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SPEECH AND HEARING SCIENCES

MISSION STATEMENT

We engage in evidence-based teaching, research, and service aimed at deepening our understanding of speech, language, hearing, balance and their disorders. We aim to advance prevention, diagnosis and treatment, thereby facilitating and enhancing communication and quality of life for individuals, families and caregivers affected by these disorders. To accomplish this mission we:

Educate students to:

- Become exemplary practitioners, teachers and researchers in human communication sciences and disorders
- Develop and maintain the highest ethical standards of quality in the compassionate provision of clinical services
- Be knowledgeable and respectful of individual and cultural differences in the provision of care for individuals, families, and communities
- Influence policy and promote the general welfare of all persons with disorders of speech, language, hearing, or balance
- Evaluate evidence regarding diagnosis and treatment efficacy and strive to continually deliver evidence-based practice

Conduct and disseminate scholarly research to:

- Contribute to the theoretical and applied understanding of speech, language, hearing, and balance
- Provide ethical and empirical evidence to inform the prevention, diagnosis and treatment of disorders of speech, language, hearing, and balance
- Engage with the community to improve the translation between research and clinical practice

Provide service to:

- Advance policies among local and national entities that promote the general welfare of all persons with disorders of speech, language, hearing or balance
- Promote ethical care of the highest quality for the citizens of North Carolina and beyond through exemplary models of best practice
- Collaborate with clinical providers in the community to assure best practice training opportunities for students
- Support ongoing professional development through the provision of continuing education programs
GRADUATE SCHOOL REQUIREMENTS FOR THE MASTER’S DEGREE

The Graduate School awards the Master of Science degree. A degree is granted only after certain minimum requirements are fulfilled including:

1) Minimum of thirty (30) hours of graduate credit. Up to six (6) hours may be transferred from another institution upon recommendation by the Master’s Studies Coordinator and approval of the Graduate School. The appropriate SPHS professor/instructor, SPHS Masters Studies Coordinator, and Graduate School must approve course transfers.

2) Minimum residence of two (2) semesters as a full-time student. Students must register for and complete at least nine (9) semester hours to be considered full-time.

3) Completion of the thesis or non-thesis option.

4) A passing score on the SPHS Master of Science Comprehensive Examination.

5) Submission of Application for Graduation form and degree card.

SPEECH AND HEARING SCIENCES REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Speech and Hearing Sciences has additional requirements beyond those specified by the Graduate School. There are two tracks in the Master of Science Program. These are described below.

I. Master of Science with Preparation for Certification and Licensure in Speech-Language Pathology:
Graduates receive a M.S. degree and upon graduation are eligible for ASHA certification in Speech-Language Pathology and licensure by the North Carolina Board of Examiners in Speech Language Pathology and Audiology. Students are eligible to work in public schools in North Carolina.

1) All Master’s degree students must be registered as full-time students (a minimum of 9 semester hours) throughout their period of enrollment. Master’s students in the Speech and Hearing Sciences Speech Language Pathology program (for ASHA certification) will register for and complete a total of 60 semester hours in the five semesters of graduate study required for the Master’s degree. Students will be allowed to register for a maximum of 17 semester hours each Fall and Spring semester.

2) During the summer following the first academic year, students will register for 2 credit hours of SPHS 773 or the Summer Session. Summer involves an intensive clinical experience but no required coursework.

3) Students entering the program without the required undergraduate prerequisite coursework should plan to spend a minimum of one additional semester in the program.
4) Graduate students in speech-language pathology must register for Supervised Clinical Practicum (SPHS 771 - 775) each semester and Contemporary Professional Issues (SPHS 776 - 779) both Fall and Spring semesters. Students must be enrolled in these courses to participate in clinical education placements.

5) All students must take and pass the Comprehensive examination in their last semester of coursework.

II. Master of Science
Graduates receive a Master of Science degree. They will not have completed clinical education hours and thus will not be eligible for ASHA certification or North Carolina licensure. Two examples of students who might select this option are: students from other countries where ASHA certification is not required or those who intend to pursue a doctorate in non-clinical areas such as hearing science.

1) All Master’s degree students must be registered as full-time students throughout the entire period of enrollment (a minimum of 9 semester hours.) Students may register for a maximum of 17 semester hours. The minimum number of hours required in the Speech and Hearing Sciences track is 48 semester hours.

2) Master’s degree students in the Speech and Hearing Sciences track must complete a Thesis.

3) All students must take and pass the Comprehensive examination in their last semester of coursework.

ADVISING

Each student will be assigned an academic advisor upon entering the program in the Fall semester. Students should meet with their advisor every semester to review their program of study and academic status. The academic advisor will be available to review course schedules, help complete the required forms, and answer pertinent questions. Should the student want to change advisors, he/she should discuss the proposed change with their current advisor and the Coordinator of Master’s Studies.

Each student is expected to schedule appointments with their academic advisor well in advance of preregistration and registration every semester. If a student disagrees with recommendations for course waiver, schedule of courses, or practicum assignment, and if the differences cannot be settled with the advisor, instructor, or Clinical Education Coordinator, the student may request that the matter be presented to the faculty for resolution. This process is initiated by submitting a written request for review to the Coordinator of Master’s Studies.
PREPARATORY PROGRAM OF STUDY REQUIRED BY THE AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

STANDARD IV - A The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences. The applicant must have transcript credit for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and mathematics. The intent of this standard is to require students to have a broad liberal arts and science background. Courses in biological and physical sciences specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes in this category.

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th>Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>Acceptable courses in physical sciences should include physics or chemistry.</td>
</tr>
<tr>
<td>Social/Behavioral Sciences</td>
<td>Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health.</td>
</tr>
<tr>
<td>Statistics</td>
<td>A stand-alone course in statistics is required with a minimum grade of B-.</td>
</tr>
</tbody>
</table>

STANDARD IV – B The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

<table>
<thead>
<tr>
<th>Bio Bases of SLP</th>
<th>Anatomy/Physiology of Speech and Hearing Mechanism</th>
</tr>
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<tbody>
<tr>
<td>Acoustic Bases (Speech Science)</td>
<td>Speech Science; Speech Acoustics; Acoustic Phonetics</td>
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<tr>
<td>Psychological/Developmental Bases (Lang Acquisition)</td>
<td>Language acquisition or development</td>
</tr>
<tr>
<td>Linguistic/ Cultural Bases</td>
<td>Intro to Phonetics, Introduction to Linguistics (IPA instruction required)</td>
</tr>
<tr>
<td>Audiology</td>
<td>Intro to Audiology</td>
</tr>
<tr>
<td>Aural (Re)habilitation</td>
<td></td>
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</tbody>
</table>


UNC CURRICULUM FOR MASTER OF SCIENCE
IN SPEECH-LANGUAGE PATHOLOGY

The UNC curriculum is designed so that students take core (i.e. required) and elective courses each semester. Students are expected to take required course in the order listed below. Exceptions must be with permission of the student’s academic advisor. Course Descriptions are available in Appendix F

FIRST FALL SEMESTER

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHS 740 Principles of Prevention,</td>
<td>(3)</td>
</tr>
<tr>
<td>Assessment and Intervention</td>
<td></td>
</tr>
<tr>
<td>SPHS 741 Neuroanatomy</td>
<td>(3)</td>
</tr>
<tr>
<td>SPHS 771 Supervised Clinical Experience</td>
<td>(1)</td>
</tr>
<tr>
<td>SPHS 776 Contemporary Professional Issues</td>
<td>(1)</td>
</tr>
<tr>
<td>SPHS 849 Fluency</td>
<td>(2)</td>
</tr>
<tr>
<td>SPHS 950 Research Resources &amp; Tools</td>
<td>(1)</td>
</tr>
</tbody>
</table>

FIRST SPRING SEMESTER

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHS 701 Intro to Research Design</td>
<td>(3)</td>
</tr>
<tr>
<td>SPHS 743 Speech Sound Disorders</td>
<td>(3)</td>
</tr>
<tr>
<td>SPHS 754 Dysphagia</td>
<td>(3)</td>
</tr>
<tr>
<td>SPHS 760 Adult Communication Disorders</td>
<td>(3)</td>
</tr>
<tr>
<td>SPHS 772 Supervised Clinical Experience</td>
<td>(1)</td>
</tr>
<tr>
<td>SPHS 777 Contemporary Professional Issues</td>
<td>(1)</td>
</tr>
</tbody>
</table>

