

# M.A. in Speech-Language Pathology (SPLA) Program Handbook

Effective Fall 2016 onwards



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## PROGRAM OVERVIEW

The program leading to the Master of Arts degree in ***Speech-Language Pathology (henceforth MASLP)*** is an academically based, clinically oriented, full-time five semester program designed primarily to prepare Speech-Language Pathologists for professional practice. The primary goal of the program in ***Speech-Language Pathology*** is to provide knowledge about and basic competencies in the communication disorders of speech, language, voice, swallowing, cognition and fluency. The secondary goal is to provide the student with minimal competencies in the measurement of hearing and in the habilitation/rehabilitation of individuals with hearing disorders. While information pertaining to communication disorders comprises the central focus of the degree, education about the typical processes of speech, language, cognition, swallowing and hearing is considered an integral part of the program.

The M.A. program in Speech-Language Pathology contributes substantially to the academic and clinical practicum requirements for the *Certificate of Clinical Competence (C.C.C.)* granted by the American Speech-Language and Hearing Association (ASHA). In order to practice as a Speech-Language Pathologist, almost all employers and jurisdictions require the prospective employee to hold the Certificate of Clinical Competence. Information about additional requirements for the CCC can be obtained at [www.asha.org](http://www.asha.org). The MASLP program at the University of Maryland is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

## ADMISSION TO THE PROGRAM

Increasingly larger numbers of students are interested in pursuing careers in Speech-Language Pathology. Admission to the graduate programs in the Department of Hearing and Speech Sciences is on a very competitive basis. The Department usually receives about 250-300 applications for admission to fill approximately 25 available spaces in the M.A. program in Speech-Language Pathology. Successful applicants typically demonstrate an undergraduate GPA of at least 3.5, along with strong GRE scores, well-written letters of intent, and strong letters of recommendation. The Admissions committee evaluates all applications quite carefully, and does consider the applicant's entire application in a holistic way, rather than scores in any single domain. Potential applicants should visit <http://hesp.umd.edu/landing/Graduate> for more information, additionally they can email ([hespadmissions@umd.edu](mailto:hespadmissions@umd.edu)) or call (301-405-4214), the Department office, for further information.

Graduate students are admitted to a specific degree program (i.e., M.A. in Speech-Language Pathology, Au.D. or Ph.D. in Hearing and Speech Sciences). Students seeking to pursue a combined degree (i.e., MA-PhD) should apply to the PhD program, as this is their terminal degree intent. Students seeking to switch degree programs must submit a written petition to the Departmental Admissions Committee. This petition will be evaluated against usual departmental standards for admission, and along with the cohort of pending applicants to the semester of intended admission. All applications are subject to program space availability, which is extremely limited for mid-year entry. Applicants for program transfer must apply by the Graduate School deadline for application to graduate degree programs. The Departmental committee will provide a written response to the applicant in a timely fashion.

## PROGRAM REQUIREMENTS

### Length of program

The expected time frame for completion of the MASLP program is four academic semesters, plus one intervening summer term.

### Determination of full-time status

The MASLP is a full-time program; part-time students are not accepted. Graduate education in this discipline requires timely and concurrent registration in both academic and clinical experiences. Full-time registration is formally defined by the Department of Hearing and Speech Sciences as enrollment for 12-15 credits per semester in year 1 and 9-12 credits in year 2. In the first year of study, this will typically consist of three to four graduate courses and 2-3 credits of clinical practicum per semester. In the second year, it will typically consist of two graduate courses and three credits of clinical practicum per semester, plus registration in either thesis or candidacy paper research. Full-time commitment and course sequencing are critical because graduate courses are offered only once per academic year and course content is closely tied to clinical practicum assignments. Enrollment in clinical practicum places significant time demands on students during the work week. Students registered for clinical practica should be prepared to devote approximately 20-30 hours per week to the preparation, implementation, and analysis of clinical experiences.

The Graduate school has specific policies regarding registration, and students are encouraged to be familiar with these policies: see [http://apps.gradschool.umd.edu/catalog/registration\\_policies.htm](http://apps.gradschool.umd.edu/catalog/registration_policies.htm). Of particular relevance are the following:

- Full time status for graduate students is a minimum of 48 units per semester (36 units for students who hold a half-time Graduate Assistantship). 600-800 level courses carry 6 units per credit hour.
- Graduate students must be registered for courses every one of the five semesters of the program.
- **Students must be enrolled for at least one credit, regardless of credits already accumulated, in the semester of graduation.** Students may wish to consider this when enrolling in variable credit assignments (e.g., thesis, candidacy paper) over more than one semester.

### Transfer of graduate credits

The University automatically allows transfer of up to six credits (e.g., two courses) of eligible graduate coursework taken before matriculation, or at another institution, into a graduate program. In special circumstances (e.g., Non-Degree Seeking Student), the Graduate school allows departments to exercise discretion in raising this number to twelve credits (four courses). Students wishing to transfer up to twelve credits must petition the HESP faculty for consideration of these additional credits.

### Academic standing

In order to maintain good academic standing, every graduate student must maintain a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) for all courses taken at the University, including both academic coursework and clinical practica. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation by the Graduate School and has 12 credits/two

semesters to achieve a GPA of 3.0 or above. In addition, HESP has department-specific requirements, above and beyond graduate-school requirements:

1. A minimum GPA of 3.0 (on a 4.0 scale) is required for all academic courses taken after matriculation as a graduate student. In other words, A-level work in clinical practica cannot make up for poor academic performance.
2. All clinical practicum students receiving a grade lower than a B- will be reviewed by the faculty to determine eligibility for future practicum placement. Thus, A-level work in academic coursework cannot make up for poor clinical performance.
3. A student on academic probation at the end of the semester is not eligible for Outside Placement the following semester (he/she must register for in-house practicum).

Finally, it is the student's responsibility to calculate his/her GPA and to ensure continued non-probationary status. Instructions on how to calculate GPA can be found at this link:

<http://registrar.umd.edu/current/Policies/acadregs.html> . If a student's grades fall below minimum levels, he/she is responsible for setting up an immediate meeting with the academic advisor to discuss the situation, prior to receiving any notification from the graduate school or department.

### Incomplete grades

An incomplete is a mark that an instructor may award to a student whose work in a course has been qualitatively satisfactory, but who is unable to complete some portion of the work required because of illness or other circumstance beyond the student's control. In awarding the mark of "I" for graduate courses, instructors must fill out an "[Incomplete Contract for Graduate Students](#)" and the work must be completed within 12 months from the beginning of the term that the course was initiated or prior to graduation (whichever comes first). Students are advised to consult the graduate school policies on incomplete grades: <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record>

In the M.A. SLP program, incomplete grades may also be assigned for courses that are completed over multiple semesters (e.g., HESP648A, HESP638, HESP799, HESP601). These courses do not require an "Incomplete Contract" as this is not a student exception, but part of the course structure.

### Curriculum requirements

All students seeking the MASLP degree must accumulate a minimum of 35 hours of graduate level academic<sup>1</sup> coursework. In addition, students pursuing the MASLP degree fulfill a clinical practicum that is designed to provide clinical training and meet ASHA clinical certification requirements. The following sections describe the curriculum for students pursuing the MASLP degree. Academic requirements (coursework and capstone paper) and clinical requirements are described separately. This curriculum does not reflect additional pre-requisite or ASHA-specified coursework, which may be necessary to meet ASHA certification requirements for students coming to the graduate program from non-HESP backgrounds or other undergraduate Hearing and Speech Programs.

