



SAINT LOUIS
UNIVERSITY.

— EST. 1818 —

Bachelor of Science in Speech, Language & Hearing Sciences

Student Handbook

Table of Contents

| | | |
|--------------|---|--------------|
| I. | Introduction..... | 3-4 |
| | a. Program overview | |
| | b. Mission statements | |
| II. | Department info..... | 5-6 |
| | a. Faculty and staff | |
| | b. Learning outcomes | |
| III. | Program Admission | 7-8 |
| | a. Admission | |
| | i. Incoming freshman | |
| | ii. Transfer students | |
| | 1. From Outside of SLU | |
| | 2. From Within SLU | |
| | b. Registration | |
| IV. | Academic policies..... | 9-15 |
| | i. GPA | |
| | ii. Grading policy | |
| | iii. Grading scale | |
| | iv. Attendance | |
| | v. Incomplete grades | |
| | vi. Grade appeals | |
| | vii. Probation Policy | |
| | viii. Academic Integrity | |
| | ix. Dismissal Policy | |
| | 1. Dismissal for Standard Track | |
| | 2. Dismissal for Scholars Program | |
| | x. Repeating courses | |
| | xi. Complaint Policy | |
| V. | Standard Program Requirements..... | 15-16 |
| VI. | Scholars Program Requirements..... | 16-18 |
| VII. | Minor in SLHS & Honors | |
| | Program..... | 18-19 |
| VIII. | Accelerated Track..... | 19-20 |
| IX. | Student Project and Important Information..... | 20-23 |
| | a. Observation hours | |
| | b. Capstone Project Information | |
| | c. Mentoring | |
| | d. Preparing for Graduate School | |
| X. | Student involvement..... | 24 |
| XI. | Campus resources..... | 25-26 |
| XII. | Appendices..... | 26-33 |
| | a. Plan of study Options | |
| | b. Capstone Project Timeline | |

INTRODUCTION

The Department of Speech, Language and Hearing Sciences at Saint Louis University was established in 1951 and offers a Bachelor of Science degree, which comprises two distinct professions: Speech-Language Pathology and Audiology, and a Master of Sciences in Speech Language Pathology. The undergraduate program in Speech, Language and Hearing Sciences is located within the Doisy College of Health Sciences (DCHC). The program originally provided a Bachelor of Arts degree and was located in the College of Arts and Sciences, but was redesigned in 2018.

The Department of Speech, Language and Hearing Sciences program at Saint Louis University has prepared this handbook to assist undergraduate students in their professional education for the Bachelor of Science degree. The handbook provides the department's policies, procedures, requirements, and conditions that must be met in order to satisfactorily complete the Bachelor of Science degree in Speech, Language and Hearing Sciences. It includes information only about special program policies and procedures and is meant to be used as a supplement to the Saint Louis University Student Handbook (<https://www.slu.edu/life-at-slu/communitystandards/student-handbook.php>).

Each student is encouraged to become familiar with the contents of this handbook and to use it as a reference throughout your education in the undergraduate program in Speech, Language & Hearing Sciences. You will be held responsible for adhering to the contents of this handbook. If there are points that are unclear, please obtain clarification from the Department Chair, Undergraduate Program Director, or your assigned Academic Advisor. The information presented in this handbook is subject to change from time to time in the rare event of unanticipated circumstances or as University, Departmental, ASHA, and College policies are updated. The program reserves the right to depart without notice from any policy or procedure referred to in this handbook. If and when such changes occur, every effort will be made to keep students advised of any changes. This handbook is not intended to and should not be regarded as a contract between the program and any student or other person.

Program Overview

The field of Speech, Language and Hearing Sciences (SLHS) is comprised of two distinct professions: speech-language pathology and audiology. These professions are concerned with human communication and its disorders. A desire for a career in service is a primary motivation for students who study SLHS. Speech-language pathologists help prevent, identify, assess, and provide treatment for communication and swallowing disorders - to improve outcomes and quality of life for the client and their families. This includes language development, acquired language disorders, stuttering, and voice and articulation disorders. Disorder related to literacy also have become an area of focus for speech-language pathologists. Speech-language pathologists provide services to children and adults in a variety of settings including schools, hospitals, rehabilitation agencies, nursing home, private practice, and private clinics. 4 Audiologists help prevent, identify, assess, and treat hearing disorders. They evaluate hearing, prescribe and dispense hearing aids, program cochlear implants, assess balance, assess and provide intervention for auditory processing to improve outcomes and quality of life for clients and their families. Audiologists are involved in hearing conservation (particularly in industry) as well as monitoring nerve function during surgery. Audiologists work in a variety of settings

including physician offices, hospitals, rehabilitation agencies, nursing homes, private practice, and schools.

Mission Statements

Saint Louis University Mission Statement

The Mission of Saint Louis University the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community.

Doisy College of Health Sciences Mission Statement

Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through research, education and engagement. Department of Speech, Language and Hearing Sciences Mission Statement Reflective of the mission of Saint Louis University, the Department of Speech, Language and Hearing Sciences is dedicated to the development of the whole person consistent with the University's five interrelated dimensions: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. The Department educates individuals to be reflective and socially responsible leaders in the continuous pursuit of truth and knowledge for service to and for humanity. The Department is guided by a commitment to diversity and social justice through a spirit of cooperation and mutual respect to advance knowledge and expertise in human communication and its disorders.

Speech Language and Hearing Science Mission Statement

Guided by the Catholic Jesuit tradition, the Department of Speech, Language, & Hearing Sciences teaches future professionals to provide evidence-based services that are culturally responsive. We provide person-centered, inclusive care and conduct research to improve the life participation of individuals with communication and swallowing difficulties through our no-fee campus clinic.

The Department of Speech, Language and Hearing Sciences educates both undergraduate and graduate students by:

- Providing an evidence-based education through teaching, mentoring, research, and experiential learning
- Developing oral and written communication skills to demonstrate critical thinking and problem-solving necessary for new situations and life-long learning
- Promoting an atmosphere of mutual respect for others through the recognition of the value of diversity in social, academic, and community experiences
- Encouraging a spirit of social justice as an underlying tenet of our service-oriented discipline
- Encouraging informed and ethical decision-making in personal, social and academic situations.

