MASTER OF SCIENCE
SPEECH-LANGUAGE PATHOLOGY

CORESLP DEGREE PROGRAM PLAN
2017-2018
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GENERAL CORESLP PROGRAM INFORMATION

During the graduate program, students will communicate and interact with the following key staff and faculty members regarding their degree program:

- **Academic Advisors** - Chrissie Chang & Rakeb Million
- **Graduate Program Coordinator** – Kristie Spencer
- **Director of Academic & Student Services** – Julie Dalessio
- **Master of Science Program Directors** – Tanya Eadie & Sara Kover
- **Master of Science Faculty**
  - **Professors**: Tanya Eadie, Diane Kendall, Sara Kover, Ludo Max, Amy Pace, JoAnn Silkes, Kristie Spencer, Jason Yeatman
  - **Lecturers/Supervisors**: Nancy Alarcon, Michael Burns, Megan Caldwell, Jaqueline Daniels, Patricia Dowden, Julie Dunlap, Lisa Illich, Mara Kapsner-Smith, Melissa Kokaly, Kate Krings, Kelsey Leighton, Lauren Nehilla, Martin Nevdahl, JoAnn Silkes, Laura Snow, John Thorne
- **Director of Clinical Education / Practica Tracking Coordinator** - Nancy Alarcon
- **UW Speech & Hearing Clinic and Center on Human Development & Disability (CHDD) Unit Heads**
  - Julie Dunlap / Pediatrics
  - Megan Caldwell / Adult Neurogenics
  - Marty Nevdahl / Voice
  - Melissa Kokaly / Fluency
  - Lisa Illich / Aural Rehab
  - John Thorne / Pediatrics at CHDD
- **Fieldwork Placement Coordinators (Pre-Internships/Internships)**
  - Kate Krings / School Placements
  - Kelsey Leighton / Non-School Placements
- **Fieldwork Operations Specialist** – Debbie Higuera

While in the graduate program, students are responsible for knowing the following information:

- Department of Speech and Hearing Sciences “Graduate Student Guide” containing policy and procedure details located on the “Current Students” section of the department website.
- Department of Speech and Hearing Sciences program information and policies located on the “Current Students” section of the department website.
- General graduate student information and policies found in the “University of Washington General Catalog for Graduate and Professional Study” ([http://www.washington.edu/students/gencat/](http://www.washington.edu/students/gencat/)) and on the Graduate School website ([http://www.grad.washington.edu/](http://www.grad.washington.edu/)). Students should pay particular attention to the Graduate School Memoranda ([http://www.grad.washington.edu/policies/](http://www.grad.washington.edu/policies/)).
- Master’s degree and general graduate policies and procedures, as outline on the UW Graduate School website ([http://www.grad.washington.edu/](http://www.grad.washington.edu/)). Students should pay particular attention to the Graduate School Memoranda ([http://www.grad.washington.edu/policies/](http://www.grad.washington.edu/policies/)).
PROGRESSION THROUGH THE DEGREE PROGRAM

The CoreSLP graduate program and its timely completion is the sole responsibility of the student. From the time of their first enrollment, students must be registered each quarter until the completion of all degree requirements or apply for graduate “on leave” status. Students should familiarize themselves with the UW Graduate School Memo #9 (https://grad.washington.edu/policies-procedures/graduate-school-memoranda/memo-9-on-leave-policy-to-maintain-graduate-student-status/), which outlines the continuous enrollment and leave policies for all graduate students.

The CoreSLP program is full-time and cannot be completed on a part-time basis. It also has a fixed didactic curriculum, whereby courses are offered only once a year. Because most coursework is sequential, students must achieve the course objectives each quarter in order to progress to the next quarter of study. Be aware that any changes to the program plan or the student’s progression through coursework requirements could result in a delay in completing the degree and additional costs to the student.

Students should always consult their Academic Advisors with degree program questions or inquiries regarding program modifications. All degree program changes must be submitted in writing and undergo an approval process involving the Graduate Program Coordinator and Master of Science Program Directors.

ASHA KNOWLEDGE & SKILLS REQUIREMENTS

The CoreSLP program is designed to meet the academic requirements for the Certificate of Clinical Competence (CCC) granted by the American Speech-Language-Hearing Association (ASHA) and is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). As long as students successfully complete the coursework requirements as outlined in this program plan, they will be eligible for clinical certification in speech-language pathology by ASHA upon graduation.

While in the graduate program, students must acquire specific Knowledge and Skill Areas (KASAs) required for certification by the American Speech-Language-Hearing Association (ASHA). Students should familiarize themselves with the 2014 ASHA SLP Standards and KASAs (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards). Because the UW Department of Speech and Hearing Sciences Master’s programs are accredited by ASHA’s Council on Academic Accreditation (CAA), students will receive an ASHA Verification by Program Director Form upon graduation that attests they have met all the standards for clinical certification in speech-language pathology. Students will submit this verification form with their ASHA certification application.