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1 Note: *Academic* coursework includes classroom courses and capstone (thesis, candidacy paper) registrations, and *excludes* registration for clinical training.

## PRE-REQUISITE COURSE REQUIREMENTS FOR MASLP

This is a list of required undergraduate preparatory courses that need to be completed prior to starting the MASLP program. In order to meet [ASHA certification requirements](#), students must complete coursework in basic human communication processes, including anatomy and physiology of communication, the physical and psychophysical bases of communication, and linguistic/psycholinguistic bases of communication. Students are required to take these courses prior to beginning their graduate curriculum (both academic and clinical). Additionally at least one course in each of biological, physical, behavioral and/or social sciences and statistics are required for ASHA certification and must be completed **prior to commencing your clinical fellowship year** (at the latest). See <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

Course Name & Number
1. Anatomy & Physiology of the Speech Mechanism (HESP 305 or HESP 309)
2. Anatomy, Physiology & Pathology of the Auditory System (HESP 311 or HESP 309)
3. Intro to Phonetic Science (HESP 403)
4. Speech and Language Development (HESP 400)
5. Introduction to Hearing Science (HESP 407)
6. Introduction to Audiology* (HESP 411) <i>*HESP 606 may be substituted for HESP 311/411</i>
7. Neurobiology of Speech and Hearing (HESP313) <i>This could be a stand-alone course or a significant part of another course</i>
8. Aural Rehabilitation and Habilitation (HESP413)
9. Principles and Methods in Speech-Lang. Path. and Audiology (HESP 417)

Typically students complete the pre-requisite courses as part of their undergraduate degree. Students without an undergraduate degree in hearing and speech sciences may complete this sequence of courses through the **Hearing and Speech Sciences in the Evening (HESPIE) program** offered through the Office of Extended Studies: <http://oes.umd.edu/continuing-education/hespie> or through another institution/program.

## ACADEMIC PLANNING

All students are assigned an academic advisor at the start of their MA program. Students are expected to meet with their advisor regularly (at least once per semester) to plan their overall program of study, and particularly for the upcoming semester. In addition to discussing specific coursework, your academic advisors can provide guidance to ensure your overall success in the program, including questions about full-time status, capstone requirements, forms for graduation, and academic challenges. Students are restricted from registering for courses in the upcoming semester unless they have met with their academic advisor.

## ACADEMIC CURRICULUM

The academic curriculum includes a combination of required courses, elective courses and a final scholarly paper. The academic courses and their credits are given in the next Table. The numbers in parentheses are course numbers found in the course catalog ([www.testudo.umd.edu](http://www.testudo.umd.edu)). *Thesis* and *Non-thesis* refer to the type of scholarly paper written by a student (these are further explained in a later section).

## Distribution of academic courses and credits

Course #	Title	Credits	Semester/Year
<b>Disorders Courses</b>			
HESP616	Language Disorders in Preschool Age	2	1Fall/1
HESP702	Diagnostic Procedures	2	
HESP610	Language Disorders In Adults	2	1Fall/1
HESP613	Autism	2	
HESP620	Speech Production Across the Lifespan	3	Spring/1
HESP612	Fluency Disorders	2	1Spring/1
HESP611	Cognitive Disorders In Adults	2	
HESP625	Dysphagia	2	Summer I/ 1
HESP627	Alternative & Augmentative Communication	2	Summer II/1
HESP626	Language Disorders in School Age	2	Fall/2
HESP624	Voice Disorders	2	Spring/2
<i>Total</i>		23	
<b>Basic Science Courses</b>			
HESP601	<sup>2</sup> Foundations Scientific Enquiry	1	Fall/1 to Fall/2
HESP602	Neuro Bases Communication	2	Spring/1
<i>Total</i>		3	
<b>Elective courses</b>			
<ul style="list-style-type: none"> <li>• <sup>3</sup>The number of credits depends on Capstone option: Candidacy Paper (7) or Thesis (3).</li> <li>• Electives need to be related to SLP, but need not be disorders courses</li> </ul>			
HESP615	Counseling	3	Winter/1 or 2
HESP639	<sup>4</sup> Special Topics: Advances in SLP	2	Variable
HESP724	<sup>5</sup> Research Methods	3	Spring/1 or 2
HESP635	Aural Rehabilitation & Habilitation	3	Summer/1
HESP617	Cultural & Linguistic Diversity	2	Winter/1 or 2
HESP603	<sup>2</sup> Seminar-CLD-Emphasis Prog.	1	Fall/1 to Spring/2
<sup>6</sup> Other related courses outside the department			
<i>Total</i>		3 or 7	
<b>Capstone</b>			
HESP638	<sup>7</sup> Candidacy Paper	2	Winter or Spring/2
HESP799	Thesis	6	Variable/2
<i>Total</i>		6 or 2	
<b>Grand Total Credits</b>		<b>35</b>	

<sup>1</sup>These courses will be offered as a paired sequence in a semester. Each 2 credit course will run for 7 weeks (final exam in the 8<sup>th</sup> week), followed by the next 2 credit course.

<sup>2</sup> This is a three semester course sequence with monthly meetings during the Fall and Spring of Year 1 and Fall of Year 2. Students typically register in the Fall or Spring of their 2<sup>nd</sup> year.

<sup>3</sup> Students need *at least* 7 or 3 credits. Depending on which elective courses you take, you might end up taking 8 or 4 credits respectively (most courses 2 credits, but some are 3 credits). Students are strongly advised to plan early so that they fulfil their elective requirements in a timely manner, especially given that some electives are only offered in the winter term.



<sup>4</sup> Rotating topics. Examples of such courses are Medical Speech-Language Pathology, Pediatric Swallowing, Educational Audiology, Traumatic Brain Injury, Instrumentation for SLP, Neuromotor disorders in Adults, etc.

<sup>5</sup> HESP724: Research Methods. This is optional for students planning on doing a thesis. Students may take this course during the Spring semester of their first year in lieu of any one of the other courses typically taken during Spring 1 (they will take this course in Spring 2, e.g., Cognitive Disorders in Adults).

<sup>6</sup> Courses may be taken outside the department, either on the UMD campus (e.g., EDCI 631: Student Assessment in the Second Language Classroom) or at other Universities in the Washington Area Consortium (e.g., Galludet, GWU, Howard University). Students will require permission of academic advisor, and in many cases, a petition must be made to the faculty. The student may need to provide evidence that the course fulfils one of the core competencies of ASHA's knowledge and skill outcomes: <https://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

<sup>7</sup>Students who choose the candidacy paper option will also take comprehensive examination in Spring of their 2<sup>nd</sup> year (typically first week of April)

### Typical sequence of classes by semester

Courses are typically offered once per year, occasionally once every other year, in the semester indicated. For students pursuing the Thesis option, at least 3 elective credits are required. For students pursuing the Candidacy Paper option, at least 7 elective credits are required. Given that most elective classes are for 2 credits, with a few 3 credit options, it is likely that you may enroll for 4 or 8 credits of electives instead of the minimum 3 or 7 credits (we do not typically offer 1-credit electives, except for HESP 603, which is part of the CLD-EP program).

