



Revised, May 1, 2002

University of Maryland

GRADUATE PROGRAMS IN

HEARING AND SPEECH SCIENCES

MA Program:
Speech-Language Pathology

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<http://www.bsos.umd.edu/hesp>

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**M.A. PROGRAM IN SPEECH-LANGUAGE PATHOLOGY
DEPARTMENT OF HEARING AND SPEECH SCIENCES
UNIVERSITY OF MARYLAND**

The program leading to the Master of Arts degree in **Hearing and Speech Sciences** 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 normal processes of speech, language 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 graduate program at the University of Maryland is accredited by ASHA.

In order to practice as a Speech-Language Pathologist, almost all employers and jurisdictions require the prospective employee to hold the Certificate of Clinical Competence. The requirements for this certification include 27 hours of basic science coursework usually obtained at the undergraduate level, as well as graduate coursework and supervised clinical practicum. Prospective students should refer to these requirements, which are described on page 8.

The graduate program in Hearing and Speech Sciences at the University of Maryland also accepts graduate students who come from non-Hearing and Speech backgrounds, and provides such students with appropriate preparatory coursework. Interested students should contact the department for further information.

ADMISSION TO THE GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY

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 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 call the Department office for further information, at (301) 405-4214.

Please note that 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.

ACADEMIC REQUIREMENTS

LENGTH OF PROGRAM

The expected time frame for completion of the M.A. program in Speech-Language Pathology is four academic semesters, plus one intervening summer term. For students who enter the M.A. program without a background in the hearing or speech sciences, the expected time frame for completion of the M.A. degree is an additional two to three semesters of full-time enrollment.

DETERMINATION OF FULL-TIME STATUS

The M.A. program in Speech-Language Pathology 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. Clinicians registered for clinical practica should be prepared to devote approximately 20-30 hours per week to the preparation, implementation, and analysis of clinical experiences.

All students seeking an M.A. degree must accumulate a minimum of 36 hours of graduate level academic coursework. A minimum grade point average of 3.0 (on a 4.0 scale) is required for all courses taken after matriculation as a graduate student.

Graduate school regulations specify that 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.

Any student who has not taken a course in statistics at the undergraduate level must complete a course in their graduate program. Students should note that courses for which only a portion of the semester was devoted to statistics are not acceptable.

The following page describes the curriculum for students pursuing the M.A. degree in Speech-Language Pathology. 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.

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. A new Graduate School policy enables departments to exercise discretion in raising this number to twelve (four courses). Students wishing to transfer up to twelve credits must petition the HESP faculty for consideration of these additional credits.

MA Curriculum for Speech-Language Pathology Students

	<i>Thesis Option</i>	<i>Non-Thesis Option</i>
Diagnostic Methods in Sp-Lang Path (HESP 702)	3	3
Audiology course 600 level	3	3
 <u>The following five disorder courses:</u>		
Phonological Disorders (620)		
Child Language Disorders (616)		
Aphasia (610)	15	15
Voice Disorders (624)		
Stuttering (612)		
 <u>One of the three following courses:</u>		
Acoustical & Perceptual Phonetics (604)		
Research Design (724)		
Neurological Bases of Communic.(602)	3	3
Electives: Select from HESP Courses*	6	9
Neuromotor Disorders (622)		
Language & Learning Disabilities (626)		
Dysphagia (625)		
Oro-facial Anomalies (614)		
or others at 600-800 Level		
Augmentative Communications (621)		
Thesis (799)	6	-
Candidacy paper (638)	-	3
	<hr style="width: 10%; margin: 0 auto;"/> 36	36

** To meet minimum requirements for ASHA certification, at least three hours of electives must be in coursework dealing with communication disorders. NOTE: Not all courses offered at the 600 level through HESP continuing education programs are approved for application to the MA degree. Students should consult with advisors prior to registration.*

COURSE REQUIREMENTS FOR STUDENTS WITHOUT HESP BACKGROUND

A. Undergraduate preparatory courses

- HESP 300 - Introduction to Psycholinguistics
 - HESP 305 - Anatomy & Physiology of the Speech Mechanism
 - HESP 311 - Anatomy, Physiology & Pathology of the Auditory System*
 - HESP 403 - Intro to Phonetic Science
 - HESP 400 - Speech and Language Development
 - HESP 407 - Introduction to Hearing Science
 - HESP 411 - Introduction to Audiology*
 - HESP 417 - Principles and Methods in Speech-Lang. Path. and Audiology
- *HESP 606 may be substituted for HESP 311/411