SUMMER SESSION

Students are expected to participate in a full-time clinical practicum experience in the summer. Summer Session begins at the end of May and continues until the end of July. Graduate students in speech-language pathology register for Session I of the Summer semester.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHS 773 Supervised Clinical Experience</td>
<td>(2)</td>
</tr>
</tbody>
</table>

SECOND FALL SEMESTER

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHS 744 Motor Speech Disorders</td>
<td>(3)</td>
</tr>
<tr>
<td>SPHS 774 Supervised Clinical Experience</td>
<td>(1)</td>
</tr>
<tr>
<td>SPHS 778 Contemporary Professional Issues</td>
<td>(2)</td>
</tr>
</tbody>
</table>
SECOND SPRING SEMESTER

Required Courses
SPHS 748 Voice (2)
SPHS 765 Aug and Alternative Communication (3)
SPHS 775 Supervised Clinical Experience (2)
SPHS 779 Contemporary Professional Issues (2)
SPHS 870 Research Experience (2) use sect. # of supervising instructor

FALL ELECTIVES

Life Span Electives
SPHS 749 Craniofacial Anomalies (3)
SPHS 793 Master's Thesis (3)
AHS 862 Developmental Disabilities Across the Lifespan (2) required for LEND students

Adult Focus Electives
SPHS 804 Adult Aural Rehabilitation (3)
SPHS 840 Aging and Communication (3)
SPHS 742 Aphasia (3)

Child Focus Electives
SPHS 803 Pediatric Aural Habilitation (3)
SPHS 806 Comm Asses & Intervention Birth-to-Five (3)
SPHS 864 Sp & Lang Impair. Children (3) (2nd year students preferred)
EDMX 764 Families & Teams in ECI (3)
SPHS 792 Pediatric Dysphagia (2) 2nd year students only

SPRING ELECTIVES

Lifespan Electives
SPHS 752 Sem. Medical SLP (3)
AHS 862 Developmental Disabilities Across the Lifespan (2) required for LEND students

Adult Focus Electives
SPHS 834 Counseling for AuD and SLP (3)

Child Focus Electives
SPHS 762 Language & Learning Disorders (3) offered only in odd years
SPHS 880 Seminar in Autism (3)
RESEARCH COMPETENCIES

All students will attain a foundation in research through the following components in their program of study.

1) Complete an introductory course in statistics with a grade of B- or better.
2) Complete SPHS 950 Research Resources & Technology.
3) Complete SPHS 701 Introduction to Research in Speech and Hearing.
4) Complete a guided research experience. This can either be a:
   a. research experience under the direction of a faculty member or
   b. research paper on a topic selected by the student under the guidance of a faculty member.
   c. Master’s Thesis.

Information regarding the Research Experience and the Research Paper as well as completing a Master’s Thesis can be found in Appendix C.

ACADEMIC FORMS

Transfer Credit
With approval by the relevant SPHS faculty member and the Graduate School, up to 6 semester hours may be transferred. However, those hours must be replaced with a course taught within Speech and Hearing Sciences OR approved by the student’s academic advisor if taken in another program.

Course Waiver
Occasionally, graduate level courses taken at another institution may be substituted for a required course. If a course taken at the undergraduate level that also has a graduate level course number is shown to overlap substantially with the content of a required course, that course may be waived. Approval to waive a graduate course is granted by the course instructor upon review of the course syllabus. The instructor may require the student to demonstrate mastery of course content by examination or project submission prior to granting a waiver. In the event a waiver is granted, the student will be expected to take another course in its place. This policy is intended to provide each student as rich an academic experience as possible. A Course Waiver Form is found in Appendix A.

Independent Studies
Individual members of the faculty may agree to sponsor independent studies on topics of mutual interest. Due to the number of courses offered at UNC-CH, Faculty members are discouraged from conducting independent studies. A Course Description Form (Appendix B) must be completed by both the faculty member and the student prior to registration for the independent study. The form should be part of the student’s permanent file. Students must register for an independent study with the Instructor’s correct section number.

GRADES AND EVALUATION

A. Grading
   1) Grades for students enrolled in graduate courses are as follows:
      H Clear excellence compared to overall class performance
      P Entirely satisfactory
      L Low pass
F Fail
S Satisfactory progress on research, thesis, dissertation, and noncredit courses in foreign language or computer science
IN Incomplete
AB Absent from final examination (see #5)
NG No grade; failure to complete requirements for a noncredit course in foreign language or computer science

NOTE: The expected grade for a course or for practicum is P. That grade implies entirely satisfactory work. In Speech and Hearing Sciences a grade of H typically involves: 1) clear excellence in meeting course requirements, and 2) an exemplary project or paper that is completed in addition to other course assignments. The scope and nature of the project or paper must be determined in consultation with the course instructor.

2) A student receiving any grade of F is ineligible to continue in Graduate School.

3) A student receiving 9 or more semester hours of L is ineligible to continue in the Graduate School.

4) When special circumstances warrant, students made ineligible may be reinstated upon petition by the student to the Graduate School. Each such petition should be accompanied by a statement of endorsement, or non-endorsement, from the dean, chairperson, or director of graduate studies of the program in which the student is enrolled. Any reinstatement is provisional in that an additional grade below P will again result in the student's ineligibility.

5) An Absent grade must be excused by the UNC Student Health Director or the Graduate School to the Office of Records and Registration within 30 days following the missed examination, or the AB grade become an F. If the absence is officially excused, the student must take the final examination at a reasonable time designated by the course instructor, but in no case to exceed one year from the original examination.

6) A grade of Incomplete (IN) is granted on the course instructor's determination that exceptional circumstances warrant extending the time for completion of coursework by the student. The instructor may set the maximum allowable period for completion of the coursework, but in no case will this exceed one year. If the time allowed is to be less than one year, the time limit is to be transmitted in writing to the student and to the Graduate School. If within twelve months the instructor has not submitted a grade change request, the Incomplete automatically becomes an F.

7) Failure to remove temporary grades of Incomplete, Absent, or S (for research course other than 893 or 894) prior to the end of the term in which a student plans to graduate will prevent graduation, except when a petition to waive this requirement is submitted in ample time by the curriculum, school or department and is approved by the Graduate School (see Graduate School Handbook for further details).

8) A graduate grade of C received for a course taken through inter-institutional registration at an institution that ranks C as a minimum passing grade will be interpreted as an L.

9) Course grades of H, P, L, A, B, C, D, and F are permanent grades. A permanent grade may be changed upon the initiative of the instructor only in cases of arithmetic or clerical
error, and then only with approval of the instructor's chairperson or dean and the Dean of the Graduate School.

10) Students must earn a minimum grade of B- on all undergraduate coursework taken at UNC-CH while enrolled in the graduate program. Grades of C+ or lower will be registered as an L.

B. Leave of Absence: With the approval of the Division Director and Master’s Program Coordinator, a student may petition the Graduate School for an official leave of absence. Time spent during an approved leave of absence will not count toward the five years allowed for completion of the Master’s degree. A request for a time extension or leave of absence will be considered only under exceptional circumstances.

CLASS ATTENDANCE

The UNC Class Attendance Policy is “Regular class attendance is a student obligation, and a student is responsible for all work, including tests and written work, of all class meetings. No right or privilege exists that permits the student to be absent from class meetings except for excused absences from authorized University activities or religious observances required by the student’s faith. If a student misses three consecutive class meetings or misses more classes that the course instructor deems advisable, the course instructor may report the facts to the student’s academic dean.”

Rescheduling presentations and exams is possible only under exceptional circumstances. You must plan your activities and travel around the syllabus.

CODES OF STUDENT CONDUCT

The Honor Code:

Every student at the University of North Carolina at Chapel Hill is responsible for obeying and supporting the Honor Code, which prohibits lying, cheating, or stealing when these actions involve the academic processes or University student or academic personnel acting in an official capacity. The UNC Honor Code can be found at: http://honor.unc.edu/

It is the responsibility of every student to abide by the code; namely, to conduct him- or herself so as not to significantly impair the welfare or the educational opportunities of others in the University community.