#### **YEAR 1 – FALL**

HESP616 Language Disorders in Preschool Age (2 credits)

HESP702 Diagnostic Procedures (2 credits)

HESP610 Language Disorders in Adults (2 credits)

HESP613 Autism (2 credits)

HESP648A Clinical Practice in Speech: Diagnostic Procedures (1 credit)

HESP648B Clinical Practice in Speech: Therapeutic Procedures (2 credits)

#### **YEAR 1 – WINTER**

Possible elective (e.g., Counseling; Special Topics in SLP; Cultural & Linguistic Diversity) (2-3 credits)

NOTE: Students are not required to take classes during the 3-week winter term. However, some electives are offered only at this time, and so it is *highly recommended* to enroll for winter term classes. This enables students to complete their elective requirements in a timeline manner (especially those who are plan on doing a candidacy paper and hence need 7 elective credits).

#### **YEAR 1 - SPRING**

HESP602 Neurological Bases of Communication (2 credits)

HESP612 Fluency Disorders (2 credits)

HESP611 Cognitive Disorders in Adults (2 credits)

HESP620 Speech Production Across the Lifespan (3 credits)

HESP648B Clinical Practice in Speech: Therapeutic Procedures (2 credits)



**SUMMER SESSION**

HESP625 Dysphagia (2 credits), typically offered in the 1<sup>st</sup> summer session

HESP627 Alternative & Augmentative Communication (2 credits), typically offered in a blended format (in-class + online) in the 2<sup>nd</sup> summer session

HESP648B Clinical Practice in Speech (2 credits)

**YEAR 2 - FALL**

HESP624 Voice Disorders (2 credits)

HESP728 (Outplacement) Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology (3 credits)

HESP601 Foundations of Scientific Enquiry (1 credit) (can be taken in Fall or Spring)

Thesis option: HESP799 Master's Thesis Research; (1-3 credits; 6 are needed, and may be split across semesters)

Possible elective (2-3 credits)

**YEAR 2 – WINTER**

Thesis option: HESP799 Master's Thesis Research; (1-3 credits; 6 are needed, and may be split across semesters)

Possible elective (2-3 credits)

**YEAR 2 – SPRING**

HESP601 Foundations of Scientific Enquiry (1 credit), if you have not already registered for this

HESP626 Language Disorders in School Age (2 credits)

HESP728 (Outplacement) Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology (3 credits)

Thesis Option: HESP799 (3 credits, 6 total required)

Non-thesis candidacy research: HESP639 Candidacy Paper (2 credits)

Possible elective (2-3 credits), HESP603 (for the CLD Program)

**Scholarly paper: Thesis and Non-thesis options**

According to the Graduate School of the University of Maryland, College Park, an independent scholarly paper is required for all Masters' degree programs at the university. Students are expected to demonstrate the following skills in their scholarly paper:

- **Scholarly knowledge** (knowledge of relevant information and facts; comprehensiveness of knowledge base)
- **Conceptual rigor** (understanding of important theories and concepts; ability to apply concepts appropriately; developing theoretical and scientific background)
- **Synthesis and analysis skills** (ability to synthesize across different research papers and make connections; ability to analyze and critique existing literature base; critical thinking and logical reasoning)
- **Understanding of research design** (ability to design a research study; understanding of potential confounds; ability to recognize flaws in research studies)
- **Appropriate writing skills** (clarity of argument; conciseness; correct spelling & punctuation; appropriate organizational structure; complete sentences and good transitions; appropriate documentation/citations)

For the MASLP program, there are two options for the scholarly paper: thesis and non-thesis. The thesis and non-thesis options not only differ in what constitutes the scholarly activity, but also in the number of elective course credits and requirement for comprehensive examinations (for non-thesis option only). Typically students choose one of the two options by the end of their first year in the program. Students are encouraged to consult with their academic advisors prior to making their decision.

The Department has produced a writing guide to assist in preparation of candidacy papers, theses and term papers. Students are strongly encouraged to consult it on the [HESP web site](#).

### Quick comparison

	Thesis	Non-Thesis
Credits	6, HESP799 All credits with thesis mentor	2, HESP638 1 credit each with 1 <sup>st</sup> and 2 <sup>nd</sup> readers
Faculty	Three committee members	Two readers
Benchmarks	Proposal meeting, Written thesis, Oral Defense	Initial Proposal (written), Candidacy Paper (written)
IRB Approval	Yes, for human subjects research	No
Paper Format	Recommended format: journal article See also Graduate School Style Guide <a href="http://www.gradschool.umd.edu">www.gradschool.umd.edu</a>	See description of format in a later section
Other	-	Comprehensive Examination

### Thesis option

#### [Graduate school link on thesis requirements](#)

A thesis is excellent preparation for anyone who believes that they would like to pursue a doctoral degree or would like to gain hands-on experience with conducting research. Students who elect the thesis option must register for six semester hours of HESP 799, M.A. Thesis Research. The student is not required to take comprehensive examinations but is required to defend his/her thesis in an oral examination.

The MA thesis is intended to be a demonstration of the student's ability to pose a scientific question, plan and execute scientific enquiry and scholarly writing. Scholarly writing ability is defined by the Dean of Graduate Studies as "the ability to present in a clearly organized paper, with proper scholarly documentation, evaluation". The critical ingredient is that the student must show evidence of original thought, completion of a research project, synthesis of literature and critical analysis.

#### *Timeline & Approval Process*

The department does not impose deadlines for each of these stages because there is considerable individual variation depending on factors such as a student's prior familiarity with a topic, identifying a research question, IRB approval and data-collection procedures. It is strongly recommended that the

student work with his/her research advisor to develop a feasible timeline. However, there are deadlines by the Graduate school that need to be completed during the semester of graduation. (see also [http://www.gradschool.umd.edu/catalog/masters\\_degree\\_policies.htm](http://www.gradschool.umd.edu/catalog/masters_degree_policies.htm) ).

The typical stages of pursuing a thesis and a recommended timeline for timely graduation are provided here.

Stage	Recommended timeline
Identify a research question	Year 1 Spring-Summer
Write a proposal	Year 1 Spring – Year 2 Fall
Nominate the examining committee	Year 2 Fall
Hold a Proposal meeting	Year 2 Summer - Fall
Obtain IRB approval	Year 2 Summer – Fall (after Proposal meeting)
Conduct the research project	Year 2 Fall- Winter
Write the thesis	Year 2 Winter – early Spring
Hold the oral defense	Year 2 mid Spring (by mid-April)
Revise the thesis (if needed)	
Submit the thesis	Year 2 Spring

1. **Identify a research question.** After formulating a tentative question and perhaps a research design, the student seeks out a member of the graduate faculty who agrees to serve as the primary advisor or chairperson of the thesis committee.
  - *Note: Students are not required to formulate their research question/design independently; in many cases, it is common for a student to approach a potential mentor first, and for them to jointly develop a study in line with the student's interests. However, this works best if the student has some general ideas of the topic areas in which they are interested so that he or she can approach an appropriate faculty member.*
2. **Write a Proposal.** The student prepares a formal written proposal providing relevant background, the rationale for the research project and the procedures to be followed in collecting and analyzing the data. The student revises the proposal based on feedback from the primary advisor. Although there are individual variations, there may be at least 3 drafts of the proposal before it is finalized for distribution to the thesis examining committee
3. **Nominate the examining committee.** The primary advisor and the student choose at least two other members of the graduate faculty to serve on the thesis committee. Please refer to a later section on **Thesis Committee members** for eligibility of faculty to serve on committees.

A committee is not official until it has been nominated and approved by the Graduate School. To do this, you must submit the committee nomination form. The form is found at <http://www.gradschool.umd.edu/gss/forms/Nomination&Thesis.pdf>. There is a deadline each semester for its submission: Please check with the graduate school's deadlines, posted at <http://www.gradschool.umd.edu/deadlines/index.htm>.

