given. The student may elect to complete class assignments but will not receive feedback from the instructor. Master's degree students may audit master's level courses with written permission of the instructor and approval by the program director or his/her designee.

Doctoral course audits will be allowed only when class enrollment is five or greater. The number of students allowed to audit a class will be limited at the discretion of the director of doctoral studies.

The student should submit the request to audit the class a month before the start date of the class.

Degree and Program Completion Requirements

Graduation Procedure

Master's students may participate in graduation ceremonies if all program requirements will be completed by August 31.

Commencement

All graduates are encouraged to participate in commencement exercises, which occur once annually in the summer.

Exit Requirements

Students are required to attend a mandatory exit review meeting at the completion of Clinical Lab II.

After the completion of the second externship, students will be required to do the following:

- Submit Nova Southeastern University degree conferral application (and fee)
- Submit ASHA application for membership and certification
- Submit PRAXIS test score
- Submit state application for licensure
- Submit signed copies of all clinical clock hours
- Submit proof of receiving a grade of "Pass" on the completed portfolio
- Successful completion of capstone

It is the student's responsibility to mail all documents to ASHA and to the state in which he/she will be licensed.

Students requesting state of Florida Department of Education Certification must:

1. Have two education courses listed on their transcripts (either undergraduate and/or graduate). One course is three semester hours in survey of exceptional student education, and the other course is three semester hours in school organization or general curriculum, which includes the elementary and secondary instructional levels.
2. Complete a School Externship (SLP 6120).
3. Before completing the master's degree, the student must take the following portions of the Florida Teacher Certification Examination (FTCE)—General Knowledge Test, Subject Area Exam, and Professional Education Test.

Grading Policy/Academic Probation

Grading

The student's final grade in each course will be determined by each course instructor based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

Numerical Points	Grade Letter Point	Grade Equivalent
89.5–100	A	4.0
79.5–89.4	B	3.0
69.5–79.4	C	2.0
59.5–69.4	D	1.0
0–59.4	F	0.0

Effective January 2004, FGSEHS programs will use the standard FGSEHS grading scale. See the "General Academic Policies and Procedures" section of this catalog

There are no plus or minus grades in the master's program. The passing grade is B or better in each course.

Student Records

Students will be provided with a grade report at the end of every term. The report will be mailed to the student by the registrar. Students may also access grades online through Webstar. Students are protected by laws that prohibit the release of personally identifiable information to other than legally authorized people. A student is legally allowed to inspect, review, and challenge information in his or her file. Students must contact the program director or his/her designee, to review their files.

Incompletes

Students achieving a grade of B or better but who, for personal reasons, are unable to complete coursework within the semester may request a grade of incomplete. The student must request the "I" grade from the instructor, who will prepare a contract for successful completion of the course. The contract must be approved by the program director or his/her designee.

Students granted an "I" in a course must satisfy the contract within one semester of the final meeting of the course for which the "I" was given. Failure to remove an incomplete within the prescribed time period will result in a grade of F for the course.

Withdrawals

Students may withdraw from a course, lab, or externship up to the eighth week of the semester. Students dropping a course/class must obtain a Student Course Withdrawal Form from the program director or his/her designee. The form must be completed by the student and signed by the appropriate faculty member before the drop is entered into the computer. The student will be assessed tuition and for each week of the semester prior to withdrawal. There will be no refund after the seventh week. The grade the student has earned up to the date of withdrawal will be reflected on the student's transcript as either withdraw/passing (W/P) or withdraw/failing (W/F). The W/F will be figured into the GPA as a grade of F.

Probation

Students are placed on probation for a minimum of one semester when any of the following conditions occurs

- A second grade of C or lower is earned in any academic course
- A grade of C or lower is earned in any clinical course
- A grade of less than C is earned in any academic course
- A student's GPA falls below 3.0 for any semester
- Inappropriate or unprofessional behavior is exhibited
- The ASHA Code of Ethics is violated

Students must demonstrate professional behaviors including, but not limited to, cooperation with others, self-control, punctuality, respect for coworkers and faculty members, and professional personal appearance. Students are given on professional warning when a behavioral issue is noted. If a second professional behavior concern is identified, the student will be reviewed by SPARC and may be placed on professional probation, when he or she fails to exhibit professional behaviors and/or when the safety and welfare of clients and others are at risk.

Students placed on probation will meet with the director of the program or his/her designee to review the conditions of the probationary continued enrollment in the program. Probation will necessitate a change in the student's plan of study.