Student Responsibilities

- To conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

- To consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in the preparation of written work; and to identify allowable resource materials or aids to be used during an examination or in completion of any graded work.
• To sign a pledge on all graded academic work certifying that no unauthorized assistance was received or given in the completion of the work.

• To comply with faculty regulations designed to reduce the possibility of cheating, such as removing unauthorized materials or aids from the room and protecting one's own examination paper from view to others.

• To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student who has yet to write that same examination.

• To report any instance in which reasonable grounds exist to suggest that a student has given or received unauthorized aid in graded work. Such a report should be made to the Office of the Student Attorney General or the Office of Student Affairs.

• To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon.

Knowledge And Skills Acquisition (KASA)

1) The syllabus of every course in the speech-language pathology curriculum should list the specific KASA standards that will be met by successful completion of the course.

2) Each course should contain at least one clinically based assignment that must be successfully completed in order to receive a grade of Pass (P) in the course. Each course syllabus should have a paragraph identifying the assignments that apply and a statement that a passing grade on those assignments is required to receive a P in the course. If a student does not receive a grade of P on the initial attempt, these assignments may be rewritten. Individual professors have the discretion of determining how many times a student will be permitted to re-write an assignment. Instructions regarding the parameters of formative assessment (rewriting) must appear in writing on the syllabus. A grade of P or higher in a course will indicate that the student has attained the relevant competencies associated with criteria specified on the syllabi. The relevant assignments create evidence of competency.

3) Students will be responsible for maintaining a portfolio of all the clinically based assignments that they complete. The portfolio must be composed of the final version of all assignments identified as meeting KASA competencies. Students are urged to periodically review their portfolios to verify that they are current.

4) Prior to graduation, each student is required to meet with his or her academic advisor and the Clinical Education Coordinator to review coursework and clinical experiences and assure that KASA requirements have been met in preparation for application for certification and licensure.
STUDENT RESPONSIBILITY FOR MONITORING PROGRESS THROUGH THE PROGRAM

Students are expected to monitor information regarding registration, grades and other university records and personal accounts online. In accordance with University regulations, students may access their permanent files from their Academic Advisor or the Master’s Program Coordinator. Files are not to leave the Speech and Hearing Sciences suite on the third floor of Bondurant Hall. To comply with FRIPA and CAA requirements, files are locked and can only be removed and re-filed by the Academic Advisor or Master’s Program Coordinator. Students may not remove or re-file their own file (or any other student's file).

Students must assume responsibility for registration deadlines, resolution of incompletes, and other academic records. Students should be sure to check their personal records frequently to make sure the information is accurate and up to date. **Failure to do so can jeopardize eligibility to graduate.**

ESSENTIAL SKILLS

Personal Attributes and Capabilities and Skills Essential for Admission, Promotion, and Graduation of UNC-CH Speech-Language Pathology Students

Introduction:
Earning a professional degree in speech-language pathology requires mastery of a coherent body of knowledge and skills. In order to render a wide spectrum of patient care in a variety of clinical situations, individuals must have skills and attributes in five areas: communication, motor, intellectual, sensory-observational and behavioral-social. These skills and attributes enable a student to meet graduate and professional requirements required for state licensure. Many skills will be learned during the course of graduate study. The starred items (*) are more inherent skills that should be present when a student begins the program. These skills and attributes are necessary throughout the entire program and students will be asked to affirm that, to their knowledge, they possess these skills and attributes with or without reasonable accommodation.

Following admission to the UNC - CH Speech Language Pathology program all admitted students will be emailed a copy of the Essential Skills and urged to review them carefully. During the first day of orientation they receive a print copy asked to sign and date to verify that they have received and reviewed the Essential Skills policy. A copy is found in Appendix F.

FACULTY MONITORING OF STUDENTS

At midterm and the completion of each semester, students will be reviewed by the primary SPHS faculty. If concerns arise regarding academic performance or professional behavior, the academic advisor, program coordinator and/or SPHS director will meet with the student to determine an appropriate course of action.

REMEDIATION PLANS FOR INADEQUATE PERFORMANCE

In the event of student performance that does not achieve a level expected for successful completion of the program, a remediation plan will be developed to improve performance and the resolve problem(s). Parallel forms are available for both academic and clinical remediation. The plan for academic remediation is found in Appendix D. The plan for clinical education remediation can be found in the Clinical Education Handbook.
SUMMATIVE EVALUATIONS

SPHS COMPREHENSIVE EXAMINATION: All students are required to take the Comprehensive Examination. This exam is administered early in January the day before Spring semester classes begin in year two of the program of study. If the student is not graduating Spring semester, the Comprehensive exam will be completed at the beginning of the last semester of study. Students must receive a grade of 80% in order to “Pass” the Comprehensive Exam.

THE PRAXIS EXAMINATION: Students are required to take and pass the Praxis Exam to be eligible for licensure and certification. Students should plan to take the Praxis Exam in the last semester of their program of study, usually in late January or early February. Registration forms and additional information regarding testing dates, examination locations etc. are available at www.ets.org. Students must have their scores sent to Speech and Hearing Sciences at UNC-CH.

GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS

Four grievance procedures are available for students in Speech and Hearing Sciences. These procedures relate to:

- Graduate students employed as graduate assistants, teaching assistants, research assistants and teaching fellows
- Protest of a graduate grade
- Grievances that do not fall within either of the above categories.
- Grievances regarding program standards

The Grievance Committee

The Grievance Committee is a permanent committee established in Speech and Hearing Sciences. It consists of five members. Of the five, four are faculty members representing different fields of study in the Speech and Hearing Sciences program. One of the four is the chairperson. In addition, one 3rd year Ph.D. student, will serve on the committee. The Director of the DSHS appoints faculty and students to this committee.

Grievances Related to Employment: Grievances involving employed graduate students are to follow the UNC guidelines pertaining to all employees as designated by Human Resources.

Grievances Related to Graduate Grades:
1. The student should first address his or her concerns to the instructor who assigned the grade.
2. If, after consultation with the instructor, a satisfactory resolution cannot be reached, the student may lodge an appeal of the instructor’s decision, in writing, with:
   a. the chair/director of the academic program which is the home unit of the course instructor, or
b. the instructor’s dean, in cases where the school is the instructor’s home unit.

All appeals must be in writing and signed by the student. They must contain a summary of the evidence and arguments that the student believes supports his or her position in the appeal.

It is the responsibility of the University official noted above to determine whether the evidence cited by the student warrants further investigation. If the determination is made that the evidence cited warrants further investigation, it is the responsibility of the University official noted above to investigate the complaint.

The burden of proof falls upon the student to show that;
   a. an impermissible element existed in the instructor’s evaluation of the student’s coursework, and
   b. element(s) influenced the grade assignment to the detriment of the student.

3. If the outcome of this first level of appeal is not satisfactory to the student, s/he may lodge an appeal of the chair’s/director’s decision, in writing, with:
   a. the chair’s dean, in cases where the appeal was initially reviewed by the chair of the instructor’s home unit, and the chair’s school has a process for review at the dean’s level, or
   b. The Graduate School [directed to the Assistant Dean for Student Affairs], in cases where the school is the instructor’s home unit, or the school in which the chair’s academic program is based does not have a process for review at the dean’s level.

4. In cases where the student has appealed to the chair’s dean, subsequent to appealing to the instructor’s chair (3 (a) above), and the outcome is not satisfactory to the student, the student may lodge an appeal of the dean’s decision, in writing, with The Graduate School.

In appealing an appeal decision (Steps 3 and 4, above), the burden of proof falls upon the student to show that:
   a. an impermissible element(s) existed in the review of the appeal, and
   b. element(s) influenced the chair’s/dean’s determination of the outcome of the review to the detriment of the student.

5. Decisions of The Graduate School are final and cannot be appealed.

**Grievances Not Related to Employment or Graduate Grades:**
1. The student shall first attempt to resolve the disagreement with the Faculty member concerned.

