



DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES



INFORMATION FOR PROSPECTIVE GRADUATE
STUDENTS:
MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLGY

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I. Introduction

Welcome to the Department of Speech, Language, and Hearing Sciences at the University of Connecticut. The goal of this handbook is to provide prospective speech-language pathology graduate students with the answers to basic questions about our university and program.

Mission

The mission of the Speech, Language and Hearing Sciences program is to educate students on the nature, prevention, and treatment of communication disorders. This is accomplished using theoretically sound, and evidence-based, curricula utilizing a variety of instructional techniques. This will be achieved by applying scientific principles to clinical practice, conducting applied and basic research, and conforming to the highest ethical standards.

II. Academic Schedule

The Department of Speech, Language, and Hearing Sciences (SLHS) offers a Master of Arts (M.A.) degree. It is a departmental requirement that students must be registered on a full-time basis (at least 9 credits/regular semester and 1 credit/summer). This allows students to complete the program in two years (Bachelor's degree in SLHS or equivalent) or three years (Bachelor's degree in an area other than SLHS). The M.A. program in speech-language pathology leads to state licensure, clinical certification, and is accredited by the American Speech-Language Hearing Association's (ASHA) Council on Academic Accreditation (CAA).

Two-Year Track: Students eligible for the two-year SLHS M.A. track have a Bachelor's degree and typically completed the pre-professional courses (or their equivalent) listed below.

- A Biological science
- A Physical science (physics, chemistry, or geology)
- A Social/Behavioral Science
- Statistics
- Aural Rehabilitation
- Language Disorders
- Speech Disorders
- **Phonetics*
- **Speech and Hearing Sciences*
- **Anatomy and Physiology of Speech and Hearing*
- **Introduction to Audiology/Audiological Assessment*
- **Speech and Language Acquisition*
- 25 hours of observation documented by a practitioner with ASHA certification

**Indicates core speech, language, and hearing courses (15 credit hours).*

Three-Year Track: Students eligible for the three-year M.A. have a Bachelor's degree, but fewer than the 15 credit hours of core coursework in speech, language, and hearing, noted with an asterisk in the list above. These courses will be completed during the first year of the graduate program before continuing on to the traditional two-year track. Students enrolled in the three-year track will not be required to reapply to the graduate program after completing their first year.

Upon acceptance to the program, the undergraduate transcripts of each student will be reviewed by his/her advisor to determine if any or all pre-professional courses need to be completed.

Curriculum for Two-Year Track

Summer 1	Course	Credits
SLHS 6368	Intro to Clinical Methods (online course)	1
Fall 1	Course	Credits
SLHS 5336	Clinical Practicum in SLP	3
SLHS 5345	Motor Speech Disorders	3
SLHS 5345	Language Disorders I: Birth to 5	3
SLHS 5353	Speech Sound Disorders in Children	3
SLHS 5377	Introduction to Research	3
SLHS 6368	Introduction to Health Care	1
Spring 1	Course	Credits
SLHS 5336	Clinical Practicum in SLP	3
SLHS 5342	Aphasia	3
SLHS 5343	Cognitive Communicative Disorders	3
SLHS 5346	Dysphagia	3
SLHS 5349	Language Disorders II: School Age	3
SLHS 5359	Voice Disorders	3
Summer 2	Course	Credits
SLHS 5302	Summer Clinical Practicum in Speech Dis	1
Fall 2	Course	Credits
SLHS 5335	Fluency	3
SLHS 5336	Clinical Practicum in SLP	3
SLHS 5361	Advance Speech Science	3
SLHS	Elective ¹	3
EPSY 5188 ²	Student Teaching	6
Spring 2	Course	Credits
SLHS 5336	Clinical Practicum in SLP	3
SLHS 5374	Clinical Project in SLP	3
SLHS	Elective	3
EPSY 5188	Student Teaching	6

1 – Students must take six credits of electives as part of their degree requirements. The electives are typically courses offered within the department, but may be taken outside the department if approval is obtained from the student’s academic advisory committee. The entire list of courses offered in SLHS can be found in the graduate catalog.