Students may be placed on and removed from probation only one time during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program. The student may be placed on professional probation without warning, at the discretion of the SPARC, should the safety or welfare of a client be compromised as a result of the student's behavior.

Dismissal

Students will be dismissed from the program if one or more of following conditions occur:

- The student fails to comply with the recommendations of SPARC after having been placed on probation.
- The student fails to satisfy the conditions of the probationary continued enrollment stipulations.
- The student earns a third grade of C at any point during program.
- The student earns a grade of C or below in a repeated course.
- The student earns a second grade of C in a clinical course.
- The student violates the NSU Student Code of Conduct.
- The ASHA Code of Ethics is violated.

Students will be notified of their dismissal by both certified and regular mail.

Appeals Protocol

When a student receives a dismissal notice, he or she has the right to petition, requesting reinstatement in the program. A request for reinstatement must be submitted in writing within 10 days of receipt of the dismissal notice.

The petition should be addressed to the chair of SPARC, with a copy sent to the program director. Descriptions of any extenuating circumstances that might have contributed to the student's difficulty in the program and a plan of action for successful completion of the program should be included in the petition.

The SPARC will review the case and render a decision. The student will be notified of the SPARC's decision by both certified and regular mail. Students may petition for reinstatement only once. It is the responsibility of the student to initiate the written petition to the chair of the SPARC.

Student Professional Academic Review Committee (SPARC)

The Programs' SPARC is composed of departmental faculty members. It is the committee's responsibility to review students' academic progress, clinical performance, and professional behavior throughout the student's enrollment in the program. Individual cases are discussed, and appropriate plans of action are developed. Students are advised of the decisions of the committee in writing and are bound to follow the resulting recommendations.

Should the student wish to appeal the decision beyond the SPARC, the student may appeal to the program director within ten days of receipt of the SPARC decision. The student may appeal the decision of the program director by filing a grievance through the Director of Student Judicial Services within fifteen days of receipt of the program director's decision.

Extensions of Time

The Master's program may be completed in as little as eight semesters, but must be completed within five years from the time graduate courses have begun. Students who exceed the five-year time limitation may apply to the SPARC for an extension. Such requests will be taken under special consideration by the committee and may not be approved.

Doctoral Program in Speech-Language Pathology

MISSION STATEMENT

The doctoral Program in Speech-Language Pathology is designed to foster the continued academic education of speech-language pathologists pursuing an advanced, professional doctoral degree. Within the scientifically-based curricula, the faculty incorporates current research, ethical decision-making, and models of best practice to foster knowledge, leadership, and problem-solving skills. Doctoral students are encouraged to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the Applied Dissertation process. The program fulfills a commitment to society by providing practicing clinicians a variety of forums to keep their knowledge base current by allowing a flexible schedule for obtaining doctoral education, and an environment that nurtures the development of current practitioners and future leaders.

ADMISSION POLICIES

Admission Statement

1. Any student admitted provisionally is not eligible for financial aid. Provisionally admitted students are permitted to register for one term and must meet requirements for Full Admission Status by the 90th day of the first term of enrollment or further registration will not be permitted.
2. Resident Alien applicants must provide a photocopy of both sides of their resident alien cards.
3. Applicants must provide official transcripts from ALL institutions attended.
4. Applicants who are non-native English speakers and/or applicants who earned their highest degree at a non-US institution may be required to provide proof of having scored a minimum score of 550 on the TOEFL exam.
5. Transcripts for degrees earned at non-US institutions must be evaluated by an outside evaluation agency approved by Nova Southeastern University.
6. Admission decisions are based on degrees earned at regionally accredited institutions (or officially approved equivalent).

Admissions Requirements

The postmaster's doctoral program in speech-language pathology seeks competent, experienced professionals actively involved in the field. The post-baccalaureate doctoral program in speech-language pathology seeks bright, motivated students who wish to become independent practitioners in this field.

Applications for both the postmaster's and post-baccalaureate programs will be reviewed on a rolling basis. Admission decisions will be provided in writing. Doctoral candidates will be notified of the decision by mail. The program reserves the right to determine in which cohort a student may enroll.

