UNIVERSITY OF MARYLAND

GRADUATE PROGRAM IN

HEARING AND SPEECH SCIENCES

M.A. Program:
Speech-Language Pathology (SPLA)

Check out our website!
http://www.hesp.umd.edu
# Table of Contents

- **PROGRAM OVERVIEW** ........................................................................................................... 3
- **ADMISSION TO THE PROGRAM** ......................................................................................... 3
- **PROGRAM REQUIREMENTS** ............................................................................................... 4
  - Length of program .................................................................................................................. 4
  - Determination of full-time status ......................................................................................... 4
  - Transfer of graduate credits ............................................................................................... 4
  - Academic standing .............................................................................................................. 5
  - Curriculum requirements ................................................................................................... 5
- **ACADEMIC CURRICULUM** ............................................................................................... 5
  - Distribution of academic courses and credits ................................................................. 6
  - Course requirements for students without HESP background ..................................... 7
  - Scholarly paper: the Thesis and Non-thesis options ...................................................... 7
    - Quick comparison .......................................................................................................... 8
  - Thesis option .................................................................................................................. 8
  - Non-thesis option .......................................................................................................... 12
  - Comprehensive examination ......................................................................................... 14
- **CLINICAL PRACTICUM** ..................................................................................................... 16
  - Clinical practicum enrollment ...................................................................................... 16
  - Notes on practicum enrollments .................................................................................... 16
  - Notes on outside placements .......................................................................................... 17
- **UNIVERSITY AND DEPARTMENTAL DEADLINES FOR GRADUATION** ..................... 19
  - University deadlines ....................................................................................................... 19
  - Departmental deadlines .................................................................................................. 19
- **REQUIREMENTS FOR CLINICAL CERTIFICATION** ....................................................... 20
- **DEPARTMENTAL POLICY DECISIONS** ........................................................................... 20
- **STATEMENT ON ACADEMIC INTEGRITY** ...................................................................... 20
- **ADVANCED SPECIAL STUDENT OPTIONS** .................................................................... 21
- **HESP COURSE DESCRIPTIONS** ....................................................................................... 23
PROGRAM OVERVIEW

The program leading to the Master of Arts degree in Speech-Language Pathology (SPLA) is an academically based, clinically oriented, full-time program designed primarily to prepare professional Speech-Language Pathologists. 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 primary goal of the program in Speech-Language Pathology is to provide knowledge about and basic competencies in the communication disorders of phonology, language, voice 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.

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). The master's (M.A.) education program in speech-language pathology 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. 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. The requirements for CCC and outlined in another section of this handbook and further details can be obtained at www.asha.org.

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, which is a full-time program. Successful applicants typically demonstrate an undergraduate GPA of approximately 3.5, along with strong GRE scores, well-written letters of intent, and strong letters of recommendation. Such keen competition for placement in our program has the result of forcing us to turn away a number of well-qualified applicants for graduate study each year. The Admissions committee evaluates all applications quite carefully, and does consider the applicant's whole application, rather than simple scores in any single domain. Additionally, members of the Hearing and Speech Sciences faculty are available to answer questions which applicants might have regarding their potential qualifications for entry into our graduate programs. Potential applicants should email (hespadmissions@umd.edu) or call the Department office for further information, at (301) 405-4214.

Graduate students are admitted to a specific degree program (i.e., M.A. or Ph.D., in Speech-Language Pathology; Au.D. or Ph.D. in Audiology). 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 M.A. program in Speech-Language Pathology (SPLA) is four academic semesters, plus one intervening summer term.

Determination of full-time status

The MA (SPLA) 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 the first year of study, this will typically consist of three graduate courses and three 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 sequence 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://www.gradschool.umd.edu/catalog/registration_policies.htm. Of particular relevance are the following:

- Full time status for graduate students is a minimum of 48 credit hours per semester (36 credit hours 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 semester (excluding Summer and Winter sessions).
- 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., Advanced Special Students), 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](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.

**Curriculum requirements**

All students seeking an M.A. degree must accumulate a minimum of 36 hours of graduate level academic\(^1\) coursework. In addition, students pursuing the MA (SPLA) degree fulfil 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 MA (SPLA) degree. Academic requirements (coursework and capstone paper) and clinical requirements are described separately. This curriculum does not reflect additional 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.