Students will complete three types of documentation while enrolled in the UW graduate program to meet the department and CAA requirements:

1. ASHA Undergraduate Prerequisites Form: Information on student undergraduate coursework is compiled from the student’s application for admission. Academic Advisors will review materials to document completion of the ASHA undergraduate coursework requirements for graduate study (see next section). Students will address their undergraduate prerequisites with their advisor within the first few weeks of starting the graduate program if there are any missing requirements or discrepancies. All documentation is kept in each student’s academic file.
2. **Degree Audit Reporting System (DARS): Summary of Graduate Coursework Taken at UW**: Students should plan to regularly check the status of degree progress by using the DARS Audit system available in MyPlan. These audits will be used by the academic advisors and the graduate school to confirm eligibility for graduation.

3. **Typhon Allied Health Student Tracking System**: Students are oriented to the Typhon system during the first week of the graduate program. Each quarter students will enter important clinical practicum information into the online Typhon system to document completed clinical clock hours and ASHA skill areas. Clinical supervisors will also enter mid-point and final evaluations into this system for each student they supervise in a clinical practicum. The Typhon system allows students and faculty to monitor ASHA clock hours and skill acquisition requirements, as well as document each student’s successful completion of clinical coursework and hours. At the end of the program, the student will submit a final report to their academic advisor which summarizes each student’s completed graduate clinical work. This document will be placed in the student file. Students will have access to their online Typhon data up to 5 years post-graduation.

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**DIDACTIC COURSEWORK REQUIREMENTS**

*Undergraduate Coursework Requirements (Tracked on ASHA Undergraduate Prerequisites Form)*


Be sure to meet with an Academic Advisor immediately if you need to fulfill these requirements or if you have questions about whether a course meets the requirements, so you can create a plan together!

1. **Foundational coursework in speech & hearing sciences**. Undergraduate coursework in communication sciences and disorders is required and assumed completed by the student prior to graduate study. The student must confirm with their Academic Advisors that the foundation coursework requirements have been met. For students with identified deficiencies, additional coursework will be necessary. Due to the rigorous nature of the master’s program, students admitted with undergraduate coursework deficiencies may need to extend their graduate program.

2. **Basic science and statistics coursework**. A minimum of one course must be completed in each of the following areas:

   - **Biological science**. Acceptable courses emphasize content related to human or animal sciences and include the areas of biology, anatomy & physiology, neuroanatomy & neurophysiology, human genetics, or veterinary science. A lab component is not required.
   - **Social/Behavioral science**. Acceptable courses are in the areas of psychology, educational psychology, sociology, anthropology, or public health.
   - **Physical science**. Acceptable courses are either in physics or chemistry. A lab component is not required.
   - **Statistics**. Acceptable courses include any college-level, stand-alone statistics course that is computational in nature (e.g., not remedial, historical, or methodological).

Courses must appear on the student’s college transcript by name/number and be taken outside the Speech and Hearing Sciences department. Courses can consist of any number of credits and can be taken for a grade, credit/no credit, pass/fail, or satisfactory/unsatisfactory. For the courses to count, students must achieve a “credit”, “pass”, “satisfactory” or numeric grade of at least .7.

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**Graduate Coursework Requirements**
Students are required to take the 18 didactic courses in the CoreSLP program as summarized in the table below. Please note that program requirements are subject to change.

- **Grading** - The required CoreSLP coursework listed in this plan must be taken for a grade (unless otherwise noted) and students must receive a 2.7 or better in order to receive credit for the course. If a student fails a didactic course, the student will be required to retake the course when it is offered again. Alternative arrangements that satisfy the course requirements may be made at the faculty member's discretion (See Graduate Student Guide).

- **Class Schedules** - Didactic courses are planned around the scheduling needs of on-site and off-site clinical practicum experiences. Students should be aware that some required courses may need to be offered during the evening hours (e.g., after 5:00 p.m.) and some classes may occasionally need to meet on Saturdays.
### CORESLP PROGRAM