Vision Statement

The Speech, Language, & Hearing Sciences department aims to provide exceptional academic and clinical education and impactful research to prepare future professionals to become critically thinking clinicians and leaders who positively influence their communities.

DEPARTMENT INFORMATION

| <u>Faculty Members</u> | <u>Rank/Title</u> | <u>Terminal Degree</u> |
|-------------------------------|--|---|
| Travis Threats, Ph.D. | Professor/ Department Chair | Northwestern University |
| Angela Adrian, M.A. | Clinical Instructor/ SLP Clinical Coordinator | Saint Louis University |
| Mitzi Brammer, Ph.D. | Associate Professor/ Graduate Program Director | University of Missouri-St. Louis |
| Yi-Fang Chiu, Ph.D. | Associate Professor | Indiana University |
| Maureen Fischer, M.S. | Clinical Instructor/ Audiologist Coordinator | Washington University |
| Rebecca Frisella, M.S. | Clinical Instructor/Director of Early Childhood Language/Literacy Center | Fontbonne University |
| Julia J. Hoffmann, M.A. | Asst. Clinical Professor | Truman State University |
| Chris Loveless, M.S. | Asst. Clinical Professor | Fontbonne University |
| Robin Murphy, M.S. | Asst. Clinical Professor | Southern Illinois University – Carbondale |
| Elizabeth Roepke, Ph.D. | Associate Professor | Purdue University |
| Sara Steele, Ph.D. | Associate Professor | University of Illinois – Urbana-Champaign |
| Saneta Thurmon, Ph.D. | Associate Professor /Director of Undergraduate Program | University of Tennessee-Knoxville |
| Andrea Vaughn, M.S. | Asst. Clinical Professor/ Director of Clinical Education | Southern Illinois University – |

Christine Rose, M.S.

Asst. Clinical Professor

Carbondale
Southern Illinois
University-
Edwardsville

Full-Time Staff

Kellie Dalton Administrative Assistant-Clinical Education

Cheryl Follmer Administrative Assistant/Assistant to Chair and Program Directors

Learning Outcomes

1. Students will demonstrate an understanding of the marginalized status of individuals with disabilities.
2. Students will identify how their actions can impact their professional decisions with ethical consequences.

3. Students will apply the principles of evidence-based research to understand typical speech and language development.
4. Students will apply the principles of evidence-based practice to identify acceptable treatment methodologies.

This program is designed to prepare students for future education at the Masters and Doctoral levels, specifically in Speech-Language Pathology and Audiology. It's intent is to provide an academic foundation for a future career in these fields and to leave students with the knowledge that continuing education is a lifelong process.

PROGRAM ADMISSION

Students seeking enrollment into the Speech, Language and Hearing Sciences program must be approaching graduation from an accredited high school, be a graduate of an accredited high school, or have an acceptable score on the General Education Development (GED) test and have at least a 2.5 GPA.

Incoming Freshmen

All applications are thoroughly and carefully reviewed. There are two tracks available "standard and scholars". See details on page 15. Solid academic performance in college preparatory work is a primary criterion in reviewing a freshman applicant's file. College admission test scores (ACT or SAT) are used as an additional indicator of the student's ability to meet the University's academic requirements and to qualify students for certain University scholarship programs. To be considered for admission to any Saint Louis University undergraduate program, the applicant must be approaching graduation from an accredited high school or have an acceptable score on the GED.

Transfer Students

Outside of Saint Louis University: Applicants must be a graduate of an accredited high school or have an acceptable score on the GED and a minimum 2.5 GPA. An official high school transcript and official test scores are required only for students who have attempted fewer than 24 transferable semester hours (or 30 quarter hours) of college credit. Those having completed 24 hours or more of college credits must only submit a transcript from previously attended college(s). Transfer students are not eligible for the scholars program. In reviewing a transfer applicant's file, the office of admission holistically examines the student's academic performance in college-level coursework as an indicator of the student's ability to meet the academic rigors of Saint Louis University.

Within Saint Louis University: Applicants must already be attending Saint Louis University with a minimum of a 2.5 GPA to apply for the SLHS Standard track. Students who are interested in switching to this program must meet with the Speech, Language and Hearing Sciences program director, where they will receive a Major Application Change Form. Major Transfer students are not eligible for the scholars program. Students must complete the form and submit it

to the Doisy College of Health Sciences Dean's Office located in Suite 3113. The Dean's Office will enter this information onto a google tracking log and send an email as confirmation that the form was received. The Dean's Office will then distribute the forms to the Speech, Language and Hearing Sciences Department for final acceptance decisions on or about December 15 and May 15 each academic year. The department will then communicate final acceptance decisions to students on or about January 5 and June 1 of each academic year.

Registration

Students will register using myslu.slu.edu and Banner Self-Service. Undergraduate students register on specific days according to their status. To determine the date of your registration, view <http://www.slu.edu/registrar/register/registration-dates.php>. Before this date, take time to establish your schedule by locating the Course Reference Number (CRN) for each course/section in advance to ensure quick and smooth registration. CRNs can be found in the 'Look Up Classes' section in Banner Self-Service. On your assigned registration date, register for classes by logging in to your mySLU account. Click on the Students tab, Add or Drop Classes, select the appropriate term, and click Submit. Enter your CRNs into the boxes and click Submit Changes. If you need to locate a CRN, use the grey Class Search button. After submitting the changes, the status of your schedule will be listed. If there is an error of any sort, refer to <http://www.slu.edu/registrar/register/common-codes-and-errors.php>. This completes the registration process. To view your new schedule, go to the Add or Drop Classes page at the bottom and click on View Student Schedule.

ACADEMIC POLICIES

STANDARD GPA PROGRESSION REQUIREMENTS

| Class Standing | GPA Requirement |
|-----------------------|------------------------|
| Freshmen | 2.5 CUM |
| Sophomores | 2.5 CUM |
| Juniors | 2.75 CUM |
| Seniors | 2.9 CUM |
| For graduation | 3.0 CUM |

Additionally, all Speech, Language and Hearing Sciences courses must be completed with a grade of a “C” or higher in order to count for the major. Probation letters will be sent to students who do not meet these standards.