4. **Hold at least one proposal meeting.** This is to assure that the student and committee members

agree on the appropriate grounding of the thesis question and the specific methodology that will be employed. It is thus useful to hold this meeting before obtaining IRB approval, which is required for all projects in this department, even those making use of archived data. Prior to this first meeting and any subsequent to it, the student should distribute a well-articulated background review, hypotheses and methods to the committee members at least seven work days beforehand, so that members can read and annotate the proposal and come prepared to discuss issues with the student. *Under no circumstances should a meeting be held if the members have not had sufficient opportunity to read the preliminary proposal.* Members may inform the advisor if they do not believe that the preliminary proposal is sufficiently well-articulated to yet merit a meeting of the committee. The student meets with the Thesis committee to propose the study. The committee members may provide constructive feedback during this proposal meeting. Many committee members are also willing to serve as a resource during the execution of the research project. In all cases, committee members are required to serve on the oral examination committee, which is officially appointed by the Dean of Graduate Studies.

- 5. Obtain Institutional Review Board (IRB) approval.** If the research involves human subjects, including de-identified archival data, the University Committee for Research on Human Subjects must approve the project (<http://www.umresearch.umd.edu/RCO/New/index.html>). Students may not begin a project until it has received IRB approval. The graduate school will demand assurance that the project has received such approval before accepting the thesis or dissertation.

In addition, students may need to complete the Collaborative Institutional Training Initiative (CITI) training for social and behavioral research (<https://www.citiprogram.org/>).

- 6. Conduct the research project.** Following the approval of the thesis topic, the student is then permitted to pursue his/her research and write the thesis.
- 7. Hold an interim meeting** of the committee if any unforeseen changes in the direction of the thesis/dissertation are expected. We recognize that some alterations (all of which must be approved by the IRB) may be necessary during the execution of a thesis/dissertation project. Such changes should be approved by the committee before being implemented, to avoid “nasty surprises” at the end of the project.
- 8. Write the thesis.** After completion of the research project, the student initially submits the thesis to the primary advisor, who may provide constructive feedback. The thesis is typically written in a *peer-reviewed empirical journal paper format*. After the student and primary advisor have finalized the thesis, the student distributes the thesis to the committee. The student also schedules a date for an oral examination, which is at least seven work days after the thesis was made available to committee members. The student should not make changes to the document at the last minute, and bring revised copies to the oral defense. The committee members may inform the student if the thesis/dissertation does not appear ready for defense. In this case, the defense must be rescheduled and the same time frames listed above apply to revised submissions.
- 9. Hold the oral defense.** As per the graduate school policy, a final oral examination of the thesis will be held when the student has completed the thesis to the satisfaction of the student's advisor, all other requirements for the degree have been completed, and a 3.0 grade point average has been

Prior to the defense, the advisor meets with the student to describe what happens in a defense and the order of events. At beginning of the defense, the advisor asks the candidate to leave the room. The committee then reaches consensus that the defense can (or cannot) proceed, and determines the order of questioning (e.g., chapter by chapter, person by person, etc.). The candidate returns and gives a BRIEF (10-15 minute) summary of the thesis, including background, hypotheses, method, findings and implications. Committee questioning ensues and is moderated by the advisor. Following the questioning period, the candidate is asked to leave the room and the committee renders a decision and specifies

- The exact nature of revisions (if any);
- Which revisions are required and which are optional;
- Who will supervise and sign off on the revisions and the timeline;
- When the committee members sign the thesis approval form.

**10. Make recommended revisions** (if any).

**11. Submit the final thesis** to the committee members and the graduate school . Please also refer to the graduate school's style guide for electronic thesis and dissertations: [http://www.gradschool.umd.edu/current\\_students/etd\\_style\\_guide.html](http://www.gradschool.umd.edu/current_students/etd_style_guide.html). There are graduate school deadlines each semester for thesis submission if the student wishes to graduate during that semester. Theses submitted to the University through the [ETD process](#) will also be deposited in the UM Library's online electronic archive, DRUM ([Digital Repository at the University of Maryland](#)). This is a free public archive of academic work by University faculty and graduate students. The submission of the thesis to the University in fulfillment of degree requirements grants the University the one-time, non-exclusive right to publish the document on DRUM.

**12. Understand Policies on University of Maryland's Thesis**

- **The University's Rights.** The University of Maryland retains non-exclusive distribution, reproduction, and archival rights to doctoral dissertations submitted to the Graduate Faculty in fulfillment of requirements for a graduate degree. Such rights entitle the University of Maryland to reproduce, archive, and distribute dissertations, in whole or in part, in and from an electronic format, as it sees fit. Distribution is subject to a release date stipulated by the student and approved by the University.
- **The Student's Rights and Responsibilities.** The University of Maryland's publication rights regarding dissertations are non-exclusive - they offer no explicit restrictions on the distribution of dissertation material by the author. University of Maryland doctoral students retain full ownership rights to and copyright of their dissertations. Students also retain full rights to use all or part of their dissertation in future works, such as books or articles. Students are responsible for ensuring that their thesis or dissertation complies with copyright law. Copyright law gives the owner of a work exclusive rights to reproduce, distribute, display or perform the work publicly and to modify or adapt the work and the exclusive right to grant others permission to exercise any of those rights in the work, subject to certain exceptions. Students are responsible for determining if their use of another's work requires his or her permission or falls within one of the exceptions. Permission is not required to use a work when:
  - The work never qualified for copyright because, for example, it lacked originality or was

- created by Federal employees in the scope of employment.
- Copyright in the work has expired.
- The use qualifies as a fair use.

Please see the Graduate School policies for more extensive guidance on copyright issues.

**Note on timely graduation:** Students sometimes fear that the thesis option may delay graduation. In fact, some students who undertake theses do not finish them within the two year span of the typical MA program, and many students complete the thesis in the summer (rather than Spring semester of 2<sup>nd</sup> year). However, students should be aware that eligibility to begin a Clinical Fellowship Year (CFY) does NOT require the MA degree, only completion of ASHA course work and clock hour requirements. Thus, a thesis student could begin the CFY year two years after beginning the MA program, and simply complete the thesis during the CFY year. However, individual state licensure requirements may vary and please check with the state in which you plan on doing your CFY. At the end of three years, both thesis and candidacy paper students are at the same point in terms of earning potential and ASHA certification eligibility.

### *Thesis Committee members*

The Committee must consist of a minimum of *three members*, at least two of whom must be Regular Members of the UMCP Graduate Faculty, who are on tenured or tenure-track appointments. The Chair of the Committee is the student's advisor, who must be a Regular or Adjunct Member of the Graduate Faculty, or, by special permission, has been appointed by the Dean of the Graduate School. Each member of the Committee must be a member of the Graduate Faculty of UMCP. Upon nomination by the Director of the Graduate Program and approval by the Dean of Graduate School, individuals who have been approved for Special membership in the Graduate Faculty may serve on Thesis Examining Committees. These individuals serve in addition to the two required Regular Members. To nominate a Special Member to serve, submit the nominee's curriculum vitae, a nomination form, and a letter of support from the Director of the Graduate Program. Graduate faculty who terminate employment at UMCP (and who do not have emeritus status) retain their status as members of the Graduate Faculty for twelve months, and during that time may serve as members and chairs of Thesis Examining Committees. If granted Special Member status, however, they may serve as co-chair. Professors Emeriti and Emeritae may serve on Thesis Examining Committees if they have retained their membership in the Graduate Faculty.