#### REQUIRED DIDACTIC COURSES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Quarter Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHSC 500</td>
<td>Clinical Methods for Documenting Change</td>
<td>4</td>
<td>Autumn Year 1</td>
</tr>
<tr>
<td>SPHSC 501</td>
<td>Neural Bases of Speech, Language &amp; Hearing</td>
<td>4</td>
<td>Autumn Year 1</td>
</tr>
<tr>
<td>SPHSC 506</td>
<td>Research Methods in Speech-Language Pathology</td>
<td>3</td>
<td>Winter Year 1</td>
</tr>
<tr>
<td>SPHSC 529</td>
<td>Assessment &amp; Treatment of Birth-4 Communication Disorders</td>
<td>4</td>
<td>Winter Year 1</td>
</tr>
<tr>
<td>SPHSC 531</td>
<td>Neurogenic Motor Speech Disorders</td>
<td>4</td>
<td>Spring Year 1</td>
</tr>
<tr>
<td>SPHSC 532</td>
<td>Assessment &amp; Treatment of Neurogenic Language Disorders</td>
<td>3</td>
<td>Winter Year 1</td>
</tr>
<tr>
<td>SPHSC 533</td>
<td>Medical Speech Pathology</td>
<td>3</td>
<td>Summer Year 1</td>
</tr>
<tr>
<td>SPHSC 534</td>
<td>Assessment &amp; Treatment of Dysphagia</td>
<td>4</td>
<td>Summer Year 1</td>
</tr>
<tr>
<td>SPHSC 535</td>
<td>Assessment &amp; Treatment of Voice Disorders</td>
<td>4</td>
<td>Winter Year 1</td>
</tr>
<tr>
<td>SPHSC 536</td>
<td>Assessment &amp; Treatment of School-Age Communication Disorders</td>
<td>4</td>
<td>Spring Year 1</td>
</tr>
<tr>
<td>SPHSC 537</td>
<td>Assessment &amp; Treatment of Fluency Disorders</td>
<td>4</td>
<td>Autumn Year 1</td>
</tr>
<tr>
<td>SPHSC 538</td>
<td>Assessment &amp; Treatment of Cognitive-Communication Disorders</td>
<td>3</td>
<td>Autumn Year 2</td>
</tr>
<tr>
<td>SPHSC 539</td>
<td>Assessment &amp; Treatment of Childhood Speech &amp; Phonolog. Disorders</td>
<td>4</td>
<td>Autumn Year 1</td>
</tr>
<tr>
<td>SPHSC 540</td>
<td>Augmentative &amp; Alternative Communication (AAC): Foundations</td>
<td>4</td>
<td>Summer Year 1</td>
</tr>
<tr>
<td>SPHSC 542</td>
<td>Counseling and Interactive Skills for SLPs and Audiologists</td>
<td>3</td>
<td>Summer Yr 1 or 2</td>
</tr>
<tr>
<td>SPHSC 565</td>
<td>Professional Seminar (CR/NC)</td>
<td>2</td>
<td>Autumn Year 1</td>
</tr>
<tr>
<td></td>
<td>Professional Seminar (CR/NC)</td>
<td>1</td>
<td>Autumn Year 2</td>
</tr>
<tr>
<td></td>
<td>Professional Seminar: (CR/NC)</td>
<td>2</td>
<td>Winter Year 2</td>
</tr>
</tbody>
</table>

- **NOTE:** Program requirements are subject to change. Per UW Graduate School policy, students must fulfill degree program requirements in effect during the quarter in which they graduate.

### Graduate Emphasis Paths & Elective Coursework Requirements

During the first two quarters of graduate school, each student is required to select one of two possible emphasis paths of interest which will guide program electives and the internship experience. Once an emphasis path is identified, each student is required to complete all of within-department courses associated with the path, as well as complete one or more elective courses offered outside the department (see below). Please note that the emphasis path courses are in addition to the 18 required foundational courses identified above.
• **Emphasis path courses** offered within the department must be taken for a numeric grade.

• **Electives courses** taken outside the department may be taken for a grade or as C/NC or S/NS (C/NC is a course designation; S/NS is an option that students can elect). Elective courses cannot be audited. The out of department electives selected by the student should correspond to the student’s emphasis path and must be approved by and documented with an Academic Advisor. Students often find electives in the departments of Education, Psychology, Rehab, and Nursing, but we encourage you to find courses that satisfy your interests. Courses can be any number of credits and should be at the 400 level or above, but exceptions may be granted by the Academic Advisor.

<table>
<thead>
<tr>
<th>Emphasis Path</th>
<th>Required Courses</th>
<th>Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>SPHSC 526</td>
<td>Spring Year 1</td>
</tr>
<tr>
<td></td>
<td>Treatment of Literacy Disorders (3 cr)</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>SPHSC 543</td>
<td>Winter Year 2</td>
</tr>
<tr>
<td></td>
<td>Pediatric Dysphagia (2 cr)</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>SPHSC 550</td>
<td>Winter Year 2</td>
</tr>
<tr>
<td></td>
<td>Public School Speech Pathology &amp; Audiology (3 cr)</td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>One elective course from outside the department. Students are required to obtain advice and Academic Advisor approval. Course should be at the 400 level or above. Course can be of any number of credits.</td>
<td>At student’s discretion</td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>Choice of one course from the following list:</td>
<td>Autumn Year 2</td>
</tr>
<tr>
<td></td>
<td>• SPHSC 545 Dx/Tx Voice Disorders in Medical Settings (2 cr)</td>
<td>Winter Year 2</td>
</tr>
<tr>
<td></td>
<td>• SPHSC 546 Advanced Neurological Language Disorders (2 cr)</td>
<td>Spring Year 2</td>
</tr>
<tr>
<td></td>
<td>• SPHSC 541 AAC in Medical Settings (2 cr)</td>
<td>Spring Year 2</td>
</tr>
<tr>
<td></td>
<td>• SPHSC 548 Traumatic Brain Injury Seminar (2 cr)</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>6 credits of elective coursework. At least one credit must come from outside the department. Courses in the list above cannot be used to satisfy elective coursework. Students are required to obtain advice and Academic Advisor approval. Courses should be at the 400 level or above.</td>
<td>At student’s discretion</td>
</tr>
</tbody>
</table>