**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).

---

\(^{1}\) Note: *Academic* coursework includes classroom courses and capstone (thesis, candidacy paper) registrations, and *excludes* registration for clinical training.
Distribution of academic courses and credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Thesis</th>
<th>Non-Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Disorders</strong></td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Phonological &amp; Articulatory Disorders (HESP 620)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Disorders in Children (HESP 616)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aphasia (HESP 610)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice Disorders (HESP 624)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency disorders (HESP 612)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Procedures in Sp-Lang Pathology (HESP 702)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiology course graduate level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. Aural Rehabilitation/Habilitation, HESP 635)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Science (select any one)</strong></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Neurological Bases of Commun. (HESP 602)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Design (HESP 724)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives (select two or three)</strong></td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Dysphagia (HESP 625)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuromotor Disorders (HESP 622)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language &amp; Learning Disabilities (HESP 626)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oro-facial Anomalies (HESP 614)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augmentative &amp; Alternative Communication (HESP 627)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Topics: Medical Speech-Language Pathology (HESP 639)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or others at 600-800 Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* To meet minimum requirements for ASHA certification, at least three hours of electives must be in coursework dealing with communication disorders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarly Paper</strong></td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Thesis (HESP 799)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidacy Paper (HESP 638)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Academic Credits</strong></td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

Based on the general semesters when the above courses are offered, a typical sequence for students is given below.

**Year 1**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>HESP 612</td>
<td>Elective optional</td>
<td>HESP 610</td>
<td>HESP 625</td>
</tr>
<tr>
<td>HESP 616</td>
<td></td>
<td>HESP 620</td>
<td>HESP 635</td>
</tr>
<tr>
<td>HESP 702</td>
<td></td>
<td>Basic Science (HESP602/724)</td>
<td>HESP 648B</td>
</tr>
<tr>
<td>HESP 648A &amp; HESP 648B</td>
<td></td>
<td>HESP 648A &amp; HESP 648B</td>
<td></td>
</tr>
</tbody>
</table>

**Year 2**
## Course requirements for students without HESP background

This is a list of required undergraduate preparatory courses for students who do not have a prior background in hearing and speech sciences. In order to meet certification requirements, students must accumulate at least 15 credit hours in basic human communication processes, including anatomy and physiology of communication, the physical and psychophysical bases of communication, and linguistic/psycholinguistic bases of communication. An additional 6 credit hours of general science/math coursework and 6 hours of behavioral and/or social science coursework are required for certification fulfils ASHA requirements and departmental requirements. Students are required to take these courses prior to beginning their graduate curriculum (both academic and clinical).

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psycholinguistics (HESP 300)</td>
<td></td>
</tr>
<tr>
<td>Anatomy &amp; Physiology of the Speech Mechanism (HESP 305)</td>
<td></td>
</tr>
<tr>
<td>Anatomy, Physiology &amp; Pathology of the Auditory System* (HESP 311)</td>
<td></td>
</tr>
<tr>
<td>Intro to Phonetic Science (HESP 403)</td>
<td></td>
</tr>
<tr>
<td>Speech and Language Development (HESP 400)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Hearing Science (HESP 407)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Audiology* (HESP 411)</td>
<td></td>
</tr>
<tr>
<td>Principles and Methods in Speech-Lang. Path. and Audiology (HESP 417)</td>
<td></td>
</tr>
</tbody>
</table>

*HESP 606 may be substituted for HESP 311/411

### Total Academic Credits

24

## Scholarly paper: the 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. For the MA (SPLA) 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 MA (SPLA) program. Students are encouraged to consult with their academic advisors prior to making their
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 (hesp.umd.edu).

