



# DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES



## MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY: INFORMATIONAL BROCHURE

**David C. Phillips Sciences Building  
2 Alethia Drive, Unit 1085 | Storrs, CT  
06269-1085**

**W: [www.slhs.uconn.edu](http://www.slhs.uconn.edu) | E: [slhs@uconn.edu](mailto:slhs@uconn.edu) | P: (860) 486-2817**

**Table of Contents**

## **Introduction**

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

## **Mission**

To provide an understanding of human communication disorders and their clinical management by emphasizing current evidence-based practice. Academic courses and clinical education experiences encourage a theoretical perspective and experimental orientation to develop an appreciation of current knowledge and future research needs.

## **General Information**

The Department of Speech, Language, and Hearing Sciences (SLHS) focuses on studying the normal development of speech, language, and hearing as well as the understanding and clinical management of disorders in these processes. The SLHS program offers curricula leading to a Master of Arts (M.A.) degree in Speech, Language and Hearing Sciences. The program is typically completed in two years (for students with a Bachelor's degree in SLHS) or three years (for students with a Bachelor's degree in an area other than SLHS). Once admitted to the program, students choose either the thesis (Plan A) or non-thesis (Plan B) option. The M.A. program in speech-language pathology leads to clinical certification and is accredited by the American Speech-Language Hearing Association's (ASHA) Council on Academic Accreditation (CAA).

## **Pre-professional Background/Three Year M.A. Program**

Students are expected to have completed course work related to the field of speech-language pathology including 1) principles of biological sciences, physics, statistics, and the social/behavioral sciences; and 2) basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Students admitted to the three year program are required to complete the pre-professional course work. The pre-professional background introduces incoming students to the fields of speech-language pathology and audiology, and provides basic knowledge necessary for graduate study. Students with no previous courses in speech-language pathology must complete the pre-professional background and typically take a year to do so. Courses taken as part of the pre-professional background include:

### **SLHS 2203 Anatomy of Speech and Hearing**

Anatomical, neurological and physiological principles fundamental to the understanding of speech and hearing.

### **SLHS 2204 Speech and Language Acquisition**

How children learn their first language; the effects of language on their thinking and behavior.

**SLHS 2156Q Speech and Hearing Science**

Fundamentals of acoustics specifically oriented to voice, speech production, and hearing. Human response to sound and its measurement. Introduction to acoustic instrumentation and software used in communication sciences. Examples of concepts to be covered include frequency, intensity, decibels, filters, pitch, loudness, formants, critical bands, and masking.

**SLHS 3247 Phonetics**

The analysis of speech through the application of phonetic theory.

**SLHS 3248 Introduction to Audiology**

An introduction to the nature, causation, assessment and management of hearing impairment and the principles and techniques of public school conservation programs.

**SLHS 4245 Neuroscience for the Study of Communicative Disorders**

Anatomy and physiology of the central nervous system. Brain mechanisms that underlie speech, language, hearing, and cognition. Neurogenic communication disorders.

**SLHS 4249 Introduction to Aural Rehabilitation**

An introduction to the effects of hearing impairment on communication. Communication strategies for adults and children with impaired hearing are discussed.

**SLHS 4251 Articulation, Voice, and Fluency Disorders**

Communication problems resulting from disorders of speech, voice, and fluency. Assessment and management strategies in settings including public schools, hospitals, and rehabilitation centers.

**SLHS 4254 Language Pathologies in Children**

Development, measurement, and function of language in children. Introduction to assessment and management strategies in settings including public schools and private clinics. Development, measurement, and function of language in children. Emphasis on child language disorders and their causes. Introduction to assessment and management strategies in settings including public schools and private clinics.

Students who already have a background in speech, language, and hearing may be required to complete only a portion of the courses, or none at all, depending on the extent and nature of their background.