B. Graduate Requirements

- HESP 702 - Diagnostic Procedures
- HESP 635 - Aural Rehabilitation
- HESP 620 - Phonological Disorders
- HESP 616 - Language Disorders in Children
- HESP 610 - Aphasia
- HESP 624 - Voice Disorders
- HESP 612 - Stuttering
- Three of the following: HESP 614 (Orofacial Anomalies), HESP 626 (Lang.& Learning Dis.), HESP 625 (Dysphagia), HESP 622 (Neuromotor Disorders), HESP 627 (Augmentative Communications)
- * HESP 602/724/604 - Basic Science Elective
- HESP 638 - Minor Research Problems OR HESP 799 - Masters Thesis Research

-
- *HESP 602 - Neurological Bases of Communication
 - HESP 724 - Research Design
 - HESP 604 - Acoustic and Perceptual Phonetics
 - HESP 600 - Instrumentation in Hearing and Speech Sciences

TYPICAL FIRST YEAR ACADEMIC PREPARATION SEQUENCE FOR STUDENTS WITHOUT HESP BACKGROUND

<u>Summer</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Statistics	HESP 300	HESP 311	HESP 417
(Descriptive/ Inferential)	HESP 305	HESP 407	
	HESP 400	HESP 620	
	HESP 403	HESP 724	
	HESP 411		

Note: This sequence does not include or permit clinical practicum enrollment, which is taken in the second and third years of the M.A. program for students without HESP background.

In particular, students without full HESP background should be aware that clinical practicum enrollment requires a minimum pre- or co-requisite of HESP 702 and HESP 616.

COURSEWORK REQUIREMENTS FOR CLINICAL CERTIFICATION
BY THE AMERICAN SPEECH-LANGUAGE AND
HEARING ASSOCIATION

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. At least 30 hours must be obtained in the area in which certification is sought. 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. Note: Some graduate-level coursework offered by HESP's continuing education programs is **not** intended to fulfill coursework requirements for the M.A. degree. **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 Membership Directory, and in the ASHA Certification handbook, which may be obtained from the American Speech, Language and Hearing Association, 10801 Rockville Pike, Rockville, MD 20852 [(301) 897-5700]. A copy of the ASHA certification requirements is always included in the orientation packet and should be retained for future reference.

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 January 1, 1993, a student must accumulate at least 25 hours of supervised clinical observation and a minimum of 350 clock hours of supervised clinical practice. At least 150 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. A minimum of 20 clinical hours is required in the student's minor professional area. Students who enter the M.A. program with fewer than the required number of clock hours in their minor area from their undergraduate institution will be required to enroll in a two 1-credit full semester clinical practicums in their minor area.

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. 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 fluent, intelligible speakers of English.

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.

Notes on outside placements:

A student may not go on outside placement if he/she is on academic probation (GPA below 3.0). 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.

Outside Placement Sites for HESP Graduate Students in Speech-Language Pathology

I. Adult Placements

Anne Arundel Medical Center
Bethesda National Naval 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
Howard County General Hospital
INOVA Fair Oaks Hospital
Johns Hopkins Hospital
Laurel Regional Hospital
Loudoun Hospital Center
Montgomery General Hospital
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
Sibley Memorial Hospital
Suburban Hospital
University of Maryland Hospital

VA Hospital
Walter Reed Army Hospital
Washington Adventist Hospital
Washington Hospital Center

II. Child Placements

Chapel Forge Special Education Center
Chelsea School
Children's Hospital National Medical Center
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
Lourie Children's Center
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

THE THESIS AND NON-THESIS OPTIONS

Students pursuing the M.A. degree in Hearing and Speech Sciences with an emphasis in Speech-Language Pathology must choose either the NON-THESIS OPTION or the THESIS OPTION.

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 three credit hours in HESP 638 (Minor Research Problems) during the semester 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.