**Quick comparison**

<table>
<thead>
<tr>
<th></th>
<th>Thesis</th>
<th>Non-Thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>6, HESP799</td>
<td>3, HESP638</td>
</tr>
<tr>
<td></td>
<td>All credits with thesis mentor</td>
<td>2 credits with 1&lt;sup&gt;st&lt;/sup&gt; reader, 1 credit with 2&lt;sup&gt;nd&lt;/sup&gt; reader</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Three committee members</td>
<td>Two readers</td>
</tr>
<tr>
<td><strong>Benchmarks</strong></td>
<td>Proposal meeting, Written</td>
<td>Initial Proposal, Candidacy Paper</td>
</tr>
<tr>
<td></td>
<td>thesis, Oral Defense</td>
<td></td>
</tr>
<tr>
<td><strong>IRB Approval</strong></td>
<td>Yes, for human subjects</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>research</td>
<td></td>
</tr>
<tr>
<td><strong>Paper Format</strong></td>
<td>Recommended format: journal</td>
<td>See description of format in a later section</td>
</tr>
<tr>
<td></td>
<td>article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See also Graduate School Style Guide</td>
<td><a href="http://www.gradschool.umd.edu">www.gradschool.umd.edu</a></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>-</td>
<td>Comprehensive Examination</td>
</tr>
</tbody>
</table>

**Thesis option**

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 typical stages of pursuing a thesis are as follows (see also http://www.gradschool.umd.edu/catalog/masters_degree_policies.htm)

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 then prepares a formal written proposal providing the rationale for the research project and the procedures to be followed in collecting and analyzing the data.

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](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](http://www.gradschool.umd.edu/deadlines/index.htm).

4. **Hold at least one preliminary 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, the University Committee for Research on Human Subjects must approve the project ([http://www.umresearch.umd.edu/RCO/New/index.html](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/](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. 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). 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 earned. 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, methodology, 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 (see electronic th. 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, available at [http://drum.lib.umd.edu/](http://drum.lib.umd.edu/)). 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 2nd year). However, students should be aware that eligibility to begin a 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. 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).


**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 three 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.

- 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.
- Second month of the semester prior to graduation: A paper proposal must be submitted to both readers for feedback and approval.
- First week of the semester of graduation: The Candidacy Paper is due to both readers.
- 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.
- 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 two-week turnaround for reader comments at each stage of the Candidacy Paper process. A detailed schedule of deadlines for each academic year is provided to students each semester. 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 page (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 http://www.hesp.umd.edu/content/writing-resources.

Registration & Forms
The course number for the candidacy paper is HESP638: Research Practicum. Of the three candidacy paper credits, two credits will be under the section number of the first reader and one credit will be with the second reader. 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).


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. 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;
- are in good academic standing (that is, not on probation);
- have chosen the non-thesis option and have obtained written approval of their
candidacy paper by the deadline posted for that semester.

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, from which you will choose one to answer. Questions will cover at least two disorders (1-7 below) or will combine a disorder area (1-7) with a Basic Science area (9-11 below) or with Diagnostic Procedures (8).

1. Language disorders in children
2. Fluency disorders
3. Phonological and articulatory disorders
4. Aphasia and related disorders
5. Voice disorders
6. Aural rehabilitation
7. Dysphagia
8. Diagnostic procedures
9. Neurological bases of communication
10. Acoustic and perceptual phonetics
11. Research design

Each comprehensive exam answer is read by two faculty members who specialize in the relevant disorder or topic area. 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.
  - Students who do not pass any re-administered questions will be required to re-take the entire comprehensive examination during a subsequent semester.

- A student who fails two or more examination questions will be judged to have failed the comprehensive examination and will have to re-take the entire exam during a subsequent 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.

**NOTE:**

- Comprehensive examinations are administered in the College Computer Laboratory. Students are expected to type responses to comprehensive examination questions, using their choice of any of the word processing packages on the BSOS network. Students may wish to familiarize themselves with the Open Labs in Lefrak Hall prior to their comprehensive testing date.

- Students are strongly advised to read the MA (SPLA) Comprehensive Examination Guidelines developed (available on the HESP website).
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) for speech/language majors 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. Registration for clinical practicum in the minor professional area (HESP 649 A or B - Clinical Practice in Audiology: Diagnostic Procedures and Aural Rehabilitation, respectively) is one credit for each clinic pursued.

Students may apply for outside placement (HESP 728) assignment after they (1) demonstrate adequate skills in the University of Maryland Clinics, (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. Registration for HESP 728 (Advanced Clinical Practice in Speech) is always for two credit hours. 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.