SCHOLARS PROGRAM GPA PROGRESSION REQUIREMENTS

| Class Standing | GPA Requirement |
|-----------------------|------------------------|
| Freshmen | 3.5 CUM |
| Sophomores | 3.5 CUM |
| Juniors | 3.5 CUM |
| Seniors | 3.5 CUM |
| For graduation | 3.5 CUM |

Additionally, all Speech, Language and Hearing Sciences courses must be completed with a grade of a “B” or higher in order to count for the major. If a Scholars student should fail to meet any of the progression requirements, they will automatically be dismissed from the Scholars program and be placed in the traditional SLHS program

Grading Policy

This is the grading scale that will be used in all SLHS courses to measure students' academic achievements. This grading scale is a standard grading scale that many other program departments in Doisy College of Health Sciences also use for consistency in grading expectations.

| Grade | Points | | |
|-----------|--------|-----------|-----|
| A | 4.0 | C+ | 2.3 |
| A- | 3.7 | C | 2.0 |
| B+ | 3.3 | C- | 1.7 |
| B | 3.0 | D | 1.0 |
| B- | 2.7 | F | 0.0 |

Grading Scale

Effective January 2020

| | |
|--------------------|----------------------|
| A = 93-100% | C+ = 77-79% |
| A- = 90-92% | C = 72-76% |
| B+ = 87-89% | C- = 70-71% |
| B = 83-86% | D = 60-69% |
| B- = 80-82% | F = BELOW 60% |

Attendance Policies

This attendance policy is designed to ensure that students gain **direct interactive learning** of the essential components of the field, which can best be achieved through in-person course attendance. Because this is an **applied healthcare field**, the knowledge learned will be directly applied to students' future clients. As such, students are expected to attend all classes.

Attendance Requirements:

- **At least 80% of total class sessions** must be attended in person to ensure students acquire the necessary knowledge for later application.
- If a student is absent for more than **20% of total class time**, they will receive a **half-credit grade reduction** for each additional class missed.
- If a student is absent for more than **30% of the course**, they will either:
 - Receive a **failing grade**, or
 - Be given the option to **withdraw from the course**.

Absences Due to Health Reasons:

- This attendance policy applies **regardless of physical or mental health reasons** for absences, in order to ensure that students meet the **knowledge standards** required by the American Speech-Language-Hearing Association (ASHA).

Recorded Lectures:

- If the professor records their lectures, students may **watch the session to learn the material**. However, this **will not count** toward the required in-person attendance.
- **Grade reductions** for absences over 20% will still apply, even if lectures are recorded.
- This does not apply if the professor is out of town or delivers the course live, in which case **watching a previously recorded lecture will not affect the student's grade**.

Accommodations:

- Students with **university-approved accommodations** will be handled on a case-by-case basis. However, the policy for failing grades or withdrawal after 30% absence will still apply.

Incomplete Grade Requirements

- A. Students may request a temporary grade of “incomplete” when required coursework is unfinished as of the last class of the current term, due to extraordinary circumstances. This type of request is not allowed in order to avoid unsatisfactory grade.

- B. Students must request the course instructor to enact an “incomplete.” The student and the instructor must discuss and document the conditions for clearing the incomplete grade, including the expected completion date. The instructor must send the proper form documenting the conditions to the appropriate school slash department for inclusion in the student’s permanent academic file.
- C. An incomplete grade must be cleared within one year after the course was taken and if not cleared within this time the “incomplete” will be converted to the grade of ‘F’. This is an automatic conversion process administered by the office of the university registrar in the case of graduating seniors, this conversion date will take place 30 calendar days after the commencement date.
- D. Incomplete grades in pre-requisite courses/ Y1 courses must be cleared before enrollment to following courses in the program.

Assignments and Final Grade Appeals

Students who have a grievance against their faculty member or academic advisor regarding an evaluation of their academic work, typically a grade given for an assignment or final term grade, may participate in the formal appeal process established by the SLHS program.

Definitions

- A. A grade appeal can be filed if the student can provide a rationale that their work has been assessed in a capricious manner.
- B. Capricious grading, as that term is used herein, refers to one or more of the following;
 - 1) the assignment of a grade to a particular student on some basis other than performance on the course.
 - 2) The assignment of a grade to a particular student was by more than exacting or demanding standards that were applied to other equivalent students in that section.
 - 3) The assignment of a grade by substantial departure from the instructor’s standards announced during the first quarter of the term.

I. Procedure for Assignment Grade Appeal

- a. Within ten (10) business days of receiving the grade, the student should request a meeting with the instructor (via SLU email) to discuss the grade and receive an explanation of how the grade was determined.
- b. This meeting should occur within ten (10) business days following the student’s request for a meeting.
- c. The instructor will document the meeting and discussion and outcomes, copying both the student and the program director via SLU e-mail, within five business days after the meeting. A summary correspondence will be written and delivered via SLU e-mail. The message will be sent with a “read receipt” request. If a “read receipt” request does not appear in the sender’s e-mail after 10 calendar days, a paper follow-up letter will be sent to the student’s permanent address.
- d. If the student continues to believe the grading was capricious, they should write an e-mail, through their SLU account or a letter to the program director, or to their designee, integrating the concern and carefully describing the rationale which supports the claim of capricious grading as defined above. The program director

or their designee we'll notify the student via SLU e-mail within 10 business days of the decision. The message will be sent with a "read receipt" request. If her "read receipt" does not appear in the sender's e-mail after 10 calendar days a paper, follow up letter will be sent to the students permit address

- e. After receiving the decision from the program director and all academic department channels have fully exhausted, if the student remains dissatisfied with the academic grievance decision at the department level IE the student believes the published department policies were not followed, they may escalate the appeal to college level. If the student initiates this process by writing a detailed letter of academic grievance to the Dean of Doisy College Health Sciences. The Dean, or his or her designee, will review the situation to assure department policies and procedures were followed. For more information refer to the Doisy College of Health Sciences academic grievance policy. <https://www.slu.edu/doisy/degrees/-pdf/complaint-policy-pt.pdf>

f.

II. Procedure for final grade appeal

- a. Within ninety (90) business days of receiving the grade, the student should request a meeting with the instructor (via SLU email) to discuss the grade and receive an explanation of how the grade was determined.
- b. Procedures for Final Grade Appeal are the same for assignment Grade Appeals. See above for procedures.