**Knowledge and Skills for Certificate of Clinical Competency (CCC) in Speech Language Pathology**

The M.A. in SLHS allows students to meet all academic and clinical practicum requirements for the ASHA Certificate of Clinical Competency and the State of Connecticut's requirements for licensure in speech-language pathology. The certification program typically requires two years of full-time graduate study beyond the pre-professional background. According to the Council for Clinical Certification (CFCC), students must obtain and demonstrate knowledge and skills in eight standard content areas: Statistics/Science (Standard III-A), Basic Human Communication and Swallowing (Standard III-B), Communication Disorders (Standard III-C/D), Ethical Conduct (Standard III-E), Research and Research Integration (Standard III-F), Contemporary Professional Issues (Standard III-G), Professional Credentials (Standard III-H), and Oral and Written Skills (Standard IV-B). The standards for knowledge and skills are achieved through the completion of a minimum of 75 credit hours of course work in these eight content areas. The credit hours may be obtained through courses taken at both the undergraduate and graduate levels. In addition, students must obtain a minimum of 400 clock hours of supervised clinical practicum. At least 375 hours must be in direct client/patient contact and 25 hours in clinical observation (325 hours must be earned during enrollment in the graduate program). An intensive summer session of supervised clinical experience between the first and second year is required for completing the clinical clock hours requirement of the certification program.

## **Academic Progress**

### **Program of Study**

The key objective of the M.A. degree is to prepare UConn students to competitively enter the field of Speech-Language Pathology. The M.A. is a two-year post-baccalaureate professional degree. This entry level degree will provide an academic and clinical education that will meet the demands of a quickly changing, technology driven, and publicly demanding era of speech-language pathology. The M.A. program will meet these challenges by providing state of the art clinical and academic experiences that thoroughly cover the prevention, assessment and management of a wide array of speech and language disorders for all ages in a variety of settings (medical, educational, private practice). The graduate curriculum, designed to meet these clinical and academic requirements, is required of all students, and presumes a pre-professional background in speech-language pathology, audiological assessment, and aural rehabilitation. The student may follow a thesis or non-thesis track, both of which allow for meeting the ASHA's certification requirements. A sample curriculum is found in Appendix A.

### *Required Courses*

Students must complete all required courses and clinical practicum activities in order to obtain both their M.A. degree, and their certificate in clinical competency through the American Speech-Language-Hearing Association. The first year of the two-year M.A. program consists of the majority of required courses and clinical practicum. During your final year, students complete 11 additional credits (including clinical practicum) of courses which include SLHS 5378 (AAC), SLHS 5359 (Voice Disorders), SLHS 5361 (Advanced Speech Science), SLHS 5336 (Clinical Practicum in Speech Disorders), and for students pursuing the Plan B option, SLHS 5374 (Clinical Project in Speech-Language Pathology). Students **must** be enrolled on a full-time basis every semester, therefore, electives and courses

leading to school certification are taken during the second year of M.A. program. In order to meet the requirements for the certificate of clinical competency, students will typically have completed a minimum of 55 academic credits during the two-year program. The typical course sequence can be found in Appendix A.

### **Transfer Credit**

The department and the Graduate School will not accept graduate academic credit taken at other graduate programs upon entry into our graduate program on a priori basis. Such credit, up to a maximum of 6 semester credits, may be allowable on the POS, only as stipulated by University of Connecticut regulations. The student's advisor, the instructor of the course in SLHS, and the graduate committee must approve.

### **Full Time Status**

In order to complete the M.A. program in a timely manner, it is a departmental requirement that students must be registered on a full time basis every semester that they are in the program. The Graduate School defines full time status as 9 or more credits per semester during the regular semester. There are no regulations on credits during the summer semester, but students will be in their clinical placements and registered for at least 1 credit of clinical practicum.

### **Thesis/Non-Thesis Options**

The student may follow a thesis (Plan A) or non-thesis track (Plan B), 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 student must also select a minimum of two additional tenured or tenure-track UConn faculty to serve on their thesis committee.

The master's thesis is a culmination of the student's research. It consists of a written portion and an oral defense. The written portion must be approved by the student's thesis advisory committee and is followed by an oral defense presented to the faculty, including the student's thesis advisory committee, and fellow students. Students must pass both the written portion and the oral defense to successfully complete the thesis option. Passing of the thesis is defined as satisfactory performance on both the written and oral portions of the thesis as determined by all members of the thesis committee.