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 and is granted only to matriculated students. 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
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 "C+" 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 of C+ or lower is earned in the immediately preceding semester. Students will receive clock hour credit for hours earned in clinic registrations which receive a grade of C or better; no hours will be credited for clinic registrations which receive a grade of less than C.

A student must complete a minimum of 15 hours of academic coursework prior to applying for outside placement. Students who receive a grade of C or less 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
Washington Hospital Center
Washington Adventist 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
Prince George’s County Public Schools
River School
The Summit School
Treatment and Learning Centers
Wheatley Early Childhood Center
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 in 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 http://www.gradschool.umd.edu/deadlines/index.htm. |
| 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 after the beginning of the semester |
| 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 http://hesp.umd.edu/landing/Graduate. |
| 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)


In order to meet requirements for the Certificate of Clinical Competence (C.C.C.) in Speech-Language Pathology, students must earn at least 75 semester credit hours, of which at least 36 are at the graduate level in a program that covers knowledge and skills detailed under ASHA's Scope of Practice in SLP. Graduate professional coursework taken in the M.A. program contributes to this total, as may up to six hours of supervised clinical practice. Undergraduate coursework in speech-language pathology and audiology, as well as other undergraduate coursework may contribute to the required number of semester credit hours. In order to meet certification requirements, students must accumulate at least 15 credit hours in basic human communication processes, including anatomy and physiology of communication, the physical and psychophysical bases of communication, and linguistic/psycholinguistic bases of communication. An additional 6 credit hours of general science/math coursework and 6 hours of behavioral and/or social science coursework are required for certification. Students pursuing certification in Speech-Language Pathology must take at least 6 credits in Audiology, of which 3 credits should be obtained in Hearing Measurement or its equivalent, and 3 credits in Aural Habilitation/Rehabilitation. **It is crucial that students meet with advisors to assure that their curriculum plan will satisfy ASHA requirements for certification.**

Specific requirements for certification in Speech-language Pathology may be found in the ASHA Certification handbook, which may be accessed at www.asha.org. A copy of the ASHA certification requirements is always included in the orientation packet for incoming students and should be retained for future reference.

DEPARTMENTAL POLICY DECISIONS

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.

STATEMENT ON ACADEMIC INTEGRITY

http://www.studenthonorcouncil.umd.edu/code.html
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.

ADVANCED SPECIAL STUDENT OPTIONS

The University of Maryland offers the Advanced Special Student option to individuals who do not have an immediate degree objective in mind, or who wish to take graduate courses prior to application for graduate study at UMCP or elsewhere.

Admission to Advanced Special Student status is described below. This option does not lead to a graduate degree, nor does it facilitate student entry into UMCP graduate programs. Further, no more than six credits (2 courses) earned while an Advanced Special Student may be applied to a graduate program at a later date, although there are no limits on the number of courses which may be taken as an advanced special student per se.

How to apply for Advanced Special Student status: Application for Advanced Special Student status is made on the graduate school application form; applicants select Advanced Special Student from the non-degree options. Applicants for admission to Advanced Special Student status must hold a baccalaureate degree from a regionally-accredited institution and satisfy one of the following criteria:

1. Have an overall "B" (3.0) average. Applicants must submit official transcripts covering all credits used in satisfying the B.A. degree requirements. Unofficial transcripts and photocopies of diplomas are acceptable with the application for evaluation purposes, but the student must submit official copies of all required documents by the end of the first semester of enrollment. Official transcripts must be submitted from all institutions except UMCP.

2. Hold a master's or doctoral degree from a regionally accredited institution. See the preceding section about documentation requirements.

3. Have at least four years of successful post-baccalaureate work or professional experience. Applicants must submit an official transcript showing award of the baccalaureate degree.

4. Achieve a score that places the applicant in the upper 50%th percentile of the Graduate Record Examination (GRE) or the Miller's Analogies Test.
Once admitted, a student may maintain Advanced Special Student status for five years. If the student does not register for three consecutive semesters, admission will lapse and a new application will be required. Advanced Special Students must maintain a 2.75 grade point average.

Advanced Special Students pay all standard graduate fees. They are not eligible for fellowships or assistantships or other forms of departmental aid. They receive parking and library privileges similar to those of other graduate students.