Probation Policy

The Speech, Language and Hearing Sciences program will identify students who need academic probation letters. Upon receiving and signing, an electronic copy will be sent to the Associate Dean for Student and Academic Affairs, who will then work with the Doisy College of Health Sciences Academic Advising and the Student Success Center to track the student's progress. The Associate Dean will also work with the Registrar's Office to ensure proper academic standing on Banner Codes are in place on the student's records. Tracking information regarding the student's follow-through will be shared with the Speech, Language and Hearing Sciences department chairs.

Academic Integrity

There are multitude of layers to the integrity standards and oversight which students are expected to adhere.

Including but not limited to:

1. Saint Louis University Academic Integrity Policy
https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf
2. Doisy College of Health Sciences Academic Integrity/Ethical Behavior Policy
<https://catalog.slu.edu/previous-catalogs/2018-2019/academic-policies/academic-policies-procedures/academic-integrity-ethical-behavior/>

Sanctions for academic misconduct deemed appropriate are as follows:

1. A formal written warning
2. Probationary Status: imposed with or without restrictions for definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, all on professional probation for academic misconduct.
3. Suspension: involuntary separation of student from college or university for a definite period of time after which the student is eligible for return. The length of time for the suspension will be determined by the hearing committee as stated in the report to the Dean. The disciplinary sanction of suspension is not recorded on the students permanent academic record. The student is subject to immediate dismissal of involved in any act of misconduct after the suspension has been lifted.
4. Dismissal: see following dismissal policies.

Additional information: <https://www.slu.edu/life-at-slu/community-standards/conduct-process.php>

Dismissal Policy for Standard Track

1. The department chair of speech language and hearing sciences has the authority and responsibility to dismiss a student from the program for academic and professional behavior reasons.
2. A student notified of dismissal due to academic or professional behavior reasons may apply for transfer to another school of the university under the condition that she or he meets the requirements of the school and to which transfer is requested.
3. A student may be dismissed due to professional behavior violations. The departmental progressions committee will assess the situation and make a recommendation to the chairperson. **See Section IV, Doisy Academic and Professional Integrity Policy and Professional Behavior Standards and Policy.** (Link available in Academic Integrity section above.)

Students will be dismissed from the program if they are given probationary status for three semesters.

If dismissal occurs, you will receive an email detailing the next steps. The steps are as follows:

Schedule an appointment to meet with your current Doisy College of Health Sciences advisor. When directed, make an appointment with a Career Development Specialist. Once a plan of action is in place for your success and progression at Saint Louis University, you will be cleared to register for classes for the following semester. Until you determine a new program of study, you will be coded in Banner as a “Doisy Undeclared Student.” With such code, you are not eligible to earn a degree at SLU. This designation acts as a placeholder until you are accepted into a program of study. To remain as a Doisy Undeclared Student, you must maintain a cumulative GPA of 2.0 or greater and you cannot take classes limited to majors only in the Doisy College of Health Sciences.

Dismissal Policy for Scholars Program

Students will be dismissed from the Scholars Program if they fail to meet any of the progression requirements and will automatically be placed in the standard track SLHS program.

Repeating Courses

Only the most recent courses will be included in your grade point average and the older courses will be excluded. Excluded courses will not be included in the accumulated earned credit hour totals, not awarded quality points, and not apply toward graduation requirements. Students may not repeat a graded course with a Pass/No Pass grade. Students also may not repeat Special Topics, Independent Internships, Clinical Learning Experiences, and those not repeatable for credit. **Beginning Fall 2019, courses may only be taken twice (e.g. taken once and then retaken once).**

Complaint Policy

Students who have grievances with actions, decisions, and slash or process processes at the university are afforded formal means of registering those complaints and for their complaints to be deliberated and acted upon by governing university officials. Details on specific types of complaints are related complaint policies (including nonacademic complaints) and procedures are provided at <https://www.slu.edu/provost/student-complaints.php>

Standard Track for SLHS

The Speech, Language and Hearing Sciences standard track program offers students the opportunity to become Speech-Language Pathologists or Audiologists. Speech-Language Pathologists work to prevent, identify, assess and provide treatment for communication and swallowing disorders. Audiologists work to prevent, identify, assess and treat hearing disorders. A degree in Speech, Language and Hearing Sciences can also act as preparation for other professional degrees such as medicine, special education or public health. In order to work as a professional in the field, students must attend graduate school.

Graduation Requirements for Standard Track

To graduate with a B.S. in Speech, Language and Hearing Sciences, you must adhere to the following requirements: 25 observation hours, 38 SLHS credits in major courses and 33 core courses, Senior Capstone project, a 3.0 cumulative GPA, a “C” or better in all SLHS major courses, and 120 total course credit hours.

Course Requirements

| Area | Credit Hours |
|----------------------------|---------------------------------|
| Core Curriculum | 33 |
| SLHS Major Courses | 38 |
| Electives or Minor Courses | 49 to achieve 120 credits total |

SLU Common Core (33 credit hours)

SLHS Major (38 credit hours)

- SLHS 2400: Foundations of Language
- SLHS 2000: Phonetics
- SLHS 2200: Anatomy & Physiology of the Speech Mechanism
- SLHS 3000: Cultural-Linguistic Diversity
- SLHS 3200: Speech & Hearing Science
- SLHS 3700: Speech and Language Development
- SLHS 4150: Survey of Speech and Language Disorders
- SLHS 4200: Audiology: Basic Audiometry
- SLHS 4300: Clinical Methods
- SLHS 4350: Professional Writing and Documentation for SLP & AuD
- SLHS 4400: Aural Rehabilitation
- SLHS 4500: Neurological Basis of Communication
- SLHS 4800: Senior (Research) Seminar

***Effective August 1, 2024, The SLHS Scholars Program is no longer accepting students. Students should view the Accelerated Track option in SLHS.**

SCHOLARS PROGRAM

The Speech, Language and Hearing Sciences Scholars Program is an exclusive opportunity for Saint Louis University freshmen to be guaranteed a position in the Speech, Language and Hearing Sciences Master Program upon graduation. The Scholars program requires 41 credits of Speech, Language and Hearing Sciences coursework along with the required credits of Doisy College of Health Sciences core curriculum.