The admissions committee for postmaster's applicants requires the following:

- Nonrefundable application fee of \$50
- Completed application
- Official transcript indicating conferral number of a master's degree in speech-language pathology by a regionally accredited institution with a minimum graduate GPA of 3.2
- Documentation of the Certificate of Clinical Competence (copies of all professional certifications, licenses, or relevant credentialing materials)
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended
- Three letters of recommendation from individuals who can attest to the applicant's ability to be successful in doctoral studies, e.g., employers, faculty members, and professional in-field colleagues. (These must be professional references submitted on the forms provided.)
- Written responses to questions relating to the field of communication sciences and disorders
- The results of the Miller Analogies Test (MAT), taken within the past five years, must be submitted

An application is considered complete when all required documents have been received. The admissions committee will review the documents and determine if an applicant will be scheduled for an oral interview. The final decision to admit a student will be made following the oral interview and review of all supporting documentation.

To make an appointment to visit our campus offices or to obtain additional program information, contact us Monday–Friday, 8:30 a.m.–5:00 p.m. (EST).

Phone: (954) 262-7740, toll free: 800-986-3223, ext. 7740

Fax: (954) 262-3826 Email: mecca@nova.edu

International Student Admissions

The admissions committee reserves the right to require the following:

- An official TOEFL score of 600 (for non-native English speakers)
- An official TSE score of 50 (for non-native English speakers)
- Verification of a student I-20 visa or permanent residency status. International doctoral candidates who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking doctoral candidates and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Doctoral candidates living outside the United States who apply to the program must complete all of the requirements above prior to starting the program. Housing and financial arrangements must be made in advance by the applicant. Prospective international students who completed degrees at universities outside the United States must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the director of doctoral studies, at least 30 days prior to the appropriate term:

- A letter of intention to re-enroll
- A completed reinstatement form. (This form is sent with the acknowledgment of withdrawal or is available from the central office.)
- A \$250 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form

Doctoral candidates who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement.

Transfer of Credit

A maximum of six semester hours of postmaster's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the doctoral programs' degree requirements. Grades for courses transferred must be at the grade of A or B or equivalent.

Applicants who wish to request evaluation of prior coursework for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Speech-Language and Communication Disorders. Current doctoral candidates should request and receive prior written approval from the director of doctoral studies before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

TUITION AND FEES

The following information indicates current fee and tuition schedules; tuition and fees are subject to yearly change without prior notice. Students are required to pay the tuition in effect at the time of registration.

Tuition

Initial tuition payments are based on \$585 per credit for the 2003-2004 academic year. This tuition may be subject to a yearly change. Doctoral candidates register and pay for each component prior to entering that component. Applicants admitted to the doctoral studies program are required to secure their initial enrollment with a \$500 deposit that will apply to the first study area's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

A payment of \$1,183 per semester is charged to doctoral candidates who require all or part of a fourth year in order to complete program requirements. Doctoral candidates may receive a six-month extension beyond the fourth year with permission of the program director. A fee of \$1,775 is charged for this additional period.

Fees

A one-time, nonrefundable application fee of \$50 is required and must accompany the completed application. A \$75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee. A \$30 registration fee is required three times annually. All fees are subject to yearly change. Doctoral students pay a \$300 binding fee upon completion of the final Applied Dissertation report.

Additional Program Expenses

Doctoral candidates will be responsible for the purchase of textbooks and for the cost of travel to classes, as well as for other needs typically associated with advanced study. Material fees may be charged as necessary. If a student relocates, it is the student's financial responsibility to re-establish ISDN lines. In order to access the university's computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider (ISP).

Late Fees and Reinstatement Fees

All payments must be made according to the student's cohort schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively (beyond the midpoint of the study or professional development or in-field area), the student will be dismissed from the program. Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the director of doctoral studies. A \$250 reinstatement fee will be charged, and the student will be subject to the rules and regulations in effect at the time of reinstatement. Doctoral candidates who are dismissed from the program for academic reasons may not re-enter the program at a later time.

Graduation Fees

All students must submit a degree application form approximately two months prior to the projected date of completion of all degree requirements. Forms are available at site offices and at the program office. For additional information regarding the degree conferral process, call the Office of the University Registrar at 800-541-6682, ext. 7226, or (954) 262-7226.

An additional fee is charged by the Registrar's Office for commencement announcements and for a cap and gown for students participating in the annual commencement exercises held in Fort Lauderdale.

ACADEMIC PROGRAM

The graduating professional will be successful in five general goal categories: knowledge, leadership, problem solving, research, and perspective.

A scientifically based knowledge in the field of speech-language pathology is a necessity to allow the professional to move fluidly from theory to practice. A successful doctoral candidate must attain mastery of an appropriate knowledge base and acquire the means to continue to expand that base.

Leadership necessitates an understanding of historical and contemporary issues and perspectives in the field. Appraisal of one's own leadership skills and tools to appraise those skills in others will be necessary for a successful graduate/professional in these fields.