2. If the matter fails to reach a satisfactory resolution, the student may appeal to the Director of Speech and Hearing Sciences.

3. The Director will consider the matter, being mindful of both the student’s and the faculty member’s rights in accordance with the Federal and State Privacy Acts, and either attempt to mediate the issue or call together the Grievance Committee to examine the grievance.

4. The Grievance Committee, within two weeks of its review, will make its recommendations to the Director.
5. Should the matter still not be resolved to the satisfaction of the student, the student and/or faculty member may then appeal in writing to the Associate Dean of the Department of Allied Health Sciences.

6. If the matter still is not resolved to the student’s and the faculty member’s satisfaction, either or both parties may appeal to the Dean of the Graduate School.

**Grievances Regarding Program’s Compliance with Standards**

Speech and Hearing Sciences is accredited by the Council on Academic Accreditation. A listing of the specific standards may be found at:

http://www.asha.org/uploadedFiles/Accreditation-Handbook.pdf#search=%22Complaints%22

**ADVERSE WEATHER CLASS CANCELLATION POLICY**

*Class Cancellation* is at the discretion of each instructor; however, when the Chapel Hill transit system is not operating classes will automatically be canceled. Classes will also be cancelled in the event of a campus wide power outage. If an instructor decides to cancel class, she/he will notify students via email at least 1 hour before a class is scheduled to begin. If a class is cancelled, a make-up session may be scheduled at a later time in the semester.

**Clinical Practicum Cancellation**

Students should check with their clinical supervisors for the adverse weather policy at their current clinical site as adverse weather policies vary widely from site to site.

**GRADUATION**

Students submit an application to the Graduate School to become a degree candidate, and eligible for graduation, after successfully passing the Comprehensive Exam. The Comprehensive Exam is taken early in the last semester of the program of study. The graduation ceremony at the University of North Carolina-Chapel Hill is always on the second Sunday of May. Speech and Hearing Sciences celebrates the accomplishments of graduating Masters and Doctoral students with a graduation program held the afternoon before the University ceremony. Students are encouraged to invite their families and friends to share the afternoon. Graduation weekend is a very busy time in Chapel Hill. If you plan to have family members from out of town who will need a hotel room, you are urged to reserve rooms approximately *one year in advance*.

In their last semester, students will begin to receive information regarding the logistics of graduation, including how to rent/purchase caps and gowns.

**PROFESSIONAL CERTIFICATION AND LICENSURE**

All students enrolled in the Curriculum in Speech and Hearing Sciences should be aware of the North Carolina licensure requirements and the ASHA certification requirements for Speech-Language Pathologists. This information is included in the Contemporary Professionals Issues...
course. ASHA requirements, North Carolina licensure requirements and North Carolina certification requirements are fully met in the Curriculum as follows:

**ASHA Certification for Speech-Language Pathologists**

1) Academic qualifications for ASHA certification are fulfilled by the required coursework.

2) ASHA requirements for a national board examination for certification are satisfied by taking the Princeton Educational Testing Service’s NTE (Praxis) examination in speech-language pathology. The test is administered several times each year. On the application form, there are three lines for the names of the recipients of the scores. If the scores are to be sent to ASHA for consideration, include the number R-5031 as the referent address. Please authorize NTE to send your exam score to UNC. UNC’s number is **R0221**. This information will be treated with complete confidentiality. It is needed for program review purposes.

3) Completion of a minimum of 400 hours of supervised clinical observation and practicum are required. 25 of the 400 hours are to be documented clinical observations. A minimum of 375 hours of supervised clinical practicum must be completed, 325 of which must be at the graduate level.

4) Applications and instructions for applying for certification can be obtained in the office of the Academic Administrator. The UNC-CH program is certified by the ASHA Council on Academic Accreditation, thus applicants do not need to complete the sections detailing academic coursework. Please read the instructions carefully before submitting the forms for signature. Either the Division Director or the Coordinator of Master’s Studies can sign ASHA certification forms.

5) Completion of the Clinical Fellowship Year (CFY).

**North Carolina Licensure for Speech and Language Pathologists**

1) Academic qualifications are similar to those required by ASHA.
   NOTE: Although a course in Aural Habilitation/Rehabilitation is not required by ASHA, it is required by the North Carolina Board of Examiners in Speech-Language Pathology and Audiology.

2) The score on the Praxis examination taken for ASHA certification should be reported to the North Carolina Board of Examiners in Speech-Language Pathology and Audiology as well as to UNC - CH Speech and Hearing Sciences.

3) Completion of a minimum of 25 hours of documented observations and 375 hours of supervised clinical practicum. **A minimum of 20 hours is required in each of the following categories:** Child Speech Evaluation, Child Language Evaluation, Child Speech Therapy, Child Language Therapy, Adult Speech Evaluation and Adult Language Evaluation, Adult Speech Therapy and Adult Language Therapy. **These requirements differ from (and are more stringent than those of ASHA).** If you plan to work in a state other than North Carolina, BE SURE to check that state’s requirements for licensure. Although licensure for speech-language pathologists is
reciprocal among most states verifying reciprocity as far in advance as possible is advised.

4) Applications for North Carolina licensure are available online at: 
http://www.ncboeslpa.org/

Licensure requirements allow an individual to hold a temporary license during his/her clinical fellowship year. The Supervised Experience Year (SEY) plan, which corresponds to the Clinical Fellowship Year, and the request for a temporary license must accompany the application to the North Carolina Board of Examiners for Speech-Language Pathology (NCBOE). Graduates may not begin seeing clients until the Board of Examiners has granted a temporary license. The NCBOE requires applicants to pass the Praxis exam before the temporary license is issued.

North Carolina Public School Certification

The North Carolina State Department of Public Instruction (DPI) certifies speech-language pathologists who hold either the ASHA Certificate of Clinical Competence (CCC) and/or a license from the North Carolina Board of Examiners to practice speech-language pathology.

Speech-language pathologists who work in the schools are classified as Special Service Personnel. DSHS graduates who have obtained the ASHA CCC or North Carolina licensure in speech-language pathology must apply directly to DPI and will be granted a G-level certificate; see their website at http://www.dpi.state.nc.us/licensure/. A form, requiring the Division Director’s signature, can be obtained from the Academic Administrator located on the first floor in the Allied Health Department offices. Graduates of Speech and Hearing Sciences will have completed the 60 hours of graduate course work required for an Advanced Licensure salary supplement.

SCHOLARSHIPS AWARDS AND FINANCIAL AID

Fellowships and assistantships may be available from time to time from a variety of sources including the Division of Speech and Hearing Sciences, the VA Hospitals, the Carolina Institute for Developmental Disabilities, or research or training grants. Once admitted, all students will be provided application materials for any available funding opportunities. If there are openings during the academic year, all students will receive an invitation to apply. Announcements will be posted via the email list as these become available.

Loan programs are available through the campus Financial Aid Office. For further information concerning these programs, contact the Student Aid Office, 300 Vance Hall, CB #2300; information can also be found on their website at http://studentaid.unc.edu/. Contact the Fellowship Officer, Graduate School, 200 Bynum Hall, C.B. #4010, for fellowship information.

The Department of Allied Health Sciences also offers limited financial aid in various forms such as: scholarships, fellowships, loans, and emergency loans. Please see the Associate Chair for Student Services in the Department of Allied Health Sciences for details and applications or view financial assistance opportunities and applications for scholarships on the DAHS website at: http://www.med.unc.edu/ahs/student-services/financial-assistance
In addition, there are currently seven named scholarships awarded by Speech and Hearing Sciences. Information about currently funded SPHS scholarships can be found on the website at: http://www.med.unc.edu/ahs/student-services/shs-scholarships

**NSSLHA**

The National Student Speech Language Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders. Membership in national NSSLHA is available to undergraduate, graduate, or doctoral students.

A significant benefit of membership in NSSLHA is the reduced cost of the first year of ASHA membership application for certification for students who are members of NSSLHA.