Application Requirements

Applicants must complete the Scholar's Program application within SLU's general application. Applicants must have a minimum of a 3.75 GPA and 28 composite ACT or 1300 SAT score or higher (not for 2020-2023 admissions). Applicants will additionally provide a personal statement

answering the question, “Why do you want to be a Speech-Language Pathologist?” and provide two letters of recommendation emphasizing the students’ academic excellence and leadership.

Program Requirements

To continue as a SLHS Scholar, students must maintain a 3.5 cumulative GPA through completion of their SLHS B.S. degree, obtain a “B” or higher in all SLHS courses, enroll in SLHS 4600 or 4600 as an advanced course senior year, enroll in SLHS 4700 during Spring of senior year, and obtain at least 15 clinical clock hours and 25 observation hours. Students will be dismissed from the Scholars Program if they receive below a 3.5 GPA for any term and begin the SLHS Standard track.

Scholars Program Progression

- Maintain a 3.5 Cumulative GPA through completion of their bachelor’s degree
- Obtain a “B” or higher in all SLHS courses
- Enroll in SLHS 4600 or 4900 as advanced course senior year
- Enroll in SLHS 4700 Senior Clinic during Spring of senior year
- Obtain at least 15 clinical clock hours and 25 observation hours
- If a Scholars student should fail to meet any of the progression requirements, they will automatically be dismissed from the Scholars program and be placed in the traditional SLHS program.

Graduation Requirements for Scholars Program

To graduate with a B.S. in Speech, Language and Hearing Sciences, you must adhere to the following requirements: 25 hours of clinical observation, 38 SLHS credits in major courses and 33 core courses, Senior Capstone project, a 3.00 cumulative GPA, a “B” or better in all SLHS major courses, and 120 total course credit hours.

Course Requirements

| Area | Credit Hours |
|----------------------------|---------------------------------|
| Core Curriculum | 33 |
| SLHS Major Courses | 38 |
| Electives or Minor Courses | 49 to achieve 120 credits total |

SLU Common Core (33 credit hours)

Major (38 credit hours)

- SLHS 2000: Phonetics
- SLHS 2200: Anatomy & Physiology of the Speech Mechanism
- SLHS 2400: Foundations of Language
- SLHS 3000: Cultural-Linguistic Diversity
- SLHS 3200: Speech & Hearing Science
- SLHS 3700: Speech and Language Development
- SLHS 4150: Survey of Speech and Language Disorders
- SLHS 4200: Audiology: Basic Audiometry
- SLHS 4300: Clinical Methods
- SLHS 4350: Professional Writing & Documentation for SLP & AuD
- SLHS 4400: Aural Rehabilitation
- SLHS 4500: Neurological Basis of Communication
- SLHS 4700: Senior Clinic
- SLHS 4800: Senior (Research) Seminar
- SLHS 4600: Advanced Audiology OR SLHS 4900: Speech Sound Disorders

Classes required to graduate in SLHS that also count towards the Core:

- SLHS 1000 – Ignite Seminar
- CORE 1500 – Cura Personalis 1: Self in Community
- STAT 1100/MATH 1300 – Ways of Thinking: Quantitative Reasoning
- PHIL [E] – Ultimate Questions: Philosophy
- CHEM 1000/1080 – Ways of Thinking: Natural & Applied Science.
- THEO [E] – Ultimate Questions: Theology
- CORE 1900 – Eloquentia Perfecta: Written & Visual
- PSY 1010/4390 – Ways of Thinking: Social & Behavioral
- SLHS 3000 – Identities in Context & Global Interdependence, and Dignity, Ethics, & a Just Society
- THR 2540/CMM 1200 – Eloquentia Perfecta: Oral & Visual
- SLHS 4300 – Cura Personalis 3: Self in the World
- SLHS 4650- Collaborative Inquiry
- SLHS 4800 – Writing Intensive
- SLHS 4050/4060 Writing Intensive (yearlong research option instead of 4800)
- SLHS 4700- Reflection-In-Action

Minor in SLHS (17 credit hours)

The minor is helpful to students interested in a healthcare or educational setting, including those majoring in physical therapy, occupational therapy, education and special education. Having a strong foundation in SLHS will benefit professionals seeking to work on an interdisciplinary team, such as in a health care or educational setting. Students minoring in SLHS not only learn the roles of SLPs and Audiologists but learn the complexities of speech and language. Students must have a minimum of a 2.5u GPA to join the minor and must maintain a 2.5 GPA to complete the minor.

Required Courses for Minor

- SLHS 1000: Intro to Communication Sciences & Disorders
- SLHS 2000: Phonetics
- SLHS 2400: Foundations of Language
- SLHS 3900: Speech and Language Development
- SLHS 4200: Audiology: Basic Audiometry

And one of the following:

- SLHS 4150: Survey of Speech and Language Disorders
- SLHS 4500: Neurological Basis of Communication
- SLHS 4400: Aural Rehabilitation

HONORS COURSES

Enrollment in dual-listed sections is limited to five students. The following courses can be completed for dual-listing in the Speech, Language and Hearing Sciences program:

- SLHS 3700: Speech and Language Development
- SLHS 4150: Survey of Speech and Language Disorders
- SLHS 4200: Audiology: Basic Audiometry
- SLHS 4650: Counseling
- SLHS 4800: Senior (Research) Seminar

ACCELERATED TRACK

The Speech, Language and Hearing Sciences B.S. to M.S. Accelerated Program will allow students to graduate with their B.S. and M.S. in speech-language pathology in five years compared to the standard track which is six years. Students will have a direct entry to the SLHS graduate program if all the academic requirements are successfully completed in the undergraduate program. This accelerated program is a five-year curriculum, including two summers.

Students admitted as freshman receive a Bachelor of Science in Speech, Language and Hearing Sciences (B.S.) after successfully completing the first eight semesters of coursework, and the Master of Science (M.S.) degree after completing the additional four post-baccalaureate semesters. Students who have already earned an undergraduate degree may enter as a post-baccalaureate for two years of graduate coursework including two summers.

The program will admit both internal and external transfer students. The number of students admitted will vary and is based on the available space in the respective cohort. A change of

major status and program entry occurs the next applicable fall or spring semester following acceptance.