Successful professionals in the field of speech-language pathology must be able to apply sophisticated problem-solving skills and integrate information from several sources to arrive at meaningful diagnoses and subsequent intervention strategies. A systematic approach to problem-solving skills will extend to the analysis and application of research findings to clinical experience and the application of research as a tool to establish empirically based treatment and diagnosis.

The fourth goal area of the program emphasizes the need for speech-language pathology professionals to achieve a broad perspective of the socio-communicative, educational, medical, and psychological needs of clients with communication disorders. Candidates must achieve a broad-based perspective of communication problems and solutions, including the development of a network of resources available to them, as well as a responsible posture toward professional associations and political issues.

The SLP.D. graduate will be able to provide leadership in diverse settings including private practice, rehabilitation agencies, hospitals, and a variety of educational settings. In addition to clinical-practice preparation, candidates may be provided experience in college-level supervision and instruction.

Attendance Policy

Absences are not permitted in this program. The only exceptions are documented causes of extreme circumstances such as medical emergencies. Doctoral candidates must attend all class meetings in each of the study areas, the Summer Instruction, and the Applied Dissertation workshops. Regular classroom interaction provides program consistency and content enrichment. Absence from any cohort meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence has been approved, an equal and appropriate assignment will be assigned by the study area faculty member, to be completed within a designated period. The student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cohort facilitator/administrator a summary of the class notes. The cohort facilitator/administrator should be notified immediately if the student expects to be absent.

If a student is unable to attend an Applied Dissertation seminar, the director of doctoral studies should be contacted and a delay in program completion should be expected.

Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the director of doctoral studies and will lead to appropriate administrative action. Administrative action may include, but is not limited to, documented professional misconduct resulting in documentation of inappropriate behavior being maintained in the student's program file.

Instructional Delivery System

The Cohort Concept

The SLP.D. program represents an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction in the doctoral program takes place during weekend seminars, on campus or at a variety of distance sites. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 5 to 20 speech-language pathology professionals who live and work in a variety of settings. Doctoral residency is defined as continuous enrollment for one calendar year.

The cohort is intended to serve as both an administrative and educational vehicle for the program. Communication takes place through the cohort structure. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue. Each cohort facilitator/administrator coordinates many administrative details and cohort activities and serves to support students through consistent and ongoing contact.

The Distance Cohort

Students who are unable to attend an on-campus cohort due to geographic remoteness or other career/family constraints may elect to access the postmaster's SLP.D. program via a distance cohort. This group will receive on-campus orientation and instruction during a five-day weekend at the outset of the program, and will attend the on-campus Summer Instruction held during one summer in the program. All other instruction will be delivered via electronic communication and technologies into the student's homes or office or to a group distance site.

Program Requirements

Credits

The postmaster's curriculum consists of 50 credits for SLP.D. students beyond the master's degree. A maximum of six credits of postmaster's, doctoral-level semester hours may be transferred from a regionally accredited university into the program to satisfy the program requirements, if completed within three-years of the transfer.

Professional Development Study Areas

Each study area is designed to involve speech-language pathology candidates for two months of weekend-long, intensive seminars, readings, structured activities, and evaluation procedures. Each study area falls under the direction of a faculty member who is responsible for program-approved course content, instruction, evaluation procedures, and commentary on each student's performance. Study guides and readings assist doctoral candidates in integrating information and affecting curricular consistency. Students meet one weekend or equivalent (live or via distance technologies) each month for two months for each three-credit course. Attendance is required at meetings. Speech-language pathologists may attend professional development study area courses together.

Instruction and faculty-directed activities are also accomplished through electronic communications and technology. Doctoral candidates must have access to a computer and a modem. The university system allows access from most locations in the United States. For accurate information regarding the minimum recommended computer configuration and software, prospective students are advised to contact the doctoral office at 800-986- 3223, ext. 7740 or (954) 262-7740.

The study areas provided to speech-language pathologists (known as the professional development study areas) are the following:

- Business Management and Leadership
- Counseling
- Genetics
- Gerontology
- Pharmacology
- Research and Evaluation
- Supervision
- Technology and Instrumentation in Communication Sciences

In-field Development Study Areas

SLP.D. students require intensive study in their respective professional fields.