**UNC CAREER SERVICES**

To establish permanent credentials and obtain research information for career placement, second year students are invited to register with:

Office of University Career Services  
ucs@unc.edu  
219 Hanes Hall, CB #5140  
Telephone: 919-962-6507  
http://careers.unc.edu/

Contact the Director of Health Sciences Placement, (919-962-7994).
APPENDIX A
Course Waiver Form

Student’s Name _______________________________________________________

Course Waived Number & Title ___________________________________________

Description of Course Taken

Course Number & Title ___________________________________________________

Semester/Year _________________________________________________________

# of Graduate Credit Hours: ______ # of Undergraduate Credit Hours: _______

Course Instructor Signature _____________________________________________

Date: ______________

Faculty Advisor (Signature) _____________________________________________

Date: ______________
APPENDIX B

Independent Study Plan

Speech and Hearing Sciences

Independent Study provides an opportunity to investigate specific problems or areas of interest under the direction of a faculty mentor. You should design the Independent Study in close consultation with this individual. All independent studies must be approved by the SLP Program Coordinator prior to the deadline for adding courses in the semester this project is to be undertaken. The proposed plan of study should be drafted by the student using this form (expand the amount of space, as needed, for each section). A final version will be generated after meeting with the faculty mentor.

Name of Student:

Name of Faculty Sponsor:

Title of Project:

Semester:

Semester Hours of Credit (see footnote¹)

1. **Content of Proposed Project**

   Please describe the content of the project e.g. directed readings, laboratory experiences, etc.

2. **Conduct of Proposed Project**

   Please describe the proposed product/s for this work. How often and by what means will you meet with the professor meet to discuss progress? (face to face meetings, email or telephone correspondence, etc)

3. **Project Objectives**

---

¹ UNC follows the Federal definition of credit hour – that being one credit hour = 750 minutes of instruction time or the equivalent (this is based upon 50 minutes over 15 weeks). One credit hour traditionally requires up to four clock hours of time per week (one hour of direct contact and three hours of work outside class). For independent studies the nature and frequency of direct contact is negotiable; however, the student’s effort level should correspond with this general guideline.
What are the specific goals for the project? What specific knowledge and/or skills do you expect to acquire? How does the course fit with your program of study?

4. Assessment Measures

How will your professor evaluate the project to determine if these goals have been met? What is expected in order to earn a grade e.g. P vs H.

6. Approvals

Independent studies require the following signatures. Copies should be distributed to the student, the instructor, the SLP program coordinator, and the student file.

_______________________________________  _________________________
Student's Signature                      Date

_______________________________________  _________________________
Instructor’s Signature                   Date

_______________________________________  _________________________
SLP Program Coordinator                  Date
Graduate students participating in programs associated with the UNC-CH Graduate School are expected to attain knowledge and skills in research in their field of study. In the Division of Speech and Hearing Sciences Master of Science program, this requirement is met by satisfactory completion of an introductory course in statistics (can be completed at the undergraduate level), SPHS 950 Research Resources and Technology, and SPHS 701 Research Design. In addition, students must complete one of the following:

- Research experience
- Research paper
- Master’s thesis

This document describes the guidelines for the research experience and the research paper in two sections. The Master’s thesis is described elsewhere, both in the Student Handbook and the Graduate School website at http://gradschool.unc.edu/etdguide/. Our intention is to allow for flexibility within the guidelines, recognizing there will be a range of research opportunities and student interests.

Section I: Research Experience

These Guidelines describe the requirements for the research experience.

Course Enrollment

Students should enroll in SPHS 870 Research Experience under the section number of the faculty member who serves as their research mentor, during the semester they begin the Research Experience.

1. A student must secure the agreement of a faculty member to take part in an ongoing research project. Faculty members are not required to mentor students for research experiences, thus, the opportunity to participate in a research experience is not guaranteed. We do however anticipate a variety of opportunities will be available to students. The research experience will entail taking part in the ongoing research of a faculty member. Students who are interested in conducting more independent research on topics of their own choosing should consider a Master’s thesis or research paper.

2. Time commitment and activities for the research experience will be negotiated between the student and faculty member at the time the faculty member agrees to mentor the student, and prior to the student’s registration for the research experience. The agreement should be documented on the attached “Research Experience Plan” form, signed by both the faculty member and the student. Signing of the “Research Experience Plan” form represents a contract between the student and faculty member regarding what will be expected for satisfactory completion of the research experience. Once the contract is signed, both the student and the faculty member have a responsibility for completing the experience as described. A copy of the completed form should be placed in the student’s permanent file in the DSHS by the mentoring professor.

3. Time commitment to the research experience for one credit hour is 50 hours. Students funded on training grants may be required to complete additional research hours. The number of hours will be agreed upon by the student and mentor and documented on the
research experience form BEFORE the experience begins. After the research experience form has been completed, the students should register for SPHS 870 Research Experience.

(4) Students who have paid research assistant positions may negotiate to complete their research experience with the same project on which they are employed. In such a case, the student would work an additional 50 hours on the project beyond their paid hours of employment. At the discretion of the faculty member, students may also choose to work for 50 hours on the project and forgo payment for those hours.

(5) At the completion of the research experience, the student should complete the attached “Research Experience Report” form, and the student and faculty member should sign the form to verify that the requirements for the research experience have been satisfactorily fulfilled. A copy of the Research Experience Report form should be included in the student’s permanent DSHS file.

Grading
Grading will be based upon the Graduate School scale of H P L.

Research Paper

These guidelines describe the requirements for the Research Paper. Students who select this option will choose a topic area of particular interest to them; identify a theme, problem, or question within this topic area; thoroughly review the pertinent literature; analyze and synthesize this literature; and write a concise and critical literature review.

Course Enrollment and Paper Submission

Students may begin to work on the research paper during the spring semester of their first year of enrollment. They are encouraged to start their work as soon as possible. Much of the work should have been completed by the time they enroll in SPHS 870 Research Experience (one credit hour) during their last semester in the program. Enrollment should be under the section number of your primary reader for the paper. For most students, this will be during the spring semester prior to graduation. A topic must be submitted to a faculty mentor by midterm of the second Fall semester.

The research paper must be submitted to the student’s faculty advisor or appointed reader (see below) prior to the first day of spring break (for students graduating in the summer or fall, the submission date will be determined with the student’s faculty advisor upon the student’s enrollment in the MS program or as soon as possible thereafter).

Developing the Research Paper

Students must secure topic approval from their faculty advisor. Alternatively, the faculty advisor and the student may appoint another faculty member whose area of interest is more closely aligned with the student’s chosen topic for the research paper. The advisor or appointed faculty reader will assign the final research paper grade, using the assessment template included in this document.

Students are expected to complete the literature review independently, but should feel free to consult the faculty advisor, appointed reader, or other faculty members with topic expertise for content guidance.
Students should utilize the resources provided by the UNC Writing Center at writingcenter.unc.edu. The student handout section provides specific guidance from early conceptualization to final editing. In particular, students should consult the “Literature Review” handout for general guidance on developing their Research Paper. See http://writingcenter.unc.edu/handouts/literature-reviews/ Students are encouraged to form writing dyads or peer-groups to give and receive feedback on their writing. In some cases, faculty members may be able to provide feedback on earlier drafts of the research paper.

Format and Style

The standard format for the Research Paper is a critical research review. In some cases, an alternative format can be agreed upon with the faculty advisor or appointed reader. For the critical literature review, the suggested overall organization is: (a) Introduction (1 page); (b) Body (6-8 pages, using either a thematic or methodological focus); (c) Conclusions (1 page, including clinical implications).

The manuscript should be double spaced (12 point font) with a one inch margin, and between 8 and 10 pages long (excluding title page and references). APA style should be used throughout. At least ten primary source research articles should be included. Additional references should be included as appropriate. The title page should include a descriptive title no longer than ten words.