Requirements for the B.S. in SLHS include:

- Maintain a 3.2 cumulative GPA through completion of the B.S. degree
- Obtain a B or higher in all SLHS courses
- Obtain at least 15 clinical clock hours and 25 observation hours
- 42 total undergraduate SLHS credit hours

Requirements for the M.S. in SLHS include:

- Maintain a 3.0 cumulative GPA through completion of the M.S. degree
- Obtain a C or higher in all SLHS graduate courses
- Adhere to SLHS graduate handbook and obtain at least 325 required clock hours set by American Speech-Language-Hearing Association (ASHA) standards
- 49 graduate SLHS credit hours

STUDENT/ IMPORTANT INFORMATION

Observation Hours

- Observation hours will be done entirely online using a videos in the course SLHS 4350 Professional Writing and Documentation for the SLP & AuD.
- Observation hours completed after **January 1, 2020** must have been (and continue to be) completed with a clinical educator or supervisor who meets the requirements as outlined in Standard V-E.
- All observation experiences will be completed in SLHS 4350
 - This prevents Dr. Thurmon from needing to check with each supervisor for the required trainings and debriefings.
- Master Clinician Network has a new observation tracking system that will be used, so SLHS will not need a GA dedicated to the Google doc for tracking hours currently.
- Students can continue to observe in the clinic to enhance their learning or for class assignments, but these observations will not count towards their required 25 hours of observations

Onsite Hours

- A. Sign up for the session you want to observe in the clinic in the book in room 32 in the clinic.
- B. Show up for your therapy session 10 minutes before it starts in clinic attire with your SLU ID badge and headphones. Make sure that the client has not cancelled in the book in room 32 before therapy.
- C. After your session, complete the online form:
 - a. Enter in your name
 - b. The date of the session
 - c. Approximate age of the client. If you watched several clients that day, put the overall age of that population. If you saw a wide variety of ages, you will need to list separately.
 - d. Indicate if the session was a therapy or diagnostic session
 - e. When you enter the time you put how many hours you observed and how many minutes you observed separately. For example: if you observed for 4 and ½ hours, select 4 hours and 30 minutes.
 - f. The disorder that the client presented with. If you saw several clients, with different diagnosis you will need to list separately.
 - g. The SLP or Audiologist's name
 - h. The SLP or Audiologist's email address
 - i. Physical Setting
 - j. Complete the remaining sections reflecting on your experience!

Dress Code for Clinic

Students are asked to dress for clinic during observations. If not dressed appropriately, the student will be asked to leave or change. Listed below are the general dress code guidelines:

- No tight, low-cut, or short shirts
- Piercings limited to earrings
- No visible tattoos
- No flip-flops (dress sandals allowed)
- No tank tops or strapless (if sleeveless, shirts must be very modest)
- No jeans or shorts

Capstone Project

The purpose of the capstone project is to provide an integrative experience for seniors that ties together the key learning objectives identified by the department that are consistent with the five dimensions as described in the mission of the University. Capstone projects are expected to demonstrate reflection, critical thinking, effective communication (including presentation, research and technological skills as defined by the nature of the project).

This experience is required for all seniors and will be incorporated in one of two places in the curriculum: Senior Seminar (SLHS 4800 – 1 credit hour) or the Research Seminar (SLHS 4050 – 1 credit hour) and Research Practicum (SLHS 4060 – 1 credit hour) sequence.

To fulfill the requirement, students may choose from the following options:

1. Research project – Student must work with a mentor in the department and must enroll in Research Seminar (Fall) and Research Practicum (Spring)
2. Reflective analysis of field experience (direct or indirect): Student may either do reflective analysis of his or her own client or of a structured observation of a client. This project is separate from any clinical responsibilities associated with that client. Strict rules of confidentiality are to be observed at all times.
3. Reflective analysis of a volunteer experience: Student may choose to do a reflective analysis of a volunteer experience within the current academic year.
4. Case study: Student may choose to research a case study provided by the instructor. The student will be expected to answer field questions during the oral presentation.
5. Research paper: Student may select a topic of interest and write a literature review. The topic and review must be selected and written this semester. Topics that may have been researched in past classes are not permitted.
6. Creative project: Student may create an original product, such as a video, CD or software artifact.
7. Other: Students are encouraged to think creatively. Remember, all projects must have prior approval from the Chair/Instructor of the course.

Research Project (A): Students who choose to do a research project must enroll in the Research Seminar in the Fall and Research Practicum in the Spring (to be taken in lieu of the Senior Seminar course). Such students will need to work with a faculty member who has agreed to mentor the student in this capacity (see attached timeline). The final grade for the research project will be assigned by the student's faculty mentor.

Eligibility requirements: Students will need to write a letter of interest to the Chair and will need verification that the student has met the minimum requirements of cumulative GPA (3.3 or better) and B or better in major classes. Such verification will be provided by the student's academic mentor.

Other options for capstone project (B-F): Students who choose to work on any of the other options must enroll in the Senior Seminar course spring semester. Capstone projects for senior seminar may be initiated in the fall or spring. If a student wishes to begin the capstone project in the fall, prior approval from the instructor must be obtained. The final grade for the capstone project will be assigned by the instructor of the course.

SLHS 4050 – Research Seminar: This course is the first in a series of two courses that provide the opportunity for students to actively engage in human subjects research as a capstone experience. The project is expected to tie together the department's learning outcomes based on these five dimensions: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. Student arranges with an individual faculty member to carry-out a research project, including literature review, study design, IRB approval, data collection and analysis and APA style reporting. Recommendation by a faculty mentor is required.

SLHS 4060 – Research Practicum: This course is the second in a series of two courses that provide the opportunity for students to actively engage in human subjects research as a capstone experience. The project is expected to tie together the department's learning outcomes based on these five dimensions: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. Student arranges with an individual faculty member to carry-out a research project, including literature review, study design, IRB approval, data collection and analysis and APA style reporting. Recommendation by a faculty mentor is required.