**CLINICAL COURSEWORK REQUIREMENTS**

**Prerequisites:** In order to participate in the required clinical practicum courses, students must adhere to the “Clinical Compliance Requirements & Instructions” which outlines specific training, immunizations, background checks, and documentation requirements. Students are required to meet, monitor, and maintain all requirements while enrolled in the graduate program. Failure to remain in compliance with clinical requirements can jeopardize student participation in clinical education and impact timely progression through the graduate program if clinics need to be dropped and rescheduled due to non-compliance.

**Clinical Clock Hour Requirements:** Students in the CoreSLP program are required to complete 14 clinical practicum courses in order to obtain the specified number of clinical clock hours required by ASHA. Each student in the program will receive a clinical practicum schedule from the Practicum Tracking Coordinator that outlines when each required practicum will be taken. It is each student’s responsibility to adhere to the schedule and ensure...
the practica requirements and ASHA clock hour requirements are met. More detailed information about expectations and requirements for all practica are provided in the individual course syllabi.

In accordance with ASHA, students must complete a minimum of 375 clock hours of supervised clinical experience in the practice of speech-language pathology (325 minimum in the graduate program and 50 maximum at the undergraduate level) plus 25 hours of observation for a minimum total of 400 hours. (Note: Any student who completed clinical clock hours at the undergraduate level should submit their documentation to the Academic Advisor at the start of their graduate program for inclusion in their academic file and enter it into the Typhon system. ASHA allows up to 50 undergraduate clock hours.).

Students should keep in mind that these are minimum clinical clock hour numbers. Even if the student has achieved the minimum total of clock hours prior to completing practica, s/he is still expected to complete all required practica for the graduate program and maximize the hours accumulated during all clinical experiences. Be aware that graduates from any Master’s program are ineligible to start a Clinical Fellowship if these clock hour minimums are not achieved.

Clinical Scheduling: Students should be aware that practica experiences are sequential in nature and follow the dates established in the UW quarterly calendar. Any changes to the length of the clinical experience (e.g. the start or end dates occur either before or after the UW’s dates of instruction) must be approved by the Director of Clinical Education and communicated in writing to the Academic Advisor. Students who request shifts in their clinical practicum schedule, such that they extend the experience by more than 1 week past the end of a given quarter, may be required to enroll for additional academic credits in the subsequent quarter.

- Practicum Assignments & Scheduling - All practica and the final internship are scheduled by the Practica Tracking Coordinator and students are required to take each practica to which they are assigned. The number of clinical credits assigned to each student will vary from student-to-student across quarters, but the total number of practica and required didactic course credits each quarter will never exceed 18 credits. Tracking of initial practica assignments (Autumn and Winter of the first year) is carried out during orientation week. Practica tracking for the rest of a student’s program is finalized during Winter and Spring quarters of the first year and each student will receive a summary of their final clinical coursework plan.

- Requesting Practica Changes - Requests to change a practica plan must be made to the Practica Tracking Coordinator no later than the last week of the quarter, 2 quarters PRIOR to the quarter for which the change is requested (e.g., if a change is requested for Spring quarter, the request must be made no later than finals week Autumn quarter). Changes are not always possible and may result in extending the individual’s program of study.

- Internships & Emphasis Paths – A student’s selected emphasis path will guide his/her internship schedule and plan. Students will register for and complete a pre-internship experience in the quarter immediately preceding the internship. The pre-internship and internship sequence may occur in either Winter & Spring or in Spring & Summer of the second year, as determined by the Fieldwork Coordinators.

- Clients – Practica assignments and number of credits are assigned by UW Speech and Hearing Clinic Unit Heads and will be communicated to students by their clinical practicum supervisor for the quarter. Assignments will also include the number of clients students will see for each practicum. A practicum assignment may include more than one client across the quarter and the student’s grade will be based upon performance with all clients assigned to a particular practicum.
• **Grading** - All required CoreSLP clinical experiences are graded credit/no credit (C/NC). Students can accumulate ASHA clinical clock hours only when receiving credit for a registered practicum and when being supervised at a facility approved by the department. Students must have a minimum of 10 clock hours across the practicum during a quarter to receive credit for a practicum experience. However, students are expected to reach the targets set for each clinical course and clinical supervisors will make any final determination regarding credit awarded for less than 10 clock hours.