Research Paper Assessment Rubric

The research paper will be graded using the following rubric and areas as outlined in the table included below:

Fail (F): Three or more ratings of “poor”
Low Pass (L): One or two ratings of “poor”
Pass (P): All ratings of “good” or any combination of “good” and “excellent”
High Pass (HP): All ratings of “excellent”
<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>There is no reference to the topic, audience or relevance to the discipline of communication studies.</td>
<td>The writer makes the reader aware of the overall problem, challenge or topic to be examined.</td>
<td>The writer introduces the topic and its relevance to 1) the communication discipline; and 2) a chosen audience. The introduction lays the groundwork to the direction of the paper.</td>
</tr>
<tr>
<td><em>Problem Statement/ Orientation to Audience, Topic, Comm Studies Discipline</em></td>
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<tr>
<td><strong>Body</strong></td>
<td>The review has little to no direction, with disjointed subtopics.</td>
<td>There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.</td>
<td>The review flows from general ideas to specific conclusions and/or vice versa. All sections follow a logical order. Transitions tie sections together as well as individual paragraphs.</td>
</tr>
<tr>
<td><em>Structure/Flow</em></td>
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<tr>
<td><strong>Content</strong></td>
<td>The writer has omitted major sections of pertinent content or content runs-on excessively. The writer quotes other material excessively. The ideas presented have little significance to communication studies and/or the audience reader.</td>
<td>The writer includes all the major sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects. The significance to communication studies is evident.</td>
<td>The writer covers the appropriate content in depth without being redundant. The writer cites sources when specific statements are made. The significance of quotes, when used, is apparent. The review is between 8 and 10 pages.</td>
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<tr>
<td><em>Weaving together literature through synthesis via thematic categories that provide exploration/explanation</em></td>
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<tr>
<td><strong>Clarity of Writing</strong></td>
<td>It is difficult for the reader to understand what the writer is trying to express. Writing is convoluted. The paper contains spelling and grammatical errors as well as improper punctuation.</td>
<td>The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is repetitive.</td>
<td>The writing is clear and concise. All theoretical concepts are defined. The writer uses the active voice where appropriate. There are few, if any, errors in spelling, grammar and punctuation.</td>
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<tr>
<td><strong>Conclusion(s)</strong></td>
<td>There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature under review. No research question(s) or suggestions are offered to the reader.</td>
<td>The writer provides concluding remarks that show an analysis and synthesis of ideas. Some of the conclusions, however, are not supported in the body of the review. A research question or suggestion is offered to the reader.</td>
<td>The writer makes succinct and precise conclusions based on the review of literature. Insights into the problem/topic are appropriate. Conclusions and research question/suggestion are strongly supported within the report.</td>
</tr>
<tr>
<td><strong>Synthesis of Ideas</strong></td>
<td>The writer does not include in-text citations for statements made in the review. References which were included in the References list were not cited in the text.</td>
<td>The writer cites sources within the body of the review and includes a corresponding References list. Some formatting problems exist, or some components are missing.</td>
<td>The writer includes all necessary citations in the body of the review. The references in the list match the in-text citations and all were properly encoded in APA format.</td>
</tr>
<tr>
<td><strong>Proper APA format</strong></td>
<td><strong>References</strong></td>
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</table>
Research Experience

1. Student: ________________________________________________________________

2. Dates: _____________ to _______________ Anticipated hours per week: _______
   Total hours should = 50

Faculty Mentor:

Topic/Subject:

Expected outcomes/goals (Research):

Student signature: ____________________ Mentor signature: ____________________ Date: _______
Brief Description of the Experience (To be completed after the experienced is completed)
Student assessment

Faculty Assessment of Student Performance
Master's Thesis

Students may elect to complete a Master’s Thesis under the advisement of a faculty member in Speech and Hearing Sciences. Completion of a thesis is optional. Students may register for thesis credit hours (SPHS 993) in any semester after initiating work on the thesis. IMPORTANT NOTE: Students MUST be registered for 3 semester hours of thesis credit in the semester the thesis is defended.

Suggested M.S. Thesis Timeline
The timeline for completing a Master’s Thesis is expected to vary somewhat with individual students and projects. Students are encouraged to begin the process as early as possible and anticipate some time for unexpected delays. Below is a list of dates by which individual steps generally should be completed.

Spring, First Year With guidance from the thesis advisor, develop and write a thesis proposal. Complete training in the protection of human research participants.

Summer between the First and Second Years Form a thesis committee (one thesis advisor and at least two additional members; the majority of the thesis committee must be full members of the Graduate School faculty).

September-October, Second Year Upon completion of any proposal revisions, submit application for human subject approval to the appropriate UNC–CH Institutional Review Board (IRB).

October-November, Second Year Upon IRB approval, begin data collection.

January-February, Second Year Complete data collection. Analyze the data and write the thesis. Allow sufficient time for drafts to the thesis advisor and repeated revisions of the manuscript.

March, Second Year Defend the thesis at a thesis committee meeting. Provide written copies to committee members two weeks prior to the meeting. Revise the thesis based on committee input. Verify compliance with the UNC-CH Graduate School thesis guidelines.

April, Second Year Submit the approved thesis to the UNC-CH Graduate School by the posted due date.
APPENDIX D
PERFORMANCE IMPROVEMENT PLAN
(Remediation Plans for Inadequate Performance)

Date of Performance Improvement Plan Meeting:

Name of Graduate Student:

Academic Advisor:

All Additional Pertinent Faculty:

Date for Follow-up Meeting(s):

Description of the problem(s) in each competency domain:

Date(s) the problem(s) was brought to the graduate student’s attention and by whom:

Steps already taken by the student to rectify the problem(s) that was identified:

Steps already taken by the faculty to address the problem(s):
Graduate Student: ________________________________

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<th>Specific Competency</th>
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<td>Problem Behaviors</td>
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<tr>
<td>Expectations for Acceptable Performance</td>
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<tr>
<td>Student Responsibilities/Actions</td>
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<tr>
<td>Faculty Responsibilities/Actions</td>
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<tr>
<td>Timeframe for Acceptable Performance</td>
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<td>Performance Assessment Methods</td>
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<tr>
<td>Date(s) of Evaluation</td>
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<tr>
<td>Consequences for Unsuccessful Remediation</td>
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</table>

*Refer to Technical Standards (Appendix A), ASHA Standards (See Appendix B) and/or Pre-Professional Guidelines (Appendix C).*
I, ______________________, have reviewed the above competency remediation plan with my primary advisor, any additional faculty, and the Coordinator of Master’s Studies Coordinator. My signature below indicates that I fully understand the above.

I agree/disagree with the above Plan (please circle one). My comments, if any, are below (PLEASE NOTE: If graduate student disagrees, comments, including a detailed description of the graduate student clinician’s rationale for disagreement, are REQUIRED).

Graduate Student Name ___________________________ Date ____________

Coordinator of Master’s Studies ___________________ Date ____________

Graduate Student student’s comments (Use additional pages if needed):

All faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.
### SUMMATIVE EVALUATION OF PERFORMANCE IMPROVEMENT PLAN

Follow-up Meeting(s) Date(s):
Current Date:
In Attendance:

<table>
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<tr>
<th>Specific Competency/Skill</th>
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<tr>
<td><strong>Expectations for</strong></td>
<td><strong>Acceptable Performance</strong></td>
</tr>
<tr>
<td>Outcomes Related to Expected Benchmarks</td>
<td>(indicate whether met; partially met; not met)</td>
</tr>
<tr>
<td>Next Steps (e.g., remediation concluded; remediation continued and plan modified; next stage in Competency Remediation Process)</td>
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</tr>
<tr>
<td>Next Evaluation Date (if needed)</td>
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</table>

I, ______________________, have reviewed the above summative evaluation of my competency remediation plan with my primary faculty, any additional faculty, and the Coordinator of Master’s Studies. My signature below indicates that I fully understand the above.

I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. *(PLEASE NOTE: If graduate student disagrees with the outcomes and next steps, comments, including a detailed description of the graduate student rationale for disagreement, are REQUIRED).*

<table>
<thead>
<tr>
<th>Graduate Student Name</th>
<th>Date</th>
<th>Coordinator of Master’s Studies</th>
<th>Date</th>
</tr>
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</table>

Graduate Student comments (Feel free to use additional pages):
APPENDIX E
Essential Skills

Communication Skills:
A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English language. *
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served.*
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and groups within the community or profession.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with cultural sensitivity.
- Recognize when a client’s family does or does not understand the clinician’s written and verbal communication.