### *Registration & Forms*

The course number is HESP799: Master's thesis research. All six credits will be registered with the Chair of the thesis committee (that is, the primary thesis advisor). There is no restriction on the semester(s) during which the credits are registered for (as long as these are during the semesters during which the student works on any stage(s) of the thesis).

<http://www.gradschool.umd.edu/images/uploads/NominationThesis.pdf>

[http://www.gradschool.umd.edu/images/uploads/Publishing\\_Your\\_ETD.pdf](http://www.gradschool.umd.edu/images/uploads/Publishing_Your_ETD.pdf)

### *Non-thesis option*

Students who choose the non-thesis option must write a formal research paper on a topic of his/her

choosing and must pass written comprehensive examinations in Speech-Language Pathology. The student must register for a total of two credit hours in HESP 638 (Research Practicum) across the semesters that the Candidacy Paper is written.

The Candidacy Paper is intended to be a demonstration of the student's scholarly writing ability and his/her competence in performing independent work. Scholarly writing ability is defined by the Dean of Graduate Studies as "the ability to present in a clearly organized paper, with proper scholarly documentation, evaluation". Thus, the Candidacy Paper may not simply be a review of what is known about a given topic. The critical ingredient is that the student must show evidence of original thought and critical analysis. The Candidacy Paper may be an extension of work prepared for graduate level courses. However, Graduate School policy is that the Paper must be written independently of and in excess of academic course requirements.

### *Timeline*

The student must begin working on the Candidacy Paper by the beginning of the semester PRIOR TO the semester of expected graduation. (That is, if a student is graduating in the spring semester, they must begin working on the Candidacy Paper by the start of the fall semester). However, we recommend that students begin thinking about their Candidacy Paper earlier than this, given the time and effort required to identify a topic and identify faculty readers.

1. **First month of the semester prior to graduation** (September for Spring graduation, February for Fall graduation): The student is expected to obtain approval for the paper topic from the first reader. In addition, the student needs to identify a second reader (with input from the first reader) and obtain consent from the second reader.
2. **Second month of the semester prior to graduation:** A paper proposal must be submitted to both readers for feedback and approval. Submission of a well-developed proposal is an essential part of the candidacy paper process- it provides an opportunity to receive constructive feedback from your faculty readers. This feedback is crucial for successfully completing your candidacy paper. Failure to submit a proposal by the deadline posted for the semester will result in an inability to register for classes for the subsequent semester. Inability to register for classes will not only delay your graduation, but also jeopardize students' full-time status for the graduating semester, which is needed for graduate assistantships and other arrangements such as student loans or health insurance.
3. **First week of the semester of graduation:** The Candidacy Paper is due to both readers.
4. **Six weeks into the semester of graduation:** Revision or resubmission of the candidacy paper must be made by this time if the previous submission was not approved.
5. The Candidacy Paper must be approved by the deadline posted for the semester for the student to be eligible for comprehensive examinations.

Students should allow a minimum two-week turnaround for reader comments at each stage of the Candidacy Paper process. A detailed schedule of deadlines for each academic year is posted on the departmental website. Students must abide by all posted deadlines and obtain final approval of the Candidacy Paper from both readers to be eligible to take the comprehensive examination.

### *Readers*

Two members of the HESP faculty must read and approve the Candidacy Paper. The first reader is the primary contact person for advisement on the paper. The student should present a proposal for the



paper topic to a faculty member whom they would like to serve as the first reader. Ideally, this faculty member would have interests are in line with the proposed topic, but most HESP faculty members are able to read papers outside of their own specific research areas. Once a faculty member has agreed to be the first reader, the student should then approach another faculty member to be the second reader.

*Eligibility for being a first reader:* Eligible first readers must hold the doctoral degree and hold a half-time or greater appointment within HESP.

*Eligibility for being a second reader:* Any member of the HESP faculty (including both part-time and clinical faculty) may serve as second readers. Under normal circumstances, adjunct faculty do not serve as readers of candidacy papers, although this may be allowed in unusual circumstances, again with approval of the student's advisor. This is generally only allowable for adjunct instructors who are doctoral-level faculty and have a continuing "presence" in the department; instructors who teach a single course are generally not asked to take on additional responsibilities of this nature.

Please note that time constraints may prevent faculty members from reading an unlimited of candidacy papers in any given semester, and it is incumbent upon the student to ask faculty members to serve as readers in a timely manner.

### *Approval Process*

Following approval of the topic by the first reader, the student is expected to submit an "Initial Proposal" to both readers. The readers may provide constructive feedback on this initial proposal. The student may meet in-person with the first reader. The student is expected to incorporate the feedback in preparation of the Candidacy Paper and submit the Candidacy Paper both readers.

### *Format*

As mentioned earlier, the candidacy paper is a demonstration of a student's competence in performing independent work, scholarly writing ability, original thought and critical analysis. The candidacy paper is expected to include a critical analysis of key literature followed by a research proposal.

#### **1. Initial proposal**

This submission should provide a well-thought out conceptual framework based on five primary references, followed by a statement of objectives for further study and describe succinctly every major aspect of the proposed project. It is expected that students would have already performed a thorough review of relevant literature before selecting the five key references that are thematic anchors for the paper. One of the factors that will be considered in assessing your initial proposal will be the degree to which these five references are: recent, high quality, empirical, and central to the proposal. Students may include a reasonable number of additional supporting references for background and research methods. This initial proposal is expected not to exceed one-and-a-half pages (excluding reference list; see instructions below on font and margin specifications). Students are encouraged to take advantage of the library's research resources <http://www.lib.umd.edu/>.

#### **2. Candidacy Paper**

The candidacy paper should include relevant background and a research proposal. The background section will introduce the topic, provide a critical analysis of key literature and the significance and

rationale for the research question(s). The research proposal should include specific hypotheses and methods for study. It is expected that the overall length of the candidacy paper will be 7-10 pages, excluding references (Arial or Helvetica font style, 12-point size, with 1.5 line spacing and 1-inch margins). Recommended page limit guidelines for the sections of the candidacy paper as follows.

- Background, including literature and significance/rationale for study – 2 to 3 pages
- Innovation and Research Questions and Hypothesis – 1 to 2 pages
- Research Approach (experimental design, participants, stimuli, procedure, data analysis and statistics, interpretation) - 1.5 to 3 pages
- Conclusions/applications – 1 to 2 pages

The style of the Candidacy paper, including citations and references, should follow those described by the latest edition of the style manual of the American Psychological Association (APA). Copies of the manual are available in McKeldin Library. Students may wish to refer to any ASHA publication for an example of APA style. Students are strongly encouraged to consult the [writing resources](#) compiled by the HESP department.

### Registration & Forms

The course number for the candidacy paper is HESP638: Research Practicum. Of the two candidacy paper credits, one credit each will be under the section number of the first and second readers. There is no restriction on the semester(s) during which the credits are registered for (as long as these are during the semesters that the candidacy paper is written).

[http://www.gradschool.umd.edu/images/uploads/Certification\\_of\\_Masters\\_Form.pdf](http://www.gradschool.umd.edu/images/uploads/Certification_of_Masters_Form.pdf)

### Comprehensive examination

The master's comprehensive examination is a crucial component of the graduate education in Speech-Language Pathology at the University of Maryland for students who pursue the **Non-thesis option**. It provides the opportunity to integrate the major clinical, research, and professional issues that transcend the various disorders that are within the scope of practice of the profession.