• **Clock Hour Targets** - Optimal clock hour targets will be communicated to students for each practicum experience. These targets are designed to ensure students achieve the ASHA minimum requirement of 375 direct client clock hours. While technically students must have only a minimum of 10 clock hours with a client to receive credit, students will need to maximize clock hours within each practicum experience and strive to meet the established targets in order to complete their program on time.

• **Clock Hour Tracking** - All students are responsible for keeping track of and documenting clock hours for ASHA certification in a timely manner. This is done via the department’s computerized database called “Typhon.” Please note that ASHA has not established any minimum hour requirements for particular disorder categories (e.g., articulation, hearing, etc) or age group (adults/children); rather there is an overall minimum target of 375 hours across all disorders and the life span.

<table>
<thead>
<tr>
<th>Practica #</th>
<th>Name of Practica</th>
<th>Credits**</th>
<th>Expectations*</th>
<th>Course Prereq</th>
</tr>
</thead>
<tbody>
<tr>
<td>551A</td>
<td>Pediatric Speech-Language Evaluation I - PSLE (UWSHC)</td>
<td>4</td>
<td>3 hours/week for evaluations and parent conferences + 1 hour weekly group meeting. To receive credit, student must serve a primary clinician for a minimum of two clients and collect data for two clients</td>
<td>500, 529, 539</td>
</tr>
<tr>
<td>551B</td>
<td>Pediatric Speech-Language Evaluation II – CHDD</td>
<td>4</td>
<td>Weekly CHDD requirements: 2 hour assessment of child’s communicative behavior; 2 hour staff/parent conference; 1 hour interdisciplinary observation; and 1 hour seminar in neurodevelopmental disabilities. To receive credit for this practicum, a student must complete a minimum of six clinical evaluations during the quarter and attend the weekly CHDD seminar.</td>
<td>500, 529, 539, 536, 551A</td>
</tr>
<tr>
<td>552A &amp; I &amp; II</td>
<td>Pediatric Articulation/Language Treatment I, II, III</td>
<td>2 or 3</td>
<td>2 – 3 sessions/week with individual client/s + additional weekly individual and/or group meetings</td>
<td>305, 406 [or equiv.], 500 concurrent</td>
</tr>
<tr>
<td>552C</td>
<td>Management of Stuttering</td>
<td>2</td>
<td>2 – 3 sessions/week with individual client/s + additional weekly individual and/or group meetings</td>
<td>500, 537+</td>
</tr>
<tr>
<td>552D</td>
<td>Management of Adult Neuro Speech-Language</td>
<td>2</td>
<td>2 sessions/week with individual client + additional individual and/or group weekly meetings. Patient will be an adult with acquired or developmental communication disorders.</td>
<td>532</td>
</tr>
<tr>
<td>552FI &amp; FII</td>
<td>Management of Adult Neuro Speech-Language I &amp; II</td>
<td>3</td>
<td>Treatment and Diagnostic experience; expect to have more than 1 client and/or group treatment assignment (may have a 2x/week client and a 1x/week client) as well as participating in evaluations scheduled throughout the quarter.</td>
<td>500, 501, 532, 531+, 552FI</td>
</tr>
</tbody>
</table>
### CORESLP PROGRAM – 14 REQUIRED CLINICAL COURSES / 43 CREDITS

<table>
<thead>
<tr>
<th>Practica #</th>
<th>Name of Practica</th>
<th>Credits**</th>
<th>Expectations*</th>
<th>Course Prereq</th>
</tr>
</thead>
<tbody>
<tr>
<td>552G</td>
<td>Management of Voice</td>
<td>3</td>
<td>Treatment and Diagnostic experience; expect to have more than 1 client and/or group treatment assignment (may have a 2x/week client and a 1x/week client) as well as participating in evaluations scheduled throughout the quarter + weekly individual and group meetings.</td>
<td>500, 535</td>
</tr>
<tr>
<td>555</td>
<td>Pre-internship</td>
<td>variable</td>
<td>Typically 2 credits; check with Internship Coordinator to confirm. Watch for memos/meetings regarding registering for the appropriate pre-internship; fingerprinting must be cleared for school placements.</td>
<td>Majority of practica</td>
</tr>
<tr>
<td>601 OR 602</td>
<td>Internship (Non-School)</td>
<td>variable</td>
<td>601 = Typically 10 credits; see the non-School SLP Internship Coordinator to confirm</td>
<td>All adult or child practica depending on internship site</td>
</tr>
<tr>
<td></td>
<td>Internship (School)</td>
<td>variable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>591F OR 591C</td>
<td>Audiology Practicum in Schools</td>
<td>2</td>
<td>591F = 20+ hours/week for 2 weeks in early September. Daily 5 to 6 hours of hearing screening of school-age children. Pre-screening training session on day before screening starts. Group meetings with school audiologist as required; typically there is administrative paper work associated with the screening outcomes; ~30-35 clock hours of patient contact.</td>
<td>481</td>
</tr>
<tr>
<td></td>
<td>Aural Rehabilitation</td>
<td>2</td>
<td>591C = 2 hours/week for evaluations/management appointments + weekly 1 hour group meeting and individual planning meetings as required; typical assignment is two clients, each with once-a-week appointments; ~18 clock hours of patient contact.</td>
<td>481 (or taken concurrently)</td>
</tr>
</tbody>
</table>