SLHS 4800 – Senior Seminar: This course provides the opportunity for students to complete an integrative capstone project that ties together the department's learning outcomes based on these five dimensions: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. Students are required to complete assigned readings, to produce a capstone project, and to make an oral presentation and submit a paper providing an evidence-based summary of their project. Students may petition to the instructor of the course to work in groups of 2 - 3. Grading: Letter grades (A through F) will be assigned and determined on the basis of performance on the capstone project. The pass-fail option is not available for the capstone experience.

Mentoring

Faculty mentoring is an important component of your experience at Saint Louis University and as such your faculty mentor will provide you with guidance and support regarding your professional development. You are encouraged to reach out to your faculty mentor as appropriate.

Group mentoring will take place for Freshmen and Sophomores and, individual mentors will be assigned Junior year. You can make a request to change your mentor at any time, no questions asked. You can contact Dr. Thurmon regarding this request.

It is strongly suggested to meet with your academic mentor in the following instances:

- Junior (rising Senior)
- Semester before studying abroad
- Recently changed into the SLHS major 12

The mentors are as follows:

Dr. Threats travis.threats@health.slu.edu

Dr. Thurmon saneta.thurmon@health.slu.edu

Ms. Hoffmann julia.hoffmann@health.slu.edu

Ms. Fischer maureen.fischer@health.slu.edu

Dr. Steele sara.steele@health.slu.edu

Dr. Chiu yifang.chiu@health.slu.edu

Preparing for Graduate School

In order to best prepare for graduate school, there are helpful tips for each year of your undergraduate career.

Freshmen

- ☐ Build your resume (service, athletics, employment)
- ☐ Get your GPA off to a good start
- ☐ Make a positive impression on the faculty
 - o They will be the ones writing you academic letters one day
- ☐ Join NSSLHA

Sophomores

- ☐ Continue to build your resume
- ☐ Strengthen and maintain your academic GPA
- ☐ Continue to make a good impression on faculty
- ☐ Explore your interests within the discipline through observation hours

Juniors

- ☐ Maintain a strong academic record and GPA
- ☐ Research/capstone project
- ☐ Start to prepare for the GRE (many students take it the summer before senior year)
- ☐ Start looking at schools, requesting information, and possibly touring schools

Seniors

- ☐ Finalize a list of which schools you want to apply to
- ☐ Make a list of what is required for each school and write down the due dates
- ☐ Take or retake the GRE if needed
- ☐ Revise and fine tune your personal statements and resumes
- ☐ Ask for letters of recommendation before Thanksgiving break

STUDENT INVOLVEMENT

There are many ways to get involved during your time at Saint Louis University. Below are the options within the Speech, Language and Hearing Sciences department. Involvement

within the program is encouraged, as well as involvement within Saint Louis University and the community.

- **Ambassadors:** Assist with projects, lead tours of the Department of Speech, Language and Hearing Sciences and represent the department at University-wide recruitment events.
- **Chapter Members:** SLU's chapter of the National Student Speech-Language-Hearing Association participates in pre-professional, service, fundraising and social activities. Get involved to access opportunities and resources to promote your future success in Speech, Language and Hearing Sciences.

CAMPUS RESOURCES

Student Success Center

The Student Success Center aids students in fulfilling their academic and career-related goals by providing intentional, developmentally appropriate opportunities for self-reflection and discovery, encouraging experiential learning, and supporting students' discernment in vocational, personal and academic choices. With two convenient locations on campus (Busch Student Center, 331 and the School of Nursing Building, 114), students are able to meet with experienced staff skilled in the areas of promoting academic and career related success. See <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

Disability Services

Saint Louis University is committed to supporting students and providing education experiences through the facilitation of academic accommodations and services. Disability Services partners with students, faculty, academic departments and service providers to facilitate equal access to and the opportunity for all students to participate in University programs, services and experiences. We coordinate auxiliary aids and services to meet the needs of students with disabilities. Our goal is to create a safe and supportive campus community for students with disabilities. All inquiries about the availability of reasonable university-related accommodations are kept confidential, and should be addressed to disability_services@slu.edu, 314-977-3484, Busch Student Center, Suite 331, 20 North Grand Boulevard, St. Louis, MO 63103. See <https://www.slu.edu/life-at-slu/student-success-center/disability-services/index.php>.

Student Health Center

The Student Health Center is available to all students at the University. SLUCare physicians provide services, including internal medicine, sports medicine, orthopedics, gynecology, and family/community medicine. Other medical services include occupational therapy, physical therapy, dietetics, laboratory testing, radiology, EKG and prescription medication. The Student Health Center location, hours of operation, contact information, and answers to other general questions can be found at <http://www.slucare.edu/patient-information/index.php>.

University Counseling Center

The University Counseling Center promotes the psychological health and development of the SLU community using a holistic approach to achieve wellness and educational success. Services

include individual, group and couples counseling, psychological testing, crisis management, clinical training of graduate students and wellness education. All services through the University Counseling Center are free to students. Due to the Covid-19 Pandemic, all services are being provided remotely, through Zoom. The University Counseling Center location, hours of operation, contact information, and answers to other general questions can be found at <https://www.slu.edu/life-at-slu/university-counseling/index.php>.

Instructional Technology Services

Student Tech Services provide support and troubleshooting for student SLU accounts and access, email, Blackboard, internet and media access and printing services. See <https://www.slu.edu/its/it-support-services>.

Appendix A
 Bachelor of Science in Speech, Language and Hearing Sciences
 Standard Track-Core 2020 (120 credits)

| Year One | | |
|---------------|---|--------------|
| FALL | | CREDITS |
| STAT 1100 | Introduction to Statistics | 3 |
| or MATH 1300X | or Elementary Statistics with Computers | |
| SLHS 1000 | Introduction to Speech, Language & Hearing Sciences | 3 |
| CORE 1500 | Cura Personalis 1: Self in Community | 1 |
| ENGL 1500 | The Process of Composition (If received 25 or higher on ACT, can take elective instead) | 3 |
| CORE 1000 | Ignite First Year Seminar | 2-3 |
| | Credits | 12-13 |
| SPRING | | |
| SLHS 2400 | Foundations of Language | 3 |
| CHEM 1000 | Chemistry and the Environment | 3 |
| or CHEM 1080 | or Principles of Chemistry 1 Lecture | |
| CORE 1600 | Ultimate Questions: Theology | 3 |
| IPE 2100 | Interprofessional Collaboration and Healthcare in Global Context | 3 |
| CORE 1700 | Ultimate Questions: Philosophy | 3 |
| XXXX | Elective | 3 |
| | Credits | 18 |
| Year Two | | |
| FALL | | |
| SLHS 2000 | Phonetics | 2 |
| BIOL 1240 | General Biology: Information Flow and Evolution | 3 |
| or BIOL 1260 | or General Biology: Transformations of Energy and Matter | |
| CORE 1900 | Eloquentia Perfecta 1: Written and Visual Communication | 3 |
| HCE 2010 | Foundations in Clinical Health Care Ethics (Or Elective) | 3 |
| EDUC 1300 | Exceptional Learners (Or Elective) | 3 |
| XXXX | Elective | 3 |
| | Credits | 17 |
| SPRING | | |