#### **Comprehensive Academic-Clinical Project/Non-Thesis Option (Plan B)**

The *Clinical Project in Speech-Language Pathology* (SLHS 5374) is required for students in the non-thesis track and is completed during the Spring semester of their final year. The "Comprehensive Academic-Clinical Project" is used by the faculty as a summative

assessment of a student's knowledge of normal and disordered human communication and of his/her ability to apply critical thinking, problem-solving, and analysis to a clinical situation. Students begin working on this project during the summer in between their first and second year. The project includes three parts: 1) a proposal of an intended case study, 2) a written summary of a case study and 3) an oral presentation to the faculty and their peers.

### ***Additional Grading Criteria Requirement for Students in the Three Year Program***

Students in the three-year program must maintain a GPA of at least 3.5 in undergraduate courses. Any student obtaining a GPA of less than 3.5 in the undergraduate courses during the first year of the three year program will be placed on academic probation. As in the two year program, students can be placed on academic probation for one semester only. Once students enter the second and third years of the three year program, they must maintain an average GPA of 3.0 or better in the graduate courses and meet the grading criteria requirements of all students in the M.A. program.

## **Clinical Experiences for the SLP Student**

### **Clinical Practicum**

*According to the ASHA guidelines, the applicant shall maintain documentation of academic coursework, practicum hours, and practicum supervision verified by the program. This documentation must demonstrate that the applicant possesses the knowledge and skills delineated in Standard IV. Clinical practicum is defined as clinical experience approved by an academic program. Clinical practicum is designed to foster the continued growth and integration of the knowledge and skills outlined in standard IV. Students shall participate in practicum only after it has been determined that they have had sufficient preparation to qualify for such experience.*

At the University of Connecticut a minimum of 25 guided observation hours are required prior to beginning clinical practicum assignments in speech-language pathology. These guided observations cover a range of communication disorders and clinical services provided in speech-language pathology and/or audiology. They must be obtained under the direct supervision of qualified supervisors who hold current ASHA certification in the appropriate area. The guided 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 guided 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. In addition, graduate students must demonstrate proficiency in English speech production and English language skills and knowledge, before beginning clinical practicum.

Clinical practicum at the University of Connecticut provides students with a wide variety of clinical experiences at the graduate level. The first 25 earned clinical clock hours of practicum must be obtained under the direct supervision of qualified supervisors at the University of Connecticut Speech and Hearing Clinic and/or its contracted sites. In addition to their initial experiences in the university clinic, students are assigned to a minimum of two off-campus clinical sites during their graduate program. These include settings such as

hospitals, private practice, schools, early intervention sites, and rehabilitation centers. Most students will be placed in three external clinical placements during the final three semesters of the program

### **School Certification Option 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 (EPSY 5188) 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.

### **Financial Assistance**

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/](http://www.asha.org/students/financial-aid/).

### **Tuition Rates**

Current tuition rates may be found at: [grad.uconn.edu/financing/tuition-and-fees/](http://grad.uconn.edu/financing/tuition-and-fees/).

### **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.

### **Need Based Financial Aid**

United States citizens or permanent residents of the United States (but not International Students) may apply for need-based financial aid, which includes Federal Stafford Loans (FSL), Federal Work Study, and University of Connecticut Tuition Remission Grant. TO APPLY FOR NEED-BASED AID, AN ADDITIONAL FORM NOT INCLUDED IN THE ONLINE OR PAPER APPLICATION MUST BE COMPLETED. The required application for need-based aid is the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA. Application materials should be available on/after December 15. You can also file an electronic FAFSA on the web at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For more information on FAFSA, visit the University of Connecticut financial aid web site at: [financialaid.uconn.edu/](http://financialaid.uconn.edu/)

*NEED-BASED FINANCIAL AID DEADLINES* are March 1 for continuing UConn graduate students and May 1 for entering UConn graduate students. The FAFSA must be received and logged in at the Federal Processor on/before the published deadline date. On-time status will not be determined by postmark dates or postage receipts.