2 - EPSY 5188 is for students pursuing a school certification and may be taken either in the fall or spring terms of the second year (but not both terms) of the MA program. Students also register for 1 credit of SLHS 5336 in the same term.

III. Observation Hours Requirement

At the University of Connecticut a minimum of 25 observation hours are required prior to beginning the program in speech-language pathology. These observations cover a range of communication disorders and clinical services provided in speech-language pathology. They must be obtained under the direct supervision of qualified supervisors who hold current ASHA certification in the appropriate area. The observation hours must be in the areas of evaluation and treatment of children and adults with disorders of speech, language, voice, fluency, swallowing or hearing. The observation experience must be coordinated by a University program and the documentation of hours forwarded to the University of Connecticut directly from the undergraduate university. Graduate students must demonstrate proficiency in English speech production and English language skills and knowledge, before beginning clinical practicum.

IV. Thesis/Non-Thesis Option

Students may follow a thesis (Plan A) or non-thesis (Plan B) track, both of which allow for meeting the ASHA's certification requirements.

Thesis Option (Plan A)

Students curious about research, as well as those contemplating future doctoral study, should give serious consideration to choosing the thesis option. The thesis option provides the student with an opportunity to work closely with a faculty member and to conduct research in an area of interest. The thesis consists of a written document and an oral defense.

Non Thesis Option (Plan B)

A “comprehensive academic-clinical project” is required for students in the non-thesis track. It is a summative assessment of a student’s ability to apply critical thinking, problem-solving, and analysis of a client treated during a clinical rotation. Like the M.A. thesis, the academic-clinical project consists of a written document and an oral defense.

V. Optional School Certification for Speech-Language Pathologists

Speech-language pathologists who work in the Connecticut public schools must have school certification. Through an arrangement with the School of Education, students enrolled in the M.A. program in SLHS can fulfill requirements leading to certification as an SLP for employment in Connecticut's public schools. Requirements include course work in Special Education, Regular Education, Human Development or Psychology, Classroom Instruction and Management, and Health. A practicum assignment as an SLP in a public school setting enables the student to complete student teaching requirements for certification and is completed concurrently with the student's enrollment in the M.A. program. Students who plan to do their graduate training in Connecticut will be required to submit evidence of a combined score of at least 1100 on quantitative and verbal portions of the SAT. If a student cannot meet this requirement s/he must take and pass the PRAXIS I examination. Students who plan to do graduate study in another state and who plan to obtain certification in that state are urged to investigate the requirements particular to that state, as they are occasionally different from Connecticut's.

VI. Financial Assistance

**All questions related to financial aid should be directed to the University of Connecticut Financial Aid Office: Phone: (860) 486-2819 Website: <http://financialaid.uconn.edu/>*

Many students cite financial concerns during their M.A. program. You may find it beneficial to investigate a variety of funding options. Funding for graduate students may include scholarships, loans, grants and work study. The information below is designed to help assist you as you explore the various options. A good resource is: www.asha.org/students/financial-aid/.

Tuition Rates

Current tuition rates may be found at: <http://financialaid.uconn.edu/cost/>

Research Assistantships

Many faculty members in the department receive research or training grants from a variety of funding sources. If the faculty member has budgeted for one or more assistants in the grant proposal, and if this was approved by the granting agency, then the principal faculty member is responsible for selecting the graduate student to fill each appointment.

VII. Applying to the M.A. Program

GRE & GPAs

The minimum GPA for consideration of your application by the Graduate School is 3.0. The Graduate School will accept either your cumulative GPA or your last 2-year GPA, whichever is higher. While all applications will be reviewed, the average GPA of students

admitted to the SLHS M.A. program is 3.7 for undergraduate study. In addition, the average GRE scores for admitted students are a cumulative verbal and quantitative score of 300 or higher. The written score on the GRE is generally 3.5 or higher.

Application Submission and Review

Applications must be received by January 1 for admission to the following Fall semester (students will be required to complete a 1-credit online summer course directly prior to beginning the full time program in the Fall. The summer course is scheduled to begin at the end of July). Students accepted into the program will be notified by mid-March.