Speech-Language Pathology Study Areas

- Augmentative and Alternative Communication
- Advanced Seminar in Voice and Swallowing
- Advanced Seminar in Pediatric Development
- Neuroscience/Neuropsychology and Communication Disorders
- Educational Issues

Within each area, the doctoral candidate is challenged to pursue topic(s) of particular interest. In this way, the NSU doctoral student can build versatility into his or her course of study to ensure optimal professional growth and to allow students to pursue specialty areas of interest.

Applied Dissertations

Applied dissertations in the postmaster's SLP.D. program are creative, problem-solving projects designed to utilize the rigor of applied research techniques to improve a situation, program, or product or to answer a clinical or professional question. Candidates become active problem solvers in their professional settings through strategies designed to address identified problems. The concept of the applied dissertation stems directly from the belief that leadership in all sectors requires action, as well as reflective thought. Applied dissertations require identification of a significant problem or clinical question, design of a solution strategy or experimental protocol, and implementation and evaluation of the strategy.

One applied dissertation is required. Instruction in this doctoral component is organized into two weekend sessions delivered by the Applied Research Office and is augmented by applied dissertation sessions offered during a Summer Instruction. Candidates are assigned advisers who provide guidance during the research experience. Applied dissertation advisers are contracted by the Applied Research Office and the department and should be contacted first by the director of applied research (and not the student).

Summer Instruction

Summer Instruction is conducted for on-campus and distance cohort members. A Summer Instruction consists of academic instruction and a variety of other learning experiences. Each doctoral candidate must attend all activities of a Summer Instruction. Candidates are responsible for travel, room, and meal costs.

Program Timelines

The life of the program for postmaster's degree students ranges from 36-40 months. Candidates who do not complete requirements within three years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their applied dissertation by the end of 36 months in order to be granted the fourth year. Candidates may also register for a six-month extension beyond the fourth year if approved by the doctoral committee.

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the applied dissertation.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may re-enter the program only once and will follow all regulations that apply to the new cohort.

Doctoral candidates who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the student's original cohort. No extension is possible beyond this point. The re-entering student must adhere to the catalog in effect at the time of re-entry.

Degree and Program Completion Requirements

Doctoral students may participate in graduation ceremonies if all program requirements will be completed by May 1st.

Grading Policy/Academic Probation

Grading

The student's final grade in each course will be determined by each course instructor based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

A	92.1 - 100
A-	90.0 – 92.0
B+	88.0 – 89.9
B	82.1 – 87.9
B-	80.0 – 82.0
C	69.5 – 79.9
F	69.4 or less

Effective January 2004, FGSEHS programs will use the standard FGSEHS grading scale. See the "General Academic Policies and Procedures" section of this catalog

Student Records

Each candidate will be provided a grade report by the registrar's office at the end of each study area or at the end of each semester. A copy of each report will be placed in the candidate's permanent file, which is maintained by the university. NSU maintains up-to-date grade reports on each student. The university periodically furnishes each student with a working transcript that shows the current status of grades and earned semester hours for all courses completed and/or attempted.

Assignment Extensions

Only one extension of any assignment per study area is allowed. The extension request, in writing, must be addressed to the respective instructor, with copies sent to the director of doctoral studies and the cohort facilitator/administrator. The student's request must be received a minimum of one week before the assignment due date. Approval must be given in writing by the instructor. A maximum of a one month extension will be granted from the original due date. The highest grade awarded for an extended assignment will be "B".

Rewrite Policy

Only one rewrite per study area will be allowed for work considered unsatisfactory (C or below) by an instructor. Rewrites must be submitted to the instructor no later than two weeks following receipt of the assignment evaluation form. The highest grade awarded for a rewritten assignment will be "B".

Withdrawals

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the applied dissertation.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to re-enter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may re-enter the program only once and will follow all regulations that apply to the new cohort. Doctoral candidates who withdraw from the program are required to re-enter at a point that will allow completion of all requirements within a seven-year period from the beginning of the student's original cohort. No extension is possible beyond this point. The re-entering student must adhere to the catalog in effect at the time of re-entry.

Probation

Students will be placed on probation for inappropriate and unprofessional behavior. Written notification of probationary status will be mailed to the student; a copy of this document will be maintained in the student's program file.

Dismissal

The program reserves the right to dismiss doctoral candidates at any time, if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic or clinical behavior is inappropriate or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Candidates must receive a passing grade (B or better) in each program component to remain in the program. If a candidate is dismissed from the program, he or she cannot be readmitted.