Advanced Special Students must submit a new Graduate School application if they wish to be considered for admission to the M.A. or Ph.D. degrees.

Advanced Special Students may take classes at the undergraduate and graduate levels, if they meet course pre-requisites, obtain permission for permission-only registrations, and as space is available.

The Department emphasizes that Advanced Special Student status is not intended as an entry into the M.A. program in Speech Language Pathology. In HESP, the primary uses of this non-degree option are:

1. To allow students with B.A. degrees in non-HESP-related disciplines to pursue undergraduate preparatory coursework in HESP in preparation for application to the M.A. program;

2. To allow students whose employers require continuing education coursework to enroll in graduate classes as space permits.

3. To allow students to explore their level of interest and aptitude for graduate study in HESP prior to application for a graduate degree program.
HESP COURSE DESCRIPTIONS

HESP 120  Introduction to Linguistics (3). An introduction to the scientific study of natural language with focus on the basic concepts of phonology, syntax, semantics and pragmatics, with subsequent attention to the applied aspects of linguistic principles.

HESP 121 Language & Society (3). Introduction to Sociolinguistic Research.

HESP 202  Introduction to Hearing and Speech Sciences (3). An introduction to communication sciences and disorders; a survey of the bases of normal speech, language and hearing ability, major forms of communicative disorders and their treatment.

HESP 300  Introduction to Psycholinguistics (3). Prerequisite: HESP 202. An introduction to current theories of language and an investigation of their relationship to human communication behavior. Survey of the experimental literature relating to this question.

HESP 305  Anatomy and Physiology of the Speech Mechanism (3). Prerequisite: HESP 202. Anatomy, physiology and neurology of speech mechanism.

HESP 311  Anatomy, Pathology and Physiology of the Auditory System (3). Prerequisite: HESP 202. Gross anatomy of the ear and pathways for transmission of sound energy through the peripheral and central auditory system. Causes, development and effects of pathological conditions contributing to temporary or chronic hearing impairments.

HESP 386  Experiential Learning (3-6). Prerequisite: permission of department. Work in a closely supervised outside placement.

HESP 388  Undergraduate Research Externship (1-3). Prerequisite: permission of department. Work in research labs in the Washington DC metropolitan area, such as NIH, JHU.

HESP 389  LEAP Classroom Internship (1-3). Participation in a language-based, literacy-rich preschool classroom for children with speech-language disorders. Students will learn behavior management techniques, curriculum planning; implementation, facilitation of play among children, data collection; teaching strategies.

HESP 400  Speech and Language Development in Children (3). Prerequisite: HESP 300. Analysis of the normal processes of speech and language development in children.

HESP 402  Speech Pathology I (3). Prerequisite: HESP 300. Etiology, assessment and treatment of language and phonological disorders in children.

HESP 403  Introduction to Phonetic Science (3). Prerequisite: HESP 305. An introduction to physiological, acoustic and perceptual phonetics: broad and narrow phonetic transcription;
current models of speech production and perception.

**HESP 404 Speech Pathology II (3). Prerequisite: HESP 305.** Etiology, assessment and therapeutic management of phonation, resonance and fluency disorders in children and adults.

**HESP 406 Acquired Neurogenic Communication Disorders in Adults (3). Prerequisites: HESP 300 and HESP 305.** Survey of the dysarthrias and aphasias in adults from an interdisciplinary point of view.

**HESP 407 Bases of Hearing Science (3). Prerequisite: HESP 311.** Fundamentals of hearing, including the physics of sound, anatomy and physiology of peripheral and central auditory nervous system, psychophysical procedures used in measurement of auditory sensation and perception, and topics in psychological acoustics.

**HESP 410 Organic Speech Disorders (3). Prerequisite: HESP 305.** An overview of cleft palate, pediatric and adult swallowing disorders, pediatric cerebral palsy, including dysarthria/apraxia, and their effects on communication; treatment considerations.

**HESP 411 Introduction to Audiology (3). Prerequisite: HESP 311.** An introduction to the field of audiology. Evaluation and remediation of hearing handicaps.