Priority for the awarding of Federal Work Study as well as University of Connecticut Tuition Remission funds will be reserved for applicants who comply with the above deadlines. Applications received after the deadline will be considered for Federal Stafford Loans only.

### **Private Loans**

Two financial aid sites available, containing deadline calendars guides for choosing a loan, and specific information for financing your graduate education: [www.gradloans.com](http://www.gradloans.com) or online Sallie Mae loan search:

### **Department of Student Affairs Short-Term Emergency Loan Fund**

The Dean of Students Office administers this program that can help graduate students who have encountered unforeseen financial difficulties that pose a hardship to their student status. Students must be currently registered and degree-seeking to be eligible. **Contact:** Dean of Students Office (486-3426), Wilbur Cross Building, Room 221

### **Scholarships**

Graduate students may also receive financial support from a variety of outside sources in the form of scholarships. The support, which is offered on a competitive basis, has come from the American Speech Language and Hearing Association, state organizations and private organizations. Application information is made available to students as the opportunities are advertised. For updated information, please check the student board and watch your email on a regular basis.

## **Student Organizations**

### **NSSLHA Chapter**

The National Student Speech-Language-Hearing Association (NSSLHA) is a national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA has approximately 18,000 members with chapters in more than 285 colleges and universities. Visit the national page for NSSLHA, [www.nsslha.org/nsslha/](http://www.nsslha.org/nsslha/), for information about membership and local activities.

## Faculty and Staff

### Research Faculty

**Kathleen M. Cienkowski, Ph.D.**  
Department Head  
Amplification and Aural Rehabilitation  
Email: [kathleen.cienkowski@uconn.edu](mailto:kathleen.cienkowski@uconn.edu)

**Carl A. Coelho, Ph.D.**  
Professor  
Neurogenic Disorders of Speech and  
Language in Adults  
Email: [carl.coelho@uconn.edu](mailto:carl.coelho@uconn.edu)

**Lendra Friesen, Ph.D.**  
Assistant Professor  
Cochlear Implants, Auditory Evoked  
Potentials, Speech Perception  
Email: [lendra.friesen@uconn.edu](mailto:lendra.friesen@uconn.edu)

**Adrian Garcia-Sierra, Ph.D.**  
Assistant Professor  
Speech Perception, Bilingualism,  
Language Development, Event-Related  
Potentials  
Email: [adrian.garcia-sierra@uconn.edu](mailto:adrian.garcia-sierra@uconn.edu)

**Bernard G. Grela, Ph.D.**  
Associate Chair/Associate Professor  
Language Disorders in Preschool  
Children  
Email: [bernard.grela@uconn.edu](mailto:bernard.grela@uconn.edu)

**Jennifer Mozeiko, Ph.D.**  
Assistant Professor  
Aphasia Rehabilitation, Discourse Deficits  
Following Brain Injury, Mechanisms for  
Recovery in Chronic Aphasia, Functional  
Neuroimaging  
Email: [jennifer.mozeiko@uconn.edu](mailto:jennifer.mozeiko@uconn.edu)

**Emily Myers, Ph.D.**  
Associate Professor  
Neuroscience of Speech and Language,  
Aphasia, Speech Perception  
Email: [emily.myers@uconn.edu](mailto:emily.myers@uconn.edu)

**Erika Skoe, Ph.D.**  
Associate Professor  
Plasticity of the auditory system, auditory  
evoked potentials, auditory  
neurophysiology  
Email: [erika.skoe@uconn.edu](mailto:erika.skoe@uconn.edu)

**Tammie Spaulding, Ph.D.**  
Associate Professor  
Cognitive mechanisms in children with  
specific language impairment,  
Assessment of child language disorders  
Email: [tammie.spaulding@uconn.edu](mailto:tammie.spaulding@uconn.edu)

**Rachel Theodore, Ph.D.**  
Associate Professor  
Speech Perception and Production,  
Phonological Structure  
Email: [rachel.theodore@uconn.edu](mailto:rachel.theodore@uconn.edu)

**Jennifer Tufts, Ph.D.**  
Professor  
Speech Perception and Hearing  
Conservation  
Email: [jennifer.tufts@uconn.edu](mailto:jennifer.tufts@uconn.edu)