Student Professional Academic Review Committee (SPARC)

The programs' Student Professional Academic Review Committee is composed of departmental faculty members whose responsibility is to review doctoral candidates' academic, clinical, and professional progress on a periodic basis. The purpose of the SPARC is to identify barriers to success in doctoral study, make recommendations for assistance to doctoral candidates, and determine the advisability of a student's continuation in the doctoral program.

The Dual-Admit Program – NSU's Postbaccalaureate to SLP.D. Degree

An exciting opportunity exists at NSU for the extremely qualified bachelor's-level student to apply to the dual-admit postbaccalaureate M.S. and SLP.D. degree program. This intensive residential program will allow the student to earn an M.S. and an SLP.D. degree in five to six years following his or her bachelor's degree. An application for this doctoral degree program is available from the program office. Students are admitted to this 102-credit program on a rolling admission basis.

For additional information, contact (954) 262-7740 or 800-986-3223, ext. 7740 or Email: mecca@nova.edu

Additional Admission Criteria for Dual-Admit Program

In addition to the admissions requirements outlined for the Master's level program, the following conditions apply:

- Strong academic record—minimum 3.2 GPA in the last two undergraduate years
- Grades of B or better in all prerequisite courses
- Excellent oral and written communication skills
- Excellent clinic grades
- Evidence of independent learning style
- Evidence of leadership skills
- Good problem-solving ability

SLCD COURSE DESCRIPTIONS – MASTER'S LEVEL

Prerequisite Courses

AUD 5300 Audiology (3 Cr)

Instruction in test administration and interpretation of standard and specialized tests of auditory function.
Prerequisites: SLP 5001, CSD 5004

CSD 5003 Neuroanatomy and Physiology (3 Cr)

Introduction to the anatomy and physiology of the developing and mature human nervous system.

CSD 5004 Hearing and Speech Science (3 Cr)

Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.

CSD 5005 Speech and Language Development (3 Cr)

Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.

SLP 5001 Anatomy and Physiology of Vocal and Hearing Mechanisms (3 Cr)

Introduction to the anatomy and physiology of the auditory and vocal mechanisms.

SLP 5002 Phonetics (3 Cr)

History, theory, and application of phonetics, including sampling and transcription techniques.

SLP 5007 Directed Observation (1 Cr)

Students must observe 25 clinical clock hours of evaluation and treatment. Observation hours must precede clinical assignments.

SLP 5008 Evaluation of Speech-Language Disorders (3 Cr)

Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments. Prerequisites: SLP 5002 and 5007, CSD 5005

SLP 5010 Treatment of Speech and Language Disorders (3 Cr)

Overview of treatment strategies used in management of communication disorders. Prerequisites: SLP 5002, CSD 5005

Core Courses

CSD 6070 Research Methods in Speech-Language Pathology (3 Cr)

Exposure to critical analysis of the field's literature with respect to research design and statistical application.

CSD 6075 Seminar in Professional Issues (3 Cr)

History and current professional issues of trends in the field; management and operations of clinics in a variety of settings; ethical and legislative concerns.

SLP 6000 Differential Diagnosis of Language and Speech Disorders (3 Cr)

Procedures, techniques, and instrumentation to assess speech and language status. NOTE: A noncredit lab is required. Prerequisites: SLP 5002 and 5008, CSD 5005

SLP 6010 Language Disorders in Children (3 Cr)

Evaluation and treatment of disorders of language from infancy through adolescence, including developmental and acquired problems. Prerequisites: SLP 5008 and 5010, CSD 5005

SLP 6015 Clinical Processes (3 Cr)

Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEPs, treatment summaries, S-O-A-P notes, etc. A lab fee is required. Prerequisites: SLP 6010, and one of the following: 6020, 6030, 6040, or 6060

SLP 6020 Language Disorders in Adults (3 Cr)

Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia. Prerequisite: CSD 5003, SLP 5008 and 5010

SLP 6025 Augmentative and Alternative Communication (3 Cr)

Presents the basic aspects of the field of augmentative and alter-native communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span. Prerequisite: SLP 6010 or 6020

SLP 6030 Voice Disorders (3 Cr)

Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance. Prerequisites: SLP 5001, CSD 5003 and 5004, SLP 5008 and 5010

SLP 6040 Fluency (2 Cr)

Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions. Prerequisite: SLP 5010

SLP 6055 Dysphagia (3 Cr)

Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing and current issues; provides hands-on experience with videoflouroscopic evaluation. Prerequisites: SLP 6050 and 6051

SLP 6060 Phonological Disorders (3 Cr)

An analysis and comparison of systematic distinctive features and phonologic processing theory and application. Prerequisites: SLP 5002, CSD 5005