**HESP 417 Principles and Methods in Speech-Language Pathology and Audiology (3). Prerequisite: HESP 402, HESP 411.** The principles underlying the treatment of speech, language and hearing disorders in children and adults.

**HESP 418 Clinical Practice in Speech-Language Pathology and Audiology (3). Prerequisite: HESP 417. Repeatable to 6 credits.** Supervised observation with some direct participation in clinical methods for the treatment of disorders of articulation, fluency, child and adult language; evaluation and habilitation/rehabilitation of hearing impaired children and adults.

**HESP 420 Deafness and Sign Language (3) (previously 498a).** Introduction to ASL and deaf culture.

**HESP 423 Phonetics for Teachers of English as a Second Language (3) (Previously 498).** Introduction to phonetics, materials, and techniques for teaching English as a second language.

**HESP 438 Seminar: Special Issues in Early Childhood Special Education (1-3).**

**HESP 469 Honors Thesis Research (1-6).**

**HESP 498 Seminar (3). Prerequisite: permission of department. Repeatable to 6 credits if content differs.** Selected topics pertaining to human communication and its disorders.

**HESP 499 Independent Study (1-3). Prerequisite: permission of department. Repeatable to 6**
credits if content differs. A directed study of selected topics pertaining to human
communication and its disorders.

HESP 600 Instrumentation in Hearing and Speech Sciences (3). Prerequisite: permission of
department. Types and principles of operation of electronic equipment used in the hearing
and speech sciences.

HESP 602 Neurological Bases of Human Communication (3). Prerequisite: permission of
department. Basic neurology as it pertains to anatomical and physiological substrates of
speech and language.

HESP 604 Acoustical and Perceptual Phonetics (3). Prerequisite: permission of department.
Principles and current laboratory techniques in analysis of the acoustical characteristics of the
speech signal and discussion of models of speech perception.

HESP 606 Basic Hearing Measurements (3). Prerequisite: HESP 411 or equivalent. Theoretical
principles, methodology, and interpretation of routine audiometric tests, including pure tone,
speech and acoustic immittance measures. Modification of procedures for special populations.
Equipment calibration and mass hearing screening programs.

HESP 610 Aphasia and Related disorders (3). Language problems of adults associated with
brain injury.

HESP 612 Fluency Disorders (3). Prerequisite: permission of department. The nature of
fluency disorders. Principles, methods and procedures for the clinical management of fluency
disorders in children and adults.

HESP 614 Orofacial Anomalies (3). Prerequisite: permission of department. Communication
disorders related to congenital orofacial anomalies with an emphasis on cleft lip and palate.
Principles, methods and procedures for clinical management.

HESP 616 Language Disorders in Children (3). Prerequisite: HESP 400 or equivalent or
permission of department. Theoretical, empirical and clinical perspectives on language
disorders in children.

HESP 620 Phonological and Articulatory Disorders (3). Assessment and treatment of disorders
at the phonological and articulatory levels of language and speech.

HESP 622 Neuromotor Disorders of Speech (3). Prerequisite: permission of department.
Effects of neuropathology on speech production. Classification and assessment of the resultant
disorders and their treatment.

HESP 624 Voice Disorders (3). Prerequisite: permission of department. Etiological
characteristics, assessment and treatment of phonatory disorders in children and adults.

HESP 625 Dysphasia (3). Nature and clinical management of dysphasia in different clinical
settings with adults and pediatric populations.

**HESP 626 Language and Learning Disabilities (3).** Etiology, assessment and treatment of communication problems in children with learning disabilities.

**HESP 627 Augmentative Communication (3).** Principles, methods, and procedures for categorizing, understanding, and developing augmentative and alternative communication.

**HESP 630 Electrophysiological Measurements (3).** Prerequisite: HESP 606 or permission of department. Principles and techniques of physiological and electrophysiological measures of the audio-vestibular mechanisms.

**HESP 632 Medical Audiology (3).** Overview of auditory pathologies, and their assessment and management in the medical setting.

**HESP 635 Aural Rehabilitation/Habilitation (3).** Principles, methods and procedures for aural rehabilitation/habilitation in children and adults.