The student must begin working on the Candidacy Paper by the beginning of the semester PRIOR TO the semester of expected graduation. The student is expected to obtain approval for the paper topic in the first month of the semester prior to graduation. An outline is due to the first reader approximately one month later. A first draft of the Candidacy Paper is due no later than the last day of the semester PRIOR TO the semester of expected graduation. A final version is due approximately six weeks after the start of classes of the semester of graduation. The Candidacy Paper must be approved by the deadline posted for the semester. 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 to be eligible to take the comprehensive examination.

Two members of the HESP faculty must read and approve the Candidacy Paper. Eligible readers must hold the doctoral degree and hold greater than half-time appointments within HESP. The student should present a proposal for the paper to a faculty member (primary reader) whose interests are in line with the proposed topic. The second reader is always the student's academic advisor, unless the primary reader and academic advisor are one and the same. In this case, a second faculty reader should be chosen.

Generally, the Candidacy Paper is organized in the form of INTRODUCTION, STATEMENT OF THE PROBLEM, REVIEW OF THE LITERATURE, CONCLUSIONS, AND IMPLICATIONS FOR FUTURE RESEARCH. The style, including citations and references, should follow those described by 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. **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. Copies are available in the HESP Main Office and on the HESP web site.**

COMPREHENSIVE EXAMINATION

The comprehensive examination for Speech-Language Pathology majors consists of seven hours of written examination. In addition to the final approved Candidacy Paper, THE COMPLETION OF ALL PRIOR ACADEMIC COURSE REGISTRATIONS IS A PREREQUISITE TO THE WRITTEN EXAMINATION.

A student may not take comprehensive examinations if he/she is on academic probation or has incomplete grades for courses taken in semesters prior to the administration of the comprehensive examination.

Speech-Language Pathology majors are required to write a minimum of three hours in the area of Speech Disorders, two hours in Language Pathology, and one hour each in Basic Science and Audiology. Student knowledge of the core disorders coursework (child and adult language disorders, articulation, fluency and voice) and diagnostics will be assessed. The faculty may elect to combine core disorders areas in constructing questions. The Basic Science area will include an elective question in phonetic science, research design or neuroanatomy. For the seventh hour of the examination, the student will write in either aural rehabilitation or hearing measurement.

A student who fails more than two examination areas will be judged to have failed the comprehensive examination.

Any student who fails either one or two comprehensive examination questions may re-take those areas during the same semester. New questions will be administered which follow the general procedural format of the questions which were failed.

Students who fail to pass any re-administered question areas will be required to take the entire comprehensive examination over 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.

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.

THESIS OPTION

Should I do a thesis?

Students sometimes fear that the thesis option may delay graduation, and in fact, many students who undertake theses do not finish them within the two year span of the typical MA program. 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. The typical thesis student begins the CFY year two years after beginning the MA program, and simply completes 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. A thesis is excellent preparation for anyone who believes that they would like to pursue a doctoral degree.

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 following steps should be taken before a student undertakes a thesis project:

- (1) 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.
- (2) 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) The primary advisor and the student choose at least two other members of the graduate faculty to serve on the thesis committee. Although they are not required to do so, many thesis committee members wish to see the thesis proposal before the project is initiated. 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.
- (4) Following the approval of the thesis topic, the student is then permitted to pursue his/her research and write the thesis. If the research involves human subjects, the University Committee for Research on Human Subjects must approve the project. A thesis involving human subjects cannot be filed without Human Subjects Review certification.

The department has prepared a guide to assist students in researching and writing theses. This guide is available in the Main Office and on the HESP web site. Students are highly encouraged to make use of the guide.

UNIVERSITY AND DEPARTMENTAL DEADLINES FOR FINAL SEMESTER OF ENROLLMENT

Reminder: Graduate school regulations require all students to carry *at least one credit of enrollment during the semester in which graduation is anticipated*, regardless of the number of credits already accumulated. Please plan accordingly. Failure to be enrolled for at least one credit during the semester of graduation may prevent timely receipt of your diploma.

The University and Department both have strict deadlines which must be followed to ensure timely graduation. **University** paperwork that must be completed and filed in order for a student to graduate consist of the following forms:

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)
AND Nomination of Thesis Committee Form (for theses)	*****
Report of the Oral Examining Committee (for theses) OR Certificate of Completion of MA degree without thesis	(typically due three weeks before the end of the semester) *****

University paperwork deadlines are published each semester in the Schedule of Classes, and are also available on the World Wide Web.