SLP 6091 Multicultural and Counseling Issues (3 Cr)

This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be explored. Corequisite: Clinical Lab Course

SLP 6310 Aural Rehabilitation (3 Cr)

Remediation of communication problems resulting from hearing impairments; use of amplification and assistive devices. A lab fee is required. Prerequisite: AUD 5300

Elective Courses**CSD 6057 Medical Aspects of Communication Disorders (3 Cr)**

The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines, and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas and report writing for the medical model of treatment will be a significant focus of the course. Corequisite: Clinical Lab Course

CSD 6078 Technological Application in CSD (3 Cr)

This course provides an overview of technological applications in the profession of communication sciences and disorders with emphasis on computer applications in the field.

SLP 6006 Advanced Diagnostics (1 Cr)

Seminar and practicum in the diagnosis and evaluation of difficult-to-test clients, or clients presenting with complex communication disorders requiring transdisciplinary case management. Prerequisite: SLP 6005

SLP 6011 Language and Learning Disabilities in School-age Children and Adolescents (3 Cr)

Emphasis on a communication process model of evaluation and intervention, and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model, to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions. Prerequisite: SLP 6010

SLP 6012 Communication Disorders in Infancy through Preschool Age (3 Cr)

Identification, assessment, and intervention principles and procedures for young children who display or are at-risk for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships. Prerequisite: SLP 6010

SLP 6014 Autism Spectrum Disorders (3 Cr)

Provide information and discussions about the critical issues in teaching communication and language to children and adults with autism spectrum disorders.

SLP 6021 Cognitive Communication Disorders (3 Cr)

A neurologic process approach to define, differentially diagnose, manage, and treat cognitive communication disorders present in cases of acquired cognitive deficits. Prerequisite: SLP 6020

SLP 6035 Seminar in Voice Disorders (2 Cr)

This course will address procedures for advanced principles of diagnosis and treatment of voice disorders utilizing state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance. Prerequisite: SLP 6030, Corequisite: SLP 6101 and 6102

SLP 6037 Craniofacial Anomalies (3 Cr)

Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence. Prerequisite: SLP 6030

SLP 6050 Motor Speech Disorders (3 Cr)

Nature, etiology, diagnosis, and management of motor speech disorders. Information and training in the assessment and management of oral motor, feeding, and swallowing disorders. Discussion of the nature, etiology, diagnosis, and management of motor speech disorders with emphasis on differential diagnosis. Covers the symptomology, procedures, and remediation of developmental apraxia of speech. Prerequisite: SLP 5010, CSD 5003

SLP 6077 Principles in Supervision (3 Cr)

The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed. Corequisite: Clinical Course

SLP 6080 Directed Research (1–6 Cr)

Independent research directed by faculty member; applied research culminating in written documentation of a project. Prerequisite: CSD 6070

SLP 6201, 6202, 6203 Special Topics (1–3 Cr)

Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective may be taken for credit, CEU, or recertification). *Nine credits must be selected, three of them must be in a motor speech disorders course.

Labs and Externships (Required)**SLP 6005 Diagnostics Lab (1 Cr)**

Emphasis on analysis and interpretation of data and the impact on differential diagnosis. Prerequisites: SLP 6000, 6010, or 6020 and 6060

SLP 6101 Clinical Lab 1 (1 Cr)

Supervised clinical practice in the treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Bi-weekly class meetings are required. Prerequisites: SLP 6000, 6010, 6015, 6020, and 6060

SLP 6102 Clinical Lab 2 (1 Cr)

In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Bi-weekly class meetings are required. Prerequisite: SLP 6101

SLP 6110 Externship (1 Cr)

Off-campus placements in a non-school setting (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically. Prerequisites: SLP 6101, 6102

SLP 6120 School Externship, K–12 (1 Cr)

Must be taken by students seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings. Prerequisites: SLP 6101, 6102

SLP 6310 Aural Rehabilitation Lab/Audiology (1 Cr)

Practice in hearing screening. The student must accrue a minimum of 5 hours of screening. Prerequisite: AUD 5300

COURSE DESCRIPTIONS – DOCTORAL LEVEL

Professional Development Study Areas

CSD 7000 Technology and Instrumentation in Communication Sciences (1 Cr)

This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

CSD 7030 Gerontology (2 Cr)

This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multicultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, and socioeconomic and psychosocial consequences of aging and illness.