**HESP 638 Research Practicum (1-3).** Prerequisite: permission of department. Repeatable to 6 credits if content differs. Analysis, synthesis and integration of knowledge related to current research or clinical issues in human communication and its related disorders.

**HESP 639 Special Topics in Hearing and Speech Sciences (1-3).** Prerequisite: permission of department. Repeatable to 6 credits if content differs. Intensive coverage of selected topics of current interest.

**HESP 645 Pediatric Audiology (3).** Prerequisite: HESP 606 or permission of department. Evaluation and treatment of hearing-impaired children.

**HESP 648 Clinical Practice in Speech (1-3).** Prerequisite: permission of instructor. Repeatable to 6 credits. Supervised training in the application of clinical methods in the diagnosis and treatment of speech disorders.

**HESP 649 Clinical Practice in Audiology (1-3).** Prerequisite: permission of instructor. Repeatable to 6 credits. Supervised training in the application of clinical methods in the diagnosis and treatment of hearing disorders.

**HESP 700 Hearing Aids (3).** Principles, methods and procedures for selection, fitting, calibration and management of amplification systems for hearing-impaired children and adults.

**HESP 701 Hearing Aids II (3).** Prerequisite: HESP 700. Advanced issues in amplification technology, prescriptive hearing aid selection, and management of amplification systems for special populations.

**HESP 702 Diagnostic Procedures in Speech-Language Pathology (3).** Diagnostic tools and methods in the analysis of speech-language disorders in children and adults.
HESP 704 Physiological Phonetics (3). Prerequisite: HESP 604. Laboratory techniques in the study of the speech mechanism.

HESP 706 Advanced Clinical Audiology (3). Prerequisite: HESP 606 or equivalent. Advanced clinical and experimental methods of evaluating the peripheral and central auditory system using acoustic stimuli. Procedural consideration and interpretation of test results.

HESP 708 Independent Study (1-6). Prerequisite: permission of instructor. Repeatable to 6 credits. Individual research projects under guidance of a faculty member.


HESP 722 Psychoacoustics (3). Auditory perception and auditory processing in normal and impaired hearing.

HESP 724 Research Design (3). Prerequisite: a course in basic statistics. Evaluations of research designs, critique of published articles and student involvement in designing experiments on assigned topics.

HESP 728 Advanced Clinical Practice in Speech (1-8). Prerequisite: HESP 648 and permission of instructor. Repeatable to 8 credits. Clinical internship in selected off-campus facilities.

HESP 729 Advanced Clinical Practice in Audiology (1-8). Prerequisite: HESP 649 and permission of instructor. Repeatable to 8 credits. Clinical internship in selected off-campus facilities.

HESP 730 Vestibular-ocular Assessment and Management (3). Prerequisite: HESP 630. Advanced principles and methods of evaluating vestibular-ocular function using electrophysiologic measures. Includes rehabilitative issues pertaining to balance disorders and advanced electrophysiologic measures of auditory system function.

HESP 788 Graduate Research Externship (1-3). Prerequisite: permission of instructor. Repeatable to 3 credits. Off-campus research internship with departmental affiliates at National Institutes of Health and other regional institutions.

HESP 799 Master's Thesis Research (1-6).

HESP 808 Current Research in Hearing, Speech, and Language Services (3).

HESP 818 Seminar in Language Processing.

HESP 828 Seminar in Hearing Sciences.
HESP 829  Clinical Internship Residency (1-9).

HESP 838  Seminar in Language Acquisition.

HESP 848  Seminar in Audiology (3). Prerequisite: permission of instructor. Repeatable to 6 credits.

HESP 849  Capstone Research Project I (2).

HESP 858  Seminar in Speech Pathology (3). Prerequisite: permission of instructor. Repeatable to 6 credits.

HESP 859  Capstone Research Project II (2).

HESP 868  Seminar in Speech Science (3). Prerequisite: permission of instructor. Repeatable to 6 credits.

HESP 878  Seminar in Language Disorders (3). Prerequisite: permission of instructor. Repeatable to 6 credits.

HESP 888  Seminar in Neurological Bases of Language.

HESP 889  Doctoral Candidacy Research (1-3).

HESP 898  Pre-Candidacy Research (1-8).

HESP 899  Doctoral Dissertation Research (6).