## **Clinical Faculty**

**Nicole Gallagher, M.S., CCC-SLP**  
Associate Clinical Professor  
Email: [nicole.w.gallagher@uconn.edu](mailto:nicole.w.gallagher@uconn.edu)

**Lucinda Gonzales, M.A., CCC-SLP**  
Associate Clinical Professor  
[lucinda.soares@uconn.edu](mailto:lucinda.soares@uconn.edu)

**Thomas Hinchey, Au.D., CCC-A**  
Assistant Clinical Professor  
Email: [Thomas.hinchey@uconn.edu](mailto:Thomas.hinchey@uconn.edu)

**Nancy McMahon, Au.D., CCC-A**  
Director of Clinical Education  
Clinical Professor  
Email: [ann.mcmahon@uconn.edu](mailto:ann.mcmahon@uconn.edu)

**Kacie Wittke, M.A., CCC-SLP**  
Assistant Clinical Professor  
Email: [kacie.wittke@uconn.edu](mailto:kacie.wittke@uconn.edu)

**Jean McCarthy, M.S., CCC-SLP**  
Clinical Professor  
Email: [jean.mccarthy@uconn.edu](mailto:jean.mccarthy@uconn.edu)

**Christine Njuki, Au.D., CCC-A**  
Clinical Professor  
Clinical Supervision in Audiology  
Email: [christine.hare@uconn.edu](mailto:christine.hare@uconn.edu)

**Terry Yanaway, Au.D., CCC-A**  
Associate Clinical Professor  
Email: [terry.yanaway@uconn.edu](mailto:terry.yanaway@uconn.edu)

## **Clinical and Administrative Staff**

**Evelyn Barbeau**  
Hearing Aid Technician

**Sirrah Galligan**  
Academic Program Manager

**Kimberly Bouten**  
Program Assistant

**Eileen Machnicki**  
Patient Services Coordinator

## Appendix A: Sample Speech-Language Curriculum

<b>Fall 1</b>	<b>Course</b>	<b>Credits</b>
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP I	2
SLHS 5341	Practicum in Aphasia	1
+SLHS 5342	Aphasia	3
- SLHS 5343	Cognitive-Communicative Disorders	3
SLHS 5348	Language Disorders I: Birth to 5	3
SLHS 5353	Speech Sound Disorders in Children	3
SLHS 5377	Introduction to Research Methods	3
<b>Spring 1</b>	<b>Course</b>	<b>Credits</b>
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP II	2
SLHS 5341	Practicum in Aphasia	1
+SLH 5345	Motor Speech Disorders	3
- SLHS 5343	Fluency Disorders	3
SLHS 5346	Dysphagia	3
SLHS 5349	Language Disorders II: Kindergarten to 12	3
<b>May Term/Summer Course</b>		<b>Credits</b>
SLHS 5302	Summer Clinical Practicum in Speech Disorders	1
SLHS 5379/5380	Intro to Medical Speech Pathology I & II	2
<b>Fall 2</b>	<b>Course</b>	<b>Credits</b>
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP III	2
SLHS 5378	AAC	3
EPSY 5188 <sup>[1]</sup>	School-based Practicum	6
EPSY 5108 <sup>[1]</sup>	Students with Special Needs	3
+SLHS 5361	Advanced Speech Science	3
- SLHS 5359	Voice Disorders	3
SLHS	Elective <sup>[2]</sup>	3
<b>Spring 2</b>	<b>Course</b>	<b>Credits</b>
SLHS 5336	Clinical Practicum in SLP	3
SLHS 6368	Topics in SLP	2

EPSY 5188	School-based Practicum	6
EPSY 5108	Students with Special Needs	3
SLHS 5374	Clinical Project in SLP	3
SLHS	Elective	3

- means that the course meets during the first half of the semester only and + means that the course meets during the second half of the semester only.

[1] EPSY 5188 may be taken either in the fall or spring terms of the second year (but not both terms) of the MA program. EPSY 5108 is taken in the same semester as EPSY 5188. Students also register for 3 credits of SLHS 5336 in the same term.

[2] \*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.