- Students are strongly advised to read the more detailed MA (SPLA) Comprehensive Examination Guidelines (available on the [HESP website](#)).

### Eligibility

Typically students write the comprehensive examination during Spring semester of their second year if they

- have completed all relevant course work with no Incomplete grades from prior semesters (exceptions may apply to HESP748 under special circumstances);
- are in good academic standing (that is, not on [academic probation](#));
- have chosen the **non-thesis option**.

Comprehensive examinations are also offered during the Fall semester for students who do not meet the above deadline or need to re-take their examinations for having failed their first attempt.

### Format

The comprehensive examination is administered in a single day and involves answering three two-hour questions. There will be a half hour break between questions. For each two-hour question slot, you will

be given two questions that combine content from the same two courses. The questions may integrate information from any two required courses, including the basic science courses. The questions may involve clinical case scenarios, clinical, professional and research issues, and/or research design and interpretation. Details (in the form of a comprehensive examination guide) are provided at the beginning of the semester during which comprehensive examinations are scheduled and are also available on the departmental website (see [MA Comprehensive Exam Guide](#)).

### *Date and Location*

The date of the comprehensive exam and the re-take date for failed questions is announced at the beginning of each academic year along with all other graduate deadlines (see the [HESP website](#)) Comprehensive examinations are administered in the College Computer Laboratory and the specific location along with start time will be announced a few weeks prior to the exam. Students are expected to type responses to comprehensive examination questions. Students may wish to familiarize themselves with the Open Labs in Lefrak Hall prior to their comprehensive testing date.

### *Grading & Final outcome*

Each comprehensive exam answer is read by two faculty members with expertise in the relevant question topic area(s). The readers are generally (but not always) the individuals who taught the relevant courses. Grading is anonymous. Each question will be graded on a Pass/Fail basis. Within the pass category, a distinction is made among *High pass*, *Pass*, and *Low pass*.

- Any student who fails one comprehensive examination question may take a make-up question in the same areas during the same semester on the scheduled re-take date. This re-take date is scheduled to be within the Spring semester graduation deadlines. Thus, a student who needs to re-take a single question may be able to graduate in the same semester if they pass a re-take of that question.
  - Students who do not pass the re-take question will be judged to have failed the comprehensive examination and will have to re-take the entire exam at a later date.
- A student who fails two or more examination questions will be judged to have failed the entire comprehensive examination and will have to re-take the entire exam at a later date.
- For students who have failed the entire comprehensive examination (either by failing two or more questions, or by failing a re-take of a single question), the Comprehensive examination may be offered during exam week in Spring semester, at the earliest. This allows for the student to graduate during summer semester.
- Any student may take the entire comprehensive examination only twice. Failure to pass any questions on the second full administration of the comprehensive examination will result in termination from the program without earning a diploma.

## CLINICAL PRACTICUM

In order to be recommended to the American Speech-Language and Hearing Association for Clinical

Certification in Speech-Language Pathology, and to comply with standards effective for applications made to the Association after September 1, 2014, a student must accumulate at least 25 hours of supervised clinical observation and a minimum of 375 clock hours of supervised clinical practice. At least 325 hours of graduate level practicum must be obtained under the direct supervision or monitoring of the Department of Hearing and Speech Sciences. Practicum enrollment is concurrent with coursework registration, and carries additional registration charges.

### Clinical practicum enrollment

Students interested in obtaining certification/licensure shall participate in clinical practicum each semester of their graduate training, until the minimum number of ASHA clinical clock hours required for the ASHA C.C.C. have been obtained. For the first three semesters of clinical training, all students perform evaluation and treatment activities at the University of Maryland Speech and Hearing Clinics (including LEAP program).

- Registration in HESP 648B (Clinical Practice in Speech Pathology), is for two credit hours per semester.
- Registration in HESP 648A (Clinical Practice in Speech: Diagnostic Procedures) is for one credit hour. Registration for HESP 648A occurs only in the Fall semester of the first year of practicum. All students are assigned a grade of "Incomplete" for this registration and it will be cleared at the conclusion of the first summer semester. The Speech Diagnostic Practicum (648A) may be taken concurrently with or following HESP 702. In no case will students be allowed to register for 648A before they have taken HESP 702.

Students may apply for outside placement (HESP 728) assignment after they (1) demonstrate adequate skills in the University of Maryland Speech and Hearing Clinic, (2) obtain a satisfactory number of hours of clinical experience in HESP 648, and (3) satisfactorily complete appropriate coursework, which should include HESP 625 (Dysphagia). These placements at school/clinic/hospital facilities in the Washington, D.C. or Baltimore metropolitan areas occur during the second year of graduate study and must be arranged by the HESP faculty. A listing of selected outside placement opportunities for HESP students is provided on the following pages. This sample is representative of opportunities available to HESP graduate students, but is subject to change in any given semester.

- Registration for HESP 728 (Advanced Clinical Practice in Speech) is for three credit hours for each semester.

### Notes on practicum enrollments

Students should note that admission to the academic degree programs **does not** guarantee access to the clinical training component of the department. Clinical training is required for eventual ASHA Certification, but is not a requirement of any of the degree programs at the University of Maryland.

Departmental permission is required for registration in clinical practicum (both in-house clinic and outside placements) and is granted only to matriculated students. Thus, students may not complete clinical practicum after receiving their M.A degree.

Students must possess the communicative competencies requisite to satisfactory conduct of usual clinical procedures. Further, as the client population served by this program is predominantly English-speaking, participants in any clinical practicum must be effective speakers of English. Students whose spoken and/or written English is inadequate for provision of clinical services will be recommended for

All students enrolled in clinical practicum are expected to abide by the ASHA Code of Ethics, provided to each student upon admission to graduate study. Violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities, and may additionally subject the student to dismissal from the academic degree program.

Clinical practicum students are expected to maintain professional dress and demeanor. Unprofessional conduct, or any conduct which compromises the quality of care to clinic patients, may result in dismissal from clinical practicum placements.

All clinical practicum students receiving grades of "B-" or less will be reviewed by the faculty to determine eligibility for future practicum placement. In some of these cases, the clinical faculty may require that an additional semester of practicum training in the campus clinic be performed successfully before progressing to outside placements.

### Notes on outside placements

A student may not go on outside placement if he/she is on academic probation (GPA below 3.0) or if a clinical practicum grade lower than B- is earned in the immediately preceding semester. Students will receive clock hour credit for hours earned in clinic registrations which receive a grade of B- or better; no hours will be credited for clinic registrations which receive a grade of less than B-.

A student must complete a minimum of 15 hours of academic coursework prior to applying for outside placement. Students who receive a grade lower than B- for an outside placement, or whose outside placements are terminated, must re-register for placement in the University of Maryland Hearing and Speech Clinics (through HESP 648A or B) and earn a final grade of B- or better during the following semester, before being permitted to re-register for outside placement. A minimum of two outside placement assignments must be completed successfully.