### Notes on clinical requirements:
- Expectations may vary somewhat across supervisors and individual client needs. Please check with your supervisor to confirm specific expectations. Regardless of the practicum, students should also expect to spend time each week planning, doing data analysis and report writing.
- 1 credit is equivalent to approximately 1-1.5 client contact hour per week + additional individual and/or group meeting times and will vary with the specific practicum.
- Fluency practicum may be tracked concurrent with the 537 Fluency course
- UW students should be aware that photographs and recordings of UW students engaged in evaluation and treatment may be used for teaching and/or publication purposes.

### ADDITIONAL COURSEWORK OPTIONS

**Master’s Thesis Option**

Students interested in completing a master’s thesis, and who are in good academic standing, have the option to interview with faculty members for the opportunity to complete research during their graduate program. Each Spring quarter, faculty members conduct interviews and open their research labs to students who may be interested in completing a thesis. The selection process takes both faculty and student preferences into account. If selected,
most students start their thesis work during Summer quarter of their first year and complete it by the Summer of their second year (final quarter in the program).

Please be aware that once committed to a thesis project, a student’s degree program is adjusted to reflect the thesis requirements and will be reflected in any Degree Audit run through the DARS system. Students should also be aware that a master’s thesis commitment can result in the extension of a student’s program.

The number of thesis opportunities awarded each year is based on multiple factors, including the number of interested students and the number of available spaces in faculty research labs. If selected, students are assigned a thesis chair who will guide their research, and a thesis committee is established with 2-4 total members (including the chair). Thesis chairs must be graduate faculty within the department, but other thesis committee members can be from different departments.

**Additional Coursework for Students Completing a Thesis**

All students selected to complete a thesis are required to register for the following additional course(s). Please note that the decision to complete a thesis could extend a student’s program beyond the standard 8 quarters.

**Required:** SPHSC 700 Master’s Thesis. Students must register for at least 9 credits total of SPHSC 700. Once thesis works begins, students must register for some number of SPHSC 700 credits each quarter until the thesis is complete. Please be aware that students must be registered for at least 1 credit of SPHSC 700 during the quarter in which they defend their thesis and apply to graduate.

**Optional:** Additional statistics course at 400 level or above. As necessary, the student’s thesis mentor will guide the student in registering for an appropriate statistics course based upon his/her research focus.

**Independent Study Option**

During the graduate program, students have the option of completing an Independent Study (IS) for one or more quarters with a department faculty member on topics of interest. Students should first contact the appropriate faculty member to discuss specific ideas and determine the feasibility and details for the IS. If the faculty member and student agree to proceed, the student must contact an Academic Advisor to discuss and obtain approval to add the IS to his/her course load. Students must be in good academic standing to pursue an Independent Study.

Once approval is obtained, an Academic Advisor will provide the student with the faculty member’s registration code and the student will register for SPHSC 600 – Independent Study or Research. The time commitment formula for an IS is 3 hours of work per week for every 1 credit of registration.

**Note: UW Maximum Credit Limit Policy**

Students who complete a Master’s Thesis or Independent Study may be at risk for exceeding the UW Graduate School’s maximum credit limit for master’s degrees (105 credits) prior to completing the degree program. Typically this happens between Spring and Summer quarter of the second year. The financial aid office requires a petition for any students who exceed 105 credits at the end of Spring quarter and intend to register for Summer. If you find
yourself facing this situation, contact your Academic Advisor for a letter from the department to support your petition to exceed the credit limit.

**DISABILITY ACCOMMODATIONS**

The University of Washington and the Department of Speech and Hearing Sciences are committed to ensuring that otherwise qualified students with disabilities are provided with access, equal opportunity, and reasonable accommodation in its services, programs, activities, education, and employment.

The Disability Resources for Students Office (DRS) is the contact point for students with permanent or temporary disabilities interested in requesting reasonable accommodations due to the effects of a disability. DRS establishes a student’s eligibility for disability accommodations and works collaboratively with faculty and staff to coordinate and implement these accommodations. DRS is a resource for students, faculty, and staff regarding the provision of equal access for students with disabilities in all aspects of campus life. DRS provides knowledgeable guidance and consultation and is a resource for publications on disability-related subject matter.

Students who believe they have a disability, for which they wish to request reasonable accommodations, should contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of their academic program where possible. Students should also notify the Director of Academic & Student Services of disability accommodations. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so the timeliness in requesting accommodations is very important. The University has policies regarding the type of documentation required in order to verify different disabilities and a process for requesting accommodations.