CSD 7040 Supervision (3 Cr)

The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

CSD 7060 Genetics (2 Cr)

Doctoral candidates will be exposed to a general overview of genetics and will investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on normal and abnormal or interrupted development at various stages and outcomes.

CSD 7070 Pharmacology (2 Cr)

Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech-language pathology and audiology will be presented.

CSD 7075 Counseling (2 Cr)

Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Doctoral candidates will experiment with different approaches to interacting with clients and their families individually and in groups. Cultural impact on the counseling process will be addressed. Doctoral candidates will be exposed to role-play situations for use with clients demonstrating a variety of audiologic and/or speech-language problems.

CSD 7080 Business Management and Leadership (2 Cr)

Doctoral candidates will learn basic management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions.

SLPD 7200 Neuroscience/Neuropsychology and Communication Disorders (3 Cr)

Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of the neuroscience and neuropsychological bases for neuropathological conditions and the speech-language disorders that result from these conditions.

SLPD 7210 Advanced Seminar in Pediatric Development (3 Cr)

Theories of cognitive, social, linguistic, cultural, and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

SLPD 7220 Advanced Seminar in Voice and Swallowing (3 Cr)

This course will explore current issues pertaining to voice and swallowing, and their disorders. Principles and application of clinical instrumentation and intervention strategies will be investigated. Case studies and practice with state-of-the-art equipment will be utilized to enhance learning.

SLPD 7250 Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 Cr)

This study area provides a discussion of the critical issues in augmentative communication and assistive technology with a focus on planning, implementing, and evaluating augmentative communication assessment and intervention programs. Hands-on experience with non-electronic communication displays, various input devices, and low-tech communication devices, as well as high-technology voice-output communication aids (VOCAs) will be presented. A discussion of recent trends and future needs, as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

Research Courses

ARO 8711 Research Design and Methods (3 Cr)

The purpose of the Research Design and Methods course is for doctoral students to demonstrate an understanding of the purpose of research, research design, and research methods. Research is the application of the scientific method to solving real world problems; research design is the plan for the application of accepted practices; and research methods provides models for the appropriate collection organization, and analysis of unbiased data for decision making, replication, and to contribute to the knowledge base. This course is delivered exclusively online.

ARO 8712 Statistical Methods (3 Cr)

Statistical Methods is a course in applied statistics that will investigate concepts, and methods in descriptive and inferential statistics. The course is designed to provide students with the statistical background for doctoral level research. The application of statistics will be emphasized. Areas of study will include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. This course is delivered exclusively online.

ARO 8713 Program Evaluation and Policy Analysis (3 Cr)

This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practice across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social and educational programs will be a primary focus of the course. This course is delivered exclusively online.

ARO 8714 Measurement, Testing and Assessment (3 Cr)

The purpose of the Measurement, Testing and Assessment course is to provide doctoral students with the knowledge and skills necessary to understand psychometric issues. The course emphasizes the relationship between research and practice. It also provides a theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. The course focuses on the uses of different tests in a variety of settings and is appropriate for applied researchers and practitioners. This course is delivered exclusively online.

Benchmark Courses

ARO 8766 Applied Dissertation Seminar 1- Concept Paper (2 Cr)

The content of applied dissertation seminar 1 focuses on formulating research questions and writing the concept paper. The committee chair and member roles are discussed as well as the roles and responsibilities of the Applied Research Office faculty and staff. This seminar will culminate in the completion of the first corresponding benchmark, the concept paper. Credit for this seminar will be assigned following approval of the concept paper.

ARO 8767 Applied Dissertation Seminar 2 – Proposal (5 Cr)

The content of applied dissertation seminar 2 emphasizes the formulation and writing of the dissertation proposal and the process for IRB approval. Methodology and content for each of the proposal chapters are defined, including a thorough discussion of the role of the literature review to support or refute the dissertation topic. This seminar focusing on scientific inquiry will culminate in the completion of the second corresponding benchmark, the applied dissertation proposal. Credit for this seminar will be assigned following approval of the proposal.

ARO 8768 Applied Dissertation Seminar 3 – Dissertation (5 Cr)

Applied dissertation seminar 3 involves data collection/implementation, the applied dissertation (final report) and the final approval process. Content and format issues as well as recommendations for further research are highlighted. Dissemination of the dissertation and possible outlets for publication are covered. This seminar will culminate in the completion of the third corresponding benchmark, the applied dissertation (final report). Credit for this seminar will be assigned following approval of the applied dissertation (final report).

ARO 8769 Continuing Dissertation Services (0 Cr)

Description: TBD