### *Selected Examples of Outside Placement Sites for HESP MA (SPLA) Students*

#### **Adult Placements**

Anne Arundel Medical Center  
National Military Medical Center  
Crofton Convalescent and Rehabilitation Center  
Fairfax Hospital  
Frederick Memorial Hospital  
George Washington Voice Center  
George Washington University Medical Center  
Georgetown University Medical Center  
Holy Cross Hospital  
INOVA Fair Oaks Hospital  
Johns Hopkins Hospital  
Laurel Regional Hospital  
Loudoun Hospital Center  
National Institutes of Health Clinical Center

National Rehabilitation Hospital  
Northern Virginia Training Center  
Prince George's Medical Center  
Shock Trauma Center, Maryland Institute for  
Emergency Medical Services Systems  
Suburban Hospital  
University of Maryland Hospital  
VA Hospital

#### **Child Placements**

Fairfax County Public Schools  
Harford County Public Schools  
Hospital for Sick Children  
Howard county Public Schools  
Ivymount School

Katherine Thomas School  
Kendall Demonstration Elementary School -  
Gallaudet University  
Kennedy Krieger Institute and School  
Lab School of Washington  
Montgomery County Public Schools  
Mount Washington Pediatric Center  
National Speech-Language Therapy Center  
Washington Hospital Center  
Washington Adventist Hospital

Prince George's County Public Schools  
River School  
The Summit School  
Treatment and Learning Centers  
Wheatley Early Childhood Center

## CULTURAL AND LINGUISTIC DIVERSITY EMPHASIS PROGRAM

The goal of the **Cultural and Linguistic Diversity Emphasis Program (CLD-EP)** is to develop cultural and linguistic competence for the professional practice of speech-language pathology (ASHA Scope of Practice, 2014, ASHA's Issues in Ethics: Cultural and Linguistic Competence, 2013). Although academic courses in the MASLP program may address CLD issues in the context of that course, the CLD-EP aims to foster an in depth understanding of CLD, including assessment, intervention and management through focused coursework, clinical experiences, scholarly activities and professional training. Acquisition of cultural competence will be assessed through pre-specified learning outcomes. The anticipated impact of the CLD-EP program is to minimize disparities in service delivery to CLD populations.

### CLD-EP Overview

To enable effective mentoring and programming for students in the program, this is a limited capacity program. An announcement for applications is sent out to admitted students during the summer preceding their first Fall semester. Applications are typically due on August 1 every year and consist of an online form, 300-word statement of interest in the program and resume. Students will be notified about their entry into the program around the first week of Fall semester. Students will begin the CLD-EP in the first semester in the MA Program. Students will work with a faculty advisor to plan their activities (described below). All changes to the activities need to be pre-approved by their advisor. Students will register for one credit for the CLD-EP. Any CLD-EP coursework will apply towards the elective credit requirements of the MA program. CLD-EP learning outcomes will be assessed during students' final semester in the MA Program. CLD-EP program completion is defined as meeting all outcomes at a 'satisfactory' level of performance.

### CLD-EP Learning Activities

The program has four core areas of focus: Coursework, Clinical training, Scholarly research, and Professional participation. Students who opt to pursue the CLD-EP will complete at least six CLD emphasis activities, with at least one in each of the four areas. The program aims to broaden

students' understanding of culture and language. Hence students (i) are required to include experiences in both multiculturalism and bilingualism, and (ii) may not limit their experiences to a single culture/language background. All activities should be completed while enrolled as an MA Student. Examples of activities that fall under each of these areas are listed below. Students may explore and identify other activities that fulfil these emphasis areas.

### I. Coursework

1. Complete a course that focuses on some aspect of linguistic, cultural or economic variation that is relevant to SLP or AUD. Examples of such courses are:
  - a. HESP 617: Cultural and Linguistic Diversity in Communication Disorders
  - b. A 400-level or graduate level course on diversity
  - c. EDHD 779Q: Bilingualism and Biliteracy Acquisition
  - d. EDCI 631: Student Assessment in the Second Language Classroom
  - e. EDCI 632: Special Education and Oral Language Development in TESOL
  - f. SLAA610 - Research and Theories in Second Language Acquisition
  - g. SLAA611 - Fundamentals of Foreign Language Acquisition and Instruction
  - h. SLAA650 -Second Language Analysis
  - i. Other graduate level courses on gender diversity, economic diversity, and ethnicity.
  - j. An Independent Study (3 credits) with a faculty member on a topic related to linguistic or cultural diversity.
2. A 1-credit seminar on Cultural and Linguistic Diversity (HESP603) offered as a 4-semester sequence is required for all students in the program

### II. Clinical Training

Students are required to engage in both diagnostic and treatment activities (that is, two activities from this list). For clinical training experiences, clients will be assigned to students to broaden their exposure to CLD. This assignment will also be based on the current CLD caseload in the clinic.

1. Conduct a diagnostic evaluation (as primary clinician) of a CLD client, accommodating the client's CLD background. This could be take the form of:
  - a. An ethnographic assessment, or
  - b. A community- based diagnostic evaluation, or
  - c. A bilingual assessment
2. Provide intervention services to at least two CLD clients, where treatment sessions are designed to take into account the client's culture or linguistic background.
3. Provide translating/interpreting services in another language for clinical assessments, intervention, counseling or in-service presentations.
4. Other

### III. Scholarly Research

1. Conduct original empirical research on a topic related to linguistic, cultural or economic variation in the area of communication sciences and disorders. This may be an independent study, an MA Thesis or a volunteer or paid research assistantship on approved projects.
2. Propose a novel empirical research project on a topic related to linguistic, cultural or economic variation in the area of communication sciences and disorders. This is the MA candidacy paper option.



#### IV. Professional Activities

1. Attend scientific presentations on language or cultural diversity at professional conferences.
2. Present on a professional topic related to cultural or linguistic diversity to students, professionals or a community group (e.g., departmental seminar, state convention).
3. Initiate, instruct, or participate in a vocational group in another language (e.g., ASL).
4. Complete ASHA continuing education activities related to issues in cultural or linguistic diversity (e.g., *Perspectives* publication of Special Interest Division 14 as well as some special issues of SIDs or journals).
5. Complete a language class while enrolled in the MASLP program.
6. Develop assessment or educational materials (e.g., brochures) or specific language or cultural groups.
7. Compile or develop clinical resources that may be used in the assessment, treatment, counseling or referral of culturally or linguistically diverse clients and their families.

Examples of such projects are:

- a. compiling a list of local and national resources relevant to a CLD group (e.g., Spanish or Vietnamese speaker)s and their families with a specific condition (e.g., hearing loss or head injury)
  - b. create culturally and linguistically appropriate educational materials (audio tapes, video tapes, brochures) on communication disorders to address the needs of a CLD group
  - c. develop a reading list of "cultural considerations" to be used in educating parents on language facilitation techniques for young children
  - d. develop a portfolio that explores in depth the cultural and linguistic characteristics and heterogeneity of a particular cultural or linguistic group.
8. Volunteer to work with a group of non-native speakers of English through a local community group or campus organization (e.g., working with adults learning to read, tutoring children, or working with a social group or athletic team).
  9. Other, such as seminars on campus.

## UNIVERSITY AND DEPARTMENTAL DEADLINES FOR GRADUATION

**Reminder:** Graduate school regulations require all students to carry *at least one credit of enrollment during the semester in which graduation is anticipated*, regardless of the number of credits already accumulated. Please plan accordingly. Failure to be enrolled for at least one credit during the semester of graduation may prevent timely receipt of your diploma. The University and Department both have strict deadlines which must be followed to ensure timely graduation. Failure to meet either University or Department deadlines will typically result in delay of graduation for one full semester. During that semester, the student will be required to enroll for a minimum of one credit of registration.