For questions or to learn more about the process for establishing services please contact the DRS office directly:

Disability Resources for Students (Seattle)
011 Mary Gates – Box 352808
Seattle, WA 98195-5839
206- 543-8924 (Voice)
206- 543-8925 (TTY)
206- 616-8379 (FAX)
uwdrs@u.washington.edu (email)
drstest@uw.edu (testing center email)
http://www.disability.uw.edu (website)

**SATISFACTORY PROGRESS IN THE GRADUATE PROGRAM**

The three primary criteria for maintaining satisfactory progress while enrolled in the CoreSLP degree program are summarized below. Students will be reviewed quarterly by the speech-language pathology faculty; anyone not maintaining satisfactory progress will be contacted by the department’s Graduate Program Coordinator and the speech-language pathology faculty.

Students are required to review and understand the department’s “SPHSC Satisfactory Progress (MS)” and the “Graduate Student Guide”, section VI, entitled “Scholarship: Review of Student Progress” which comprehensively outlines the satisfactory performance requirements for this program. This information is located in the “Current
Students” section of the department website. In addition, students are required to review and understand the Graduate School’s “Memo #16 entitled “Unsatisfactory Performance and Progress”.

1. Students must maintain **satisfactory scholarship**
   - A cumulative AND quarterly GPA of 3.0 or greater
   - Any student falling below a GPA of 3.0 will be identified by the Graduate School as a student with “low scholarship” which could result in a change in status action by the Graduate School.

2. Students must maintain **satisfactory progress toward degree completion**
   - In required **didactic** courses students must earn a grade of at least 2.7.
   - In required **clinical practicum** courses students must earn a grade of “credit”.
     - Students must retake any course (didactic or clinical) in which a non-passing grade is earned and will be placed on “probation” through the Graduate School. Students will have only one opportunity to retake a course and earn a passing grade. Failure to pass will result in dismissal. If a course needs to be retaken, it may delay subsequent coursework and/or planned practica, and may extend time in the program.
     - Students who receive a non-passing grade in more than two courses during the program will be automatically dismissed from the program. Thus, on the occasion in which a third non-passing grade of any type is received (didactic, clinical or a combination) the student will be recommended for dismissal from the program.

3. Students must **satisfactorily demonstrate the essential behaviors** required for a speech & hearing science education
   - Students are required to abide by the Speech and Hearing Sciences specifications for essential behaviors and abilities outlined in the “**Essential Requirements of Speech and Hearing Science Education**” signed by each student upon entry into the program. Thus, students must demonstrate satisfactory behaviors and abilities across the following area:
     - Communication Skills
     - Motor Skills
     - Intellectual / Cognitive Skills
     - Sensory / Observational Skills
     - Behavioral / Social Skills

### ACADEMIC PROGRESS CONCERNS

Students will interface with the following faculty members in circumstances where academic progress is of concern.

- **Graduate Program Coordinator (GPC)** - Kristie Spencer
- **Director of Academic & Student Services** - Julie Dalessio
- **Master of Science Program Directors** – Tanya Eadie & Sara Kover

Students who earn non-passing grades in their coursework OR whose cumulative or quarterly grade point average falls below a 3.0 are automatically reviewed by the **Graduate Program Coordinator** and the faculty of the **Master of Science Faculty**. Students who fail to demonstrate the essential behaviors for the master’s degree will also be reviewed upon faculty request. Action, if warranted, will be taken on an individual basis and a change in Graduate School status may be recommended. The department will recommend one of five actions in cases of academic progress issues, using the criteria adopted by the Graduate School in Memorandum #16: 1) No action, 2) Warn, 3) Probation, 4) Final Probation, or 5) Drop.
If action is recommended because of unsatisfactory grades or academic performance concerns, the student will be informed in writing by the GPC of faculty expectations and the timetable for correction of deficiencies.

Please note: Because of the sequential nature of the curriculum, students who fail one or more courses in a given quarter may not be eligible to enroll in a subsequent quarter, until the failed courses can be retaken and passed. Most courses are only offered once a year, so students may need to step out of the program (take graduate leave) until the course is offered again.

**GRADUATION REQUIREMENTS & PROCEDURES**

In general, students must complete the following in order to be eligible for graduation:

- Successfully complete all undergraduate coursework requirements as outlined by ASHA
- Successfully complete all graduate level didactic and clinical coursework in order to fulfill the ASHA Knowledge and Skills Acquisition (KASA) requirements
- Complete a minimum of 400 clinical clock hours (25 observation and 375 of supervised clinical experience in the practice of speech-language pathology [captured in the Typhon system]). Students must have documentation for all hours.
- As applicable, successfully complete the Master’s thesis (written document, public presentation and defense)
- During the quarter you wish to graduate
  - Go to the Graduate School website ([www.grad.washington.edu](http://www.grad.washington.edu)) and submit a Master’s Degree Request by the specified deadline*.