Students must be able to communicate effectively and efficiently with patients, their families, and with other members of the health care team. This must include spoken communications, and non-verbal communications such as interpretation of facial expressions, affects, and body language. Mastery of both written and spoken English is required although applications from students with hearing and speech disabilities will be given full consideration. In such cases, use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

Motor Skills and Stamina:
A student must possess adequate motor skills to:
- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, etc.) in a safe manner.
- Access technology for clinical management (i.e. billing, charting, therapy programs, etc.).

Intellectual-Cognitive Skills and Attributes:
A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plans and implementation.
- Self-evaluate, identify, and communicate limits of one’s own knowledge and skills.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.
It is expected that students be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computer based technology.

Sensory-Observational Skills and Attributes:
A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:
• Identify normal and disordered hearing and balance, speech and language as appropriate within the student's area of study.
• Identify the need for alternative modalities of communication.
• Visualize and identify anatomic structures.
• Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.

Students must possess sufficient visual, auditory, tactile and motor abilities to allow him/her to gather data from written reference material, from oral presentations, by observing demonstrations and experiments, by studying various types of illustrations, by observing a patient and his/her environment, by observing clinical procedures performed by others, by reading and recording assessment outcomes and by performing a basic examination of a patient. Use of a trained intermediary or other communications aide may be appropriate if this intermediary functions only as an information conduit and does not serve integrative or interpretive functions.

Behavioral, Attitudinal, Social Skills and Attributes:
Because the professions of speech-language pathology and audiology are governed by ethical principles and by state and federal laws, students must have the capacity to learn, and understand these values and laws and to perform within their guidelines.

A student must possess adequate behavioral and social attributes to:
• Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
• Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
• Conduct oneself in an ethical and legal manner, upholding professional Codes of Ethics and university and federal privacy policies.*
• Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
• Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
• Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
• Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
• Dress appropriately and professionally.

The ability to participate collaboratively and flexibly as a professional team member is essential. Students must display emotional health in spite of stressful work, changing environments, and clinical uncertainties. The student must be able to modify behavior in response to constructive criticism. He/she must be open to examining personal attitudes, perceptions, and stereotypes (which may negatively affect patient care and professional relationships). He/she must exhibit behavior and intellectual functioning which does not differ from acceptable standards. In the event of deteriorating emotional function, it is essential that students be willing to acknowledge
the disability and/or accept professional help before the condition poses danger to self, patients, and/or colleagues.
APPENDIX F
Course Descriptions
Master of Science

SPHS 530: Introduction to Phonetics. 3 semester hours. Fall semester. This required prerequisite course covers the basic concepts of clinical phonetics, descriptive information about the vowels and consonants of American English, diacritics, discrimination and transcription skills for clinical practice situations and applications to communication disorders.

SPHS 540: Speech Science. 3 semester hours. Spring semester. This required prerequisite course covers the basic principles of acoustics as applied to speech production and perception. The focus is on normal structure and function, though students also learn about application of methods and instrumentation relevant to speech disorders. Students gain hands-on experience with recording and analyzing speech through assignments and classroom exercises. This course fulfills the American Speech-Language-Hearing Association’s standard for acoustic bases of normal communication for pre-professional students (Standard IV-B).

SPHS 570: Anatomy and Physiology of Speech and Hearing Mechanisms. 3 semester hours. Spring semester. This required prerequisite course provides basic knowledge of the anatomical structures and physiologic functions that support the production of speech and the perception of hearing, and is a prerequisite to graduate study in speech language pathology or audiology. This knowledge is critical to the understanding of normal and disordered speech and language, swallowing, and hearing. The course is composed of five primary units: respiration, phonation, articulation, audition, and neurology. It should be taken the junior or senior year of undergraduate study or in the first fall semester of graduate school, for those with a degree from another discipline.

SPHS 701: Introduction to Research. 3 semester hours. Spring semester. This required course is an introductory, graduate level course aimed at providing students with a foundation in research methods. Students will learn how to read, understand, and evaluate research in speech-language pathology, so that they may be critical consumers of research in this area.

SPHS 740: Principles of Prevention, Assessment and Intervention. 3 semester hours. Fall semester. Upon completion of this required course, students will acquire knowledge and skills in principles and methods of prevention, assessment and intervention for clients and patients with communication disorders, including articulation, fluency, voice, receptive and expressive language, social communication, cognitive communication, communication modalities, swallowing, and hearing and the impact of hearing on speech and language. Students will gain knowledge and skills needed to work with culturally and linguistically diverse populations across the lifespan.

SPHS: 742 Aphasia. 3 semester hours. Fall semester. This course covers the etiology and nature of acquired language disorders in spoken and written modalities. It includes neurologic foundations, evaluation methods, principles for differential diagnosis, psychosocial consequences, and recovery processes. Intervention approaches are discussed in detail and in reference to the level of empirical evidence, the theoretical foundation, and the role of the person with aphasia.

SPHS 743: Pediatric Speech Sound Disorders. 3 semester hours. Spring semester. Upon completion of this required course, students will be able to describe the normal sequence of speech sound development, you will be proficient in current evaluation procedures for the
identification and differential diagnosis of delayed and disordered speech sound development, and will understand how to set appropriate treatment goals for clients with speech sound disorders. Students will be able to distinguish between articulatory and phonological disorders, distinguish phonetic from phonemic therapy, and understand the relationship between speech sound disorders and written language difficulties. Students will learn to use professional terminology in a variety of report formats. Students will be confident in their ability to select a treatment approach that will result in perceptual and sound production accuracy, system-wide restructuring, and overall speech intelligibility.

SPHS 744: Motor Speech Disorders. 3 semester hours. Fall semester. This required course focuses on neurological disorders of speech motor control, including the dysarthrias and apraxia of speech. Emphasis is on 1) the neural substrates and physiology underlying normal and impaired motor control of speech, 2) differential diagnosis of the dysarthrias and apraxia of speech, and 3) principles of treatment. This course is required for the Master of Science degree in speech-language pathology.

SPHS 771 - 775: Supervised Clinical Experience. All semesters. Upon completion of this required course sequence, students will gain a sufficient variety of supervised clinical experiences in different work settings and with different populations so that students can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

SPHS 776 - 779: Contemporary Professional Issues. Variable credit. All semesters. Upon completion of this required course sequence, students will acquire knowledge of professional issues that affect speech-language pathology practice, including trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, reimbursement procedures, entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

SPHS 748: Voice Disorders. 2 semester hours. Spring semester. This required course covers methods of assessment and intervention for voice disorders, from newborns to geriatric populations. The course includes anatomical and physiological/biomechanical function of the larynx, instrumental and non-instrumental evaluation tools, therapeutic and management strategies, and medical/surgical treatment of voice and upper airway disorders. Students gain perspective on a variety of voice related conditions that arise from congenital abnormalities, use related injuries, and medical or surgical etiologies. The course is designed with a focus on clinical application, and case reports are utilized to integrate theoretical knowledge.

SPHS 749: Evaluation and Clinical Management of Persons with Oral-Facial Anomalies. 3 semester hours. Fall semester. This course covers the multidisciplinary aspects of craniofacial speech anomalies relative to diagnosis, treatment, and research. Focus of the seminar is on a) individuals with repaired cleft lip and palate, and b) diagnostic skills – perceptual and instrumental – relative to oral and velopharyngeal structures that impact speech production and intelligibility.

SPHS 751: Communication Disorders: Global Service Learning. 2 semester hours. Fall semester. Fall semester. This community-based learning course provides students the
opportunity to practice and refine language skills for working with culturally and linguistically diverse individuals with communication disorders. Students will deepen their understanding of the culture and current conditions of the community served, and practice skills needed for working collaboratively in a cross-cultural regional and global context.

**SPHS 752: Medical Speech-Language Pathology. 3 semester hours. Spring semester.** This course provides a foundation for evidence-based SLP-care provision in acute and post-acute medical settings. Aspects of assessment, treatment planning and counseling variability along the continuum of care is addressed. Complex case study reviews will be used to illustrate aspects of care in multiple medical environments. This seminar will focus on a) acquired communication/cognitive disorders associated with neurogenic, traumatic and degenerative causes, b) interpretation of relevant information from multiple subspecialties, c) functional techniques for treatment in various settings and d) practical demonstrations of evaluation and treatment strategies.