Departmental paperwork consists of the Candidacy paper and candidacy paper approval form. First drafts of the Candidacy paper are due on the Monday of the third week of the semester; candidacy paper approval must occur prior to administration of the comprehensive examination.

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.

PLEASE MEET ALL DEADLINES!

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

Departmental paperwork deadlines are distributed each semester for current and following semesters.

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 entree into the M.A. programs in Hearing and Speech Sciences. 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.

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. (January, 1990).

STATEMENT ON ACADEMIC INTEGRITY (from the Graduate Catalog, page 16)

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.

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HEARING AND SPEECH SCIENCES
FACULTY SPECIALTIES/INTERESTS

Fall 2002

Nan Bernstein Ratner, Ed.D., CCC-SLP; Professor & Chairman

- Children's Articulation and Fluency Development
- Stuttering and Parent-Child Speech
- Language Development

Sandra Gordon-Salant, Ph.D., CCC-A; Professor

- Auditory Problems of the Elderly
- Speech Perception by the Hearing Impaired
- Speech Enhancement Techniques

Gerald N. McCall, Ph.D., CCC-SLP; Professor

- Speech Physiology
- Voice Disorders & Cleft Palate Speech

Grace H. Yeni-Komshian, Ph.D.; Professor Emerita

- Speech Perception
- Bilingualism
- Language Development & Brain and Language

Froma P. Roth, Ph.D., CCC-SLP; Associate Professor

- Child Language Disorders
- Learning Disabilities
- Literacy Development and Disorders

Henk Haarmann, Ph.D.; Assistant Professor

- Aphasia
- Psycholinguistics

Michelle L. Hicks, Ph.D., CCC-A; Assistant Professor

- Psychoacoustics in Normal and Impaired Hearing Systems

Margaret McCabe, M.S., CCC-A; Instructor

- Hearing Aids
- Pediatrics

Rochelle Newman, Ph.D., Assistant Professor

- Speech Perception and its development
- Language Acquisition
- Speech Production
- Perception of American Sign Language

Colleen Worthington, M.S., CCC-SLP; Instructor

- Infant Language Development

- Fluency
- Supervisory Process

Kate Battles, M.A., CCC-SLP; Instructor

- Adult Neurogenics
- Traumatic Brain Injury

Carmen Brewer, Ph.D.; Lecturer

- Diagnostic Audiology

Dianne Handy, M.A., CCC-SLP: Instructor, Clinical Supervisor, LEAP Preschool Director

- Child Language Disorders
- Learning Disabilities

Peter Fitzgibbons, Ph.D.; Lecturer

- Hearing Science
- Audiology

Sharon Palmer, M.A., CCC-A; Lecturer, Clinical Supervisor

- Pediatrics
- Otoacoustic Emissions

Lynn Perlroth, M.A., CCC-A; Instructor

- Aural Rehabilitation

Judy Schaeffer, Ph.D.; Instructor

- Electrophysiological Measures

Vivian Sisskin, M.S. CCC-SLP; Lecturer

- Pervasive Developmental Delay
- Fluency

Margaret Antonisse, MA CCC-SLP; Lecturer

- Linguistics

Kim Banson, M.A., CCC-SLP, Instructor

- Pediatric Swallowing
- Oral Motor Deficits

Tonya L. Williams, M.A., CCC-SLP, Clinical Supervisor

- Augmentative Communication
- Pediatric Swallowing
- Infant and Toddler Language

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). Introduction to phonetics, the physiological bases of speech production and reception, and the physics of sound.

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 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 Speech Pathology III (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 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 (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 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 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 710 Industrial and Environmental Noise Problems (3). Prerequisite: permission of instructor. Evaluation and control of noise hazards. Effects of noise on man. Medico-legal aspects of noise-induced hearing impairment.

HESP 722 Experimental Audiology (3). Experimental techniques in the investigation of problems in audiology.

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 788 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.

HESP 818 Seminar in Language Processing.

HESP 828 Seminar in Hearing Sciences.

HESP 838 Seminar in Language Acquisition.

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

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

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 899 Doctoral Dissertation Research (1-8).