*IMPORTANT: If you neglect to submit your Master’s Degree Request by the Graduate School deadline you will not be able to graduate. Any student who misses the deadline is not eligible for graduation until the end of the next academic quarter. Because the Graduate School requires all students to be registered in the quarter in which they wish to graduate, you will also need to pay additional fees if you miss the deadline. In this situation, the Graduate School provides the option of paying a “Graduate Registration Waiver Fee” in lieu of registering for classes. You must pay this fee within 2-weeks following the quarter in which all graduate program degree requirements are met, and if you do not, you will need to register at least part-time in order to apply for your Master’s Degree and graduate. Please review the Graduate School website carefully: [http://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-registration-waiver-fee/](http://grad.uw.edu/policies-procedures/general-graduate-student-policies/graduate-registration-waiver-fee/)

A complete guide to graduation is available on the Current Students section of the department website.
# CoreSLP Graduate Program Curriculum / M.S. Degree

111 credits minimum (60 didactic, 8 elective & 43 clinic)

## Year 1

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>SPHSC 500 - Clinical Methods for Documenting Change (4)</td>
<td>SPHSC 529 - Assessment &amp; Treatment of Birth-to-4 Communication Disorders (4)</td>
<td>SPHSC 536 - Assessment &amp; Treatment of School-Age Communication Disorders (4)</td>
<td>SPHSC 540 - Augmentative &amp; Alternative Communication Foundations (4)</td>
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<td>SPHSC 501 - Neural Bases of Speech, Language &amp; Hearing (4)</td>
<td>SPHSC 532 - Assessment &amp; Treatment of Neurogenic Language Disorders (3)</td>
<td>SPHSC 531 – Neurogenic Motor Speech Disorders (4)</td>
<td>SPHSC 533 – Medical Speech-Language Pathology (3)</td>
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<tr>
<td>SPHSC 539 - Assessment &amp; Treatment of Childhood Speech &amp; Phonologic Disorders (4)</td>
<td>SPHSC 535 - Assessment &amp; Treatment of Voice Disorders (4)</td>
<td>SPHSC 526 – Assessment &amp; Treatment of Literacy Disorders (3) / Pediatirc Track Requirement</td>
<td>SPHSC 542 – Counseling and Interactive Skills for SLPs and Audiologists (3) Take yr 1 or 2</td>
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<tr>
<td>SPHSC 565 – Professional Seminar (2)</td>
<td>SPHSC 566 – Research Methods in Speech-Language Pathology (3)</td>
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<td>SPHSC 534 – Assessment &amp; Treatment of Dysphagia (4)</td>
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<tr>
<td>SPHSC 552 – Advanced Practicum in Speech Pathology / UWSHC</td>
<td>SPHSC 552 – Advanced Practicum in Speech Pathology / UWSHC</td>
<td>SPHSC 552 and/or 551 – Advanced Practicum in Speech Pathology / UWSHC</td>
<td>SPHSC 552 and/or 551 – Advanced Practicum in Speech Pathology / UWSHC</td>
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<tr>
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<td>14 cr didactic / 2 cr clinic</td>
<td>8 cr didactic / varied clinic</td>
<td>11-14 cr didactic / varied clinic</td>
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## Year 2

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<tr>
<td>SPHSC 537 - Assessment &amp; Treatment of Fluency Disorders (4)</td>
<td>SPHSC 565 – Professional Seminar (2)</td>
<td>SPHSC 541 – Augmentative &amp; Alternative Communication – Medical Settings (2) Adult Track Option</td>
<td>SPHSC 542 – Counseling and Interactive Skills for SLPs and Audiologists (3) Take yr 1 or 2</td>
</tr>
<tr>
<td>SPHSC 538 - Assessment &amp; Treatment of Cognitive-Comm. Disorders (3)</td>
<td>SPHSC 543 – Assessment &amp; Treatment of Pediatric Dysphagia (2) Pediatric Track Requirement</td>
<td>SPHSC 548 – Traumatic Brain Injury Seminar (2) Adult Track Option</td>
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<tr>
<td>SPHSC 565 – Professional Seminar (1)</td>
<td>SPHSC 550 – Public School Speech-Language Pathology &amp; Audiology (3) Pediatric Track Requirement</td>
<td>SPHSC 526 – Assessment &amp; Treatment of Literacy Disorders (3) / Pediatirc Track Requirement</td>
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<tr>
<td>SPHSC 545 – Assessment &amp; Treatment of Voice Disorders in Medical Settings (2) Adult Track Option</td>
<td>SPHSC 546 – Advanced Neurological Language Disorders (2) Adult Track Option</td>
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<td>0-3 cr didactic / varied clinic</td>
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**NOTES:**
- Credit totals in this chart only include required coursework
- Students must complete a minimum of 111 credits