**SPHS 754: Dysphagia. 3 semester hours. Spring Semester.** This required course concentrates upon learning normal and disordered swallowing including an in-depth and comprehensive review of anatomy and physiology as well as the neurological basis of the swallowing mechanism. Research data and clinical analysis in swallowing disorders is examined as it relates to both the exploration of the normal swallow and diagnosis and management of swallowing disorders in the adult population.

**SPHS 760: Adult Communication Disorders. 3 semester hours. Spring semester.** This required course provides an introduction to acquired neurologic communication disorders in adult populations, including principles for intervention. It is intended to prepare students for their first clinical encounters with adults who have impairments that affect linguistic, cognitive, and/or motor functions. Both theoretical and psychosocial foundations are discussed.

**SPHS 762: School-Age Language Learning Disorders. 3 semester hours. Spring semester alternate years.** This course provides a foundation regarding language and learning disorders experienced by school-age children, and how such disorders affect literacy learning, and access to the curriculum across the school day. In the course, students expand their knowledge and understanding of language and learning disorders, including the characteristics, psychological, developmental, linguistic, and cultural correlates. Students also learn innovative assessment and intervention methods to addresses expressive and receptive language (including reading, writing, speaking, and listening) and cognitive aspects of communication (attention, memory, sequencing, problem-solving, & executive functioning). The course emphasizes collaboration with students, families, and other professionals to provide the most appropriate services to school-aged children with language and learning disorders.

**SPHS 765: Augmentative and Alternative Communication. 3 semester hours. Spring semester.** This required course is designed to provide students with an introduction to Augmentative and Alternative Communication (AAC) systems for individuals with complex communication impairments. The course illustrates the role that AAC systems play in overcoming barriers to successful communication, education, and participation. Course content covers assessment and intervention issues specific to individuals with complex communication needs of all ages and abilities. The course highlights the importance of interdisciplinary collaboration and fosters enthusiasm for life-long learning in the ever-changing field of AAC. Rather than focusing on the technical skills of programming AAC devices, the course focuses on the processes involved in selecting, representing, and organizing vocabulary, as well as strategies to support the development of communicative competence in AAC.
SPHS 582: Introduction to Audiology. 3 semester hours. Fall semester. This required prerequisite course provides fundamental knowledge related to the characteristics of sound and vibration, basic anatomy and physiology of the auditory system, disorders of the ear and hearing, screening for hearing loss, and assessment of hearing. It also provides an introduction to the management of hearing loss with hearing aids, cochlear implants, and related technologies. This knowledge is critical for speech-language pathologists and other professionals who will be consumers of audiology services. The course also provides an introduction to the profession for students considering a career in audiology. It should be taken in the fall of the junior year or in the first fall semester of graduate school for those with a degree from another discipline.

SPHS 792 Pediatric Dysphagia. 2 semester hours. Fall Semester. This course is available to students who have successfully completed SPHS 754. Content is related to assessment of feeding and swallowing disorders in infants and children.

SPHS 803: Pediatric Aural Habilitation. 3 semester hours. Fall semester. This course is composed of four interrelated components. The first is an overview of the forces that have shifted the experiences of children with hearing loss in North America including universal newborn hearing screening and evolving technologies. A second component is the current state of knowledge regarding auditory, speech, and language development in young children to provide a basis for understanding the effects of hearing loss on speech perception and language development. Skilled audiological management, including the fitting of amplification or surgical implantation of a cochlear device to achieve an optimal fit is an integral element of comprehensive management. Hearing aids, assistive devices, and cochlear implants, as well as the issues involved in successfully fitting these devices are included in this area. The fourth and largest component is the implementation of a structured, hierarchical auditory/oral approach to intervention and the development of language and speech through audition.

SPHS 804: Audiologic Rehabilitation for Adults. 3 semester hours. Fall semester. This course covers aspects of audiologic rehabilitation including counseling, visual speech perception, auditory training, special needs of adults and psychosocial aspects of hearing loss will be addressed. A review of technology to enhance communication for adults with hearing loss is also included.

SPHS 806: Communication Assessment and Intervention for Children Birth to Five. 3 semester hours. Fall semester. This course covers methods of assessment and intervention for preschool children (birth to five) with special needs and their families. The course includes current formal and informal assessment tools and techniques, as well as current intervention techniques. Students gain a broad perspective of the domains related to communication skills in young children such as play, cognitive, engagement, motor, and social-emotional skills, as well as knowledge in working with families of infants and preschool children with special needs. Strategies for teaming, consultation, and collaboration with families, educators, and other providers of supports and services are also discussed.

SPHS 830: Independent Study in Bilingual Issues. Variable credit. Fall or Spring semester. Students may select a specific topic related to communication disorders in culturally and linguistically diverse populations. The first credit requires selection of a primary text and written reflections on each chapter that include a specific personal or clinical example from the student's experience, which the student relates to the information in the chapter. The second credit requires 6 additional readings (preferably journal articles) and preparation of a
presentation and supporting visual materials that integrate the supplemental articles selected. The third credit requires a paper using 5-10 resources in addition to those reviewed for the above course requirements. The paper should integrate all the readings for the semester.

**SPHS 834: Counseling and Communication Disorders. 3 semester hours. Spring semester.** This course provides a broad overview of contemporary counseling issues in communication disorders and how interviewing and counseling appropriate to age, life-course, and cultural background can facilitate the adjustment of individuals and families.

**SPHS 840: Aging and Communication Disorders. 3 semester hours. Fall semester.** This course focuses on medical, psychological, and social theories and aspects of aging as they relate to communication processes and disorders.

**SPHS 849: Fluency Disorders. 2 semester hours. Fall semester.** This is a graduate level MS/SLP required course. Through lecture, discussion, and in-class as well as out-of-class projects, students who complete this course will be able to: describe the difference between fluency, disfluency, and stuttering; identify the core and secondary behaviors associated with developmental stuttering in children and adults, and describe the major etiological theories of stuttering. Students will learn how to contrast stuttering vs. cluttering and identify the characteristics of developmental stuttering (i.e., affective, behavioral, and cognitive) as manifested by adults. They will know the essential features of stuttering assessment protocols for adults and children and be able to identify intervention protocols commonly used to treat adults and children who stutter in order to differentially diagnose developmental stuttering from stuttering associated with acquired neurologic conditions.

**SPHS 864: Speech and Language Impairments in Children. 3 semester hours. Fall semester.** This seminar course explores some of the categorical classifications of young children and the impact of these categories on assessment and intervention. Common topics include autism, visual impairments, fragile X syndrome, and Down syndrome.

**SPHS 870: Research Experience. 2 semester hours. Second Spring semester.** Students may fulfill the required research experience in one of two ways; participation in a research experience or completion of a research paper. The research experience will entail taking part in the ongoing research of a faculty member. A variety of project options is available to students each semester. Students who are interested in conducting more independent research on topics of their own choosing should consider a Master’s thesis or completing a research paper. Students who select to complete a research paper will choose a topic area of particular interest to them; identify a theme, problem, or question within this topic area; thoroughly review the pertinent literature; analyze and synthesize this literature; and write a concise and critical literature review.

**SPHS 880: Autism Seminar. 3 semester hours. Spring semester.** This course is an introduction to issues related to autism spectrum disorders (ASD), and is intended to prepare future clinicians to understand and serve this unique population. Critical issues related to serving ASD populations will be covered, including diagnostic criteria, intervention options, multicultural considerations, collaboration with family and other professionals, and evidence-based practice. Specific strategies and guidelines will be discussed and illustrated using problem-based learning strategies (e.g., case studies). A significant component of this course will be class discussion and ongoing assessment of teaching and learning.
SPHS 950: Research Resources and Tools. 1 Semester hour. Fall semester. This required course is taken by first year students in the M.S. and Au.D. programs. It is composed of modules of instruction designed to prepare graduate students to be able to both participate in and be educated consumers of research. Modules include: scientific writing, evidence based practice, how to use Ref Works, computer security, resources of the Health Sciences Library, ethical conduct, human subjects training and how to construct a professional poster.