**Students are responsible for delivering paperwork to the required campus offices. The department cannot deliver materials for students.**

### University deadlines

University deadlines are published each semester in the Schedule of Classes, and are also available at <a href="http://gradschool.umd.edu/calendar/deadlines">http://gradschool.umd.edu/calendar/deadlines</a>	
Diploma Application	typically due during the second week of the semester during which graduation is expected
Approved Program Form	typically due six weeks after the beginning of the semester
Nomination of Thesis Committee Form (for theses)	typically due six weeks before the scheduled defense
Report of the Oral Examining Committee (for theses)	typically due three weeks after the beginning of the semester
Certificate of Completion of MA degree without thesis	typically due three weeks after the beginning of the semester

### Departmental deadlines

Departmental paperwork deadlines are published each semester for current and following semesters at <a href="http://hesp.umd.edu/landing/Graduate">http://hesp.umd.edu/landing/Graduate</a>	
Approval of candidacy paper topic and selection of readers	typically due during the first month of the semester prior to graduation
Candidacy paper initial proposal	typically due during the second month of the semester prior to graduation
Candidacy paper	typically due during the first week of the semester of graduation
Final candidacy paper approval	typically eight weeks after the beginning of the semester
Comprehensive examinations	typically held eleven weeks after the beginning of the semester (usually first Friday in November/April for Fall/Spring graduation)

## REQUIREMENTS FOR CLINICAL CERTIFICATION

### by the American Speech-Language and Hearing Association (ASHA)

Specific requirements for certification in Speech-language Pathology may be found in the ASHA Certification handbook, which may be accessed at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>. A copy of the ASHA certification requirements is included in the orientation packet for incoming students and should be retained for future reference. **It is crucial that students meet with advisors to assure that their curriculum plan will satisfy ASHA requirements for certification.**

## STUDENT CONDUCT

### Academic Integrity (<http://osc.umd.edu/OSC/StudentsInfo.aspx>)

The University of Maryland is an academic community dedicated to teaching, learning and research. Like other communities, the University can function properly only if its members share an expectation of intellectual honesty. By enrolling at the University of Maryland, students acknowledge their obligation to adhere to the Code of Academic Integrity. As members of the University community, students are responsible for promoting academic integrity. This includes the responsibilities to report cases of academic dishonesty to the Student Honor Council and to cooperate with faculty and the Council in resolving such cases.

Academic dishonesty includes, but is not limited to: cheating (including use of unauthorized materials or study aids in any academic exercise), fabrication, and plagiarism. The Department of Hearing and Speech Sciences considers charges of academic dishonesty very seriously. Violations of the Code of Academic Integrity may result in expulsion of the student from the graduate program.

### Student Conduct: (<http://osc.umd.edu/OSC/Resources.aspx>)

Students are expected to abide by the University of Maryland's policies on student conduct, including sexual misconduct, responsible action, discrimination, lawful activities and ethical use of university property. These policies are outlined here:

<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/V-100B.pdf>

Students are required to follow ASHA's Code of Ethics in their clinical practicum (more information on this can be found in the Clinical Practicum Handbook):

<http://www.asha.org/Code-of-Ethics/>

## QUESTIONS & COMPLAINTS

If a student has questions regarding departmental policies or experiences interpersonal challenges with a faculty member, the student is advised to first communicate with the faculty member. If the challenges are not resolved, the student may consult with the departmental chairperson, Dr. Rochelle Newman. Students may appeal adverse departmental actions. Appeals should be addressed, in writing, to the Chair, with thorough justification of the grounds for the appeal. Appeals will be reviewed by the faculty, who may, in exceptional cases, waive normal departmental policy. Students should be aware that such waivers are rarely granted.

The student may also meet with the departmental graduate ombudsperson, Ms. Kate Skinker. The ombudsperson can be consulted for information regarding departmental/university policies and other problems that cannot be resolved through typical channels. An ombudsperson listens to complaints and offers to resolve them in an independent and impartial manner. Communication with the ombudsperson is confidential. The University of Maryland also has an ombudsperson for graduate students, whose contact information can be found at <http://www.umd.edu/ombuds/>.

If students have complaints regarding the department's compliance with standards of accreditation for audiology or speech language pathology, they may contact the Council on Academic Accreditation <http://caa.asha.org/>.

## NON-DEGREE OPTIONS

For students who already have an undergraduate degree, the University of Maryland offers the option of taking graduate and undergraduate. These options are described here <https://gradschool.umd.edu/admissions/non-degree-admissions>. The non-degree options are suitable for individuals who do not have an immediate degree objective in mind, or who wish to take graduate courses for continuing education coursework (as space permits). Being enrolled as a non-degree student does not facilitate student entry into UMCP graduate programs. Enrollment in classes as a non-degree student requires that student meet course pre-requisites, obtain permission for permission-only registrations, and that space is available.

We strongly recommend that students who need to take undergraduate preparatory coursework consider the **Hearing and Speech Sciences in the Evening (HESPIE) program** offered through the Office of Extended Studies: <http://oes.umd.edu/continuing-education/hespie> .

## After Graduation: ASHA Certification and Related Information

### ASHA Certification

ASHA certification forms are signed by the program director, Dr. Yasmeen Faroqi-Shah. The steps are as follows:

- Fill out your ASHA application (<http://www.asha.org/uploadedFiles/2005-SLP-CCC-Application.pdf>) and Knowledge and Skills Acquisition (KASA) form FULLY and check it for accuracy. We have a model form that uses University of Maryland courses as examples to guide you in filling out your form (see the MA student web site <http://hesp.umd.edu/content/knowledge-and-skills-acquisition-kasa-form-and-instructions>). PLEASE READ instructions and the sample before filling out the application.
- The Department keeps a permanent copy of the ASHA application in your files for your future employment inquiries. ASHA does NOT keep a copy of the application. Please fill it out completely and neatly. Dr. Yasmeen Faroqi-Shah will NOT sign off on incomplete applications, even though only the end pages must be submitted to ASHA. This means you must fill out all coursework and clock hour information. Forms will not be signed without this information.
- You must submit these forms TOGETHER WITH the other pages of the ASHA Certification application to Dr. Yasmeen Faroqi-Shah and the graduate program coordinator, Ms. Valerie Brownlee.

### Praxis exam

- The praxis exam can be taken any time before you apply for ASHA certification. Students typically take this during their final semester in the program.  
<https://www.ets.org/praxis/asha/requirements>
- Please list the University of Maryland as a recipient of your NTE ASHA exam scores.

### Contact Information

- Please provide the department with your forwarding address if you will be moving after graduation, as well as your non-umd email address.

### Clinical Fellowship Information

- Please notify the department of your CFY site as soon as you know it.

### OTHER LINKS

- SLP Certification Standards: <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>
- How to Apply for Certification in SLP:  
<http://www.asha.org/certification/SLPCertification.htm> Application for Certificate of Competence (SLP): <http://www.asha.org/uploadedFiles/2005-SLP-CCC-Application.pdf>

- Knowledge and Skills Acquisition Form (KASA):  
<http://hesp.umd.edu/content/knowledge-and-skills-acquisition-kasa-form-and-instructions>
- Praxis Exam: <http://www.asha.org/Certification/praxis/About-the-Speech-Language-Pathology-Praxis-Exam/>
- ASHA Code of Ethics: <http://www.asha.org/policy/ET2010-00309.htm?LangType=1033>
- ASHA State-by-State Guidelines: <http://www.asha.org/advocacy/state/>
- Maryland Licensure Qualifications for SLP:  
<http://www.mdboardaudhadslp.org/html/professionals/speechqual.htm>