Admissions to UConn's M.A. program are completed through **two** systems: CSDCAS (<https://portal.csdcas.org/>) and the UConn online application system (<http://grad.uconn.edu/prospective-students/applying-to-uconn/>).

For more information on the application process, please read our admissions page on our website - <http://slhs.uconn.edu/m-a-admissions/>

International Students

International degree-seeking applicants whose native language is not English are required to submit a Test of English as a Foreign Language (TOEFL or TOEFL iBT) or International English Language Testing System (IELTS) scores for University of Connecticut Graduate School admissions. More information related to required test scores along with other international student application information can be found at the Graduate School's website - <http://grad.uconn.edu/prospective-students/applying-to-uconn/international-students/>.

FAQ's

For more information on the application process, prospective students should visit the FAQ page on the department website - <http://slhs.uconn.edu/faqs-applying-to-the-m-a-slp-program-at-uconn/>

THE FACULTY AND THEIR RESEARCH INTERESTS

Wendy Chase, Director of Clinical Education/Lecturer III; M.A., Northwestern University. Clinical supervision in speech-language pathology.

Kathleen Cienkowski, Associate Department Chair/Associate Professor; Ph.D., University of Minnesota. Audiology. Aural rehabilitation and hearing aids.

Carl Coelho, Professor; Ph.D., University of Connecticut. Neurological disorders in adults, discourse following brain injury.

Lendra Friesen, Assistant Professor; Ph.D., University of Washington. Audiology. Cochlear implants, auditory evoked potentials, and speech perception.

Nicole Gallagher, Lecturer I, M.S., Boston University. Clinical supervisor in speech-language pathology.

Adrian Garcia-Sierra, Assistant Professor; Ph.D., University of Texas at Austin. Speech perception, bilingualism, language development, and event-related potentials.

Bernard Grela, Department Head, Associate Professor; Ph.D., Purdue University. Language disorders in preschool children and children with SLI.

Susana Keller, Assistant Professor in Residence; CScD, University of Pittsburgh. Dysphagia, neurogenic communication disorders, functional reserve & aging, bilingualism

Jean McCarthy, Lecturer II; M.S., University of Rhode Island. Clinical supervision in speech-language pathology.

Nancy McMahon, Lecturer III; Au.D., Central Michigan University. Clinical supervision in audiology.

Jennifer Mozeiko, Assistant Professor; Ph.D., University of Connecticut. Aphasia rehabilitation, functional neuroimaging.

Frank E. Musiek, Professor Emeritus; Ph.D., Case Western Reserve. Auditory processing disorders, auditory evoked potentials, and auditory neurobiology.

Emily Myers, Associate Professor; Ph.D., Brown University. Cognitive neuroscience of speech and language, aphasia, speech perception, neuroimaging (fMRI and ERP).

Christine Njuki, Lecturer II; Au.D., A.T. Still University Arizona School of Health Sciences. Clinical supervision in audiology.

Jill Raney, Assistant Professor in Residence; Ph.D., University of Florida. Educational and pediatric audiology.

Erika Skoe, Assistant Professor; Ph.D., Northwestern University. Plasticity of the auditory system, auditory evoked potentials, auditory neurophysiology.

Lucinda Soares Gonzales, Lecturer I; M.A., Southern Connecticut State University. Clinical supervision in speech-language pathology.

Tammie Spaulding, Associate Professor; Ph.D., University of Arizona. Language disorders in preschool children.

Rachel Theodore, Assistant Professor; Ph.D., Northeastern University. Perceptual learning, specificity effects in speech perception and production, acquisition of phonological structure.

Jennifer Tufts, Associate Professor; Ph.D., Penn State University. Speech perception and hearing conservation.

Denise Van der Voort, Lecturer III, M.A., Memphis State University. Clinical supervision in speech-language pathology

Terry Yanaway, Lecturer II; Au.D, A.T. Still University Arizona School of Health Sciences. Clinical supervision in audiology.