Option to Study Abroad this Semester

| | | |
|-----------|--|-----|
| SLHS 2200 | Anatomy and Physiology of the Speech Mechanism | 3 |
| CORE 3600 | Ways of Thinking: Social and Behavioral Sciences (Choose any Psychology course that meets this UUC attribute) | 3 |
| CORE 2800 | Eloquentia Perfecta 3: Creative Expression | 2-3 |
| HSCI 2500 | Human Development across the Lifespan | 3 |

or EDF 2240

or Growth Development and Learning

| | | |
|-----------|--|--------------|
| CORE 3400 | Ways of Thinking: Aesthetics, History, and Culture | 3 |
| CORE 2500 | Cura Personalis 2: Self in Contemplation | 0 |
| | Credits | 14-15 |

Year Three

FALL

| | | |
|-----------|---|-----------|
| SLHS 3700 | Speech and Language Development | 3 |
| SLHS 3200 | Speech & Hearing Science | 3 |
| SLHS 4200 | Audiology: Basic Audiometry | 3 |
| EDSP 3700 | Intro to Disabilities Studies (Or Elective) | 3 |
| XXXX | Minor Elective | 3 |
| | Credits | 15 |

SPRING

| | | |
|-----------|--|-----------|
| SLHS 3000 | Cultural Linguistic Diversity | 3 |
| SLHS 4150 | Survey of Speech & Language Disorders | 3 |
| PSY 3210 | Developmental Psych: Child (Or Elective) | 3 |
| CMM 1200 | Public Speaking | 3 |
| XXXX | Elective | 3 |
| XXXX | Elective | 3 |
| | Credits | 18 |

Year Four

FALL

| | | |
|-----------|--|-----------|
| SLHS 4300 | Clinical Methods | 3 |
| SLHS 4350 | Professional Writing & Documentation for the SLP and AuD | 1 |
| SLHS 4400 | Aural Rehabilitation | 3 |
| HSCI 2200 | Medical Terminology (Or Elective) | 3 |
| XXXX | Elective | 3 |
| XXXX | Elective | 3 |
| | Credits | 16 |

SPRING

| | | |
|-----------|-------------------------------------|---|
| SLHS 4500 | Neurological Basis of Communication | 3 |
|-----------|-------------------------------------|---|

| | | |
|-----------------------------------|--|----------------|
| SLHS 4700 | Clinical Practicum (Or Elective that meets UUC Reflection-in-Action attribute) | 2 |
| SLHS 4800 | Senior Seminar | 2 |
| or SLHS 4050 and SLHS 4060 | or Research Seminar and Research Practicum | |
| SLHS 4600 | Advanced Audiology | 2 |
| or SLHS 4900 | or Speech Sound Disorders Assessment & Treatment | |
| SLHS 4650 | Counseling | 3 |
| XXXX | Elective | 3 |
| Credits | | 15 |
| Total Credits | | 125-127 |

Graduation Requirements:

Minimum credit hours for graduation: 120 (SLHS credit hours= 38 hours)

Grade of C or better in all required SLHS coursework.

3.0 Cumulative GPA at graduation

*38 SLHS credits are required to complete the major. Students may choose 3 total credits of elective SLHS courses to meet the 38 required credits from a variety of SLHS electives: SLHS 1000, SLHS 1420, SLHS 4600 SLHS 4650, SLHS 4900

If Students plan to study abroad in Spring year two, then, they will enroll in SLHS 2200 in spring year one. If students plan to study abroad in the Fall year three, then they will take both SLHS 3200 and SLHS 4200 in Fall year two.

**BACHELOR OF SCIENCE IN
SPEECH, LANGUAGE & HEARING SCIENCES
Fall 2023 CORE
SCHOLARS PROGRAM**

The SLHS Scholars track is no longer admitting students beginning Fall 2025.

| Year One | | |
|---------------|---|--------------|
| FALL | | CREDITS |
| STAT 1100 | Introduction to Statistics | 3 |
| or MATH 1300X | or Elementary Statistics with Computers | |
| SLHS 1000 | Introduction to Speech, Language & Hearing Sciences | 3 |
| CORE 1000 | Ignite First Year Seminar | 2-3 |
| CORE 1500 | Cura Personalis 1: Self in Community | 1 |
| ENGL 1500 | The Process of Composition (If received 25 or higher on ACT, can take elective instead) | 3 |
| | Credits | 12-13 |
| SPRING | | |
| SLHS 2400 | Foundations of Language | 3 |
| CHEM 1000 | Chemistry and the Environment | 3 |
| or CHEM 1080 | or Principles of Chemistry 1 Lecture | |
| CORE 1600 | Ultimate Questions: Theology | 3 |
| CORE 1700 | Ultimate Questions: Philosophy | 3 |
| IPE 2100 | Interprofessional Collaboration and Healthcare in Global Context | 3 |
| XXXX | Minor Elective | 3 |
| | Credits | 18 |
| Year Two | | |
| FALL | | |
| SLHS 2000 | Phonetics | 2 |
| BIOL 1240 | General Biology: Information Flow and Evolution | 3 |
| ENGL 1900 | Advanced Strategies of Rhetoric and Research | 3 |
| HCE 2010 | Foundations in Clinical Health Care Ethics | 3 |
| EDUC 1300 | Exceptional Learners | 3 |
| XXXX | Elective | 3 |
| | Credits | 17 |
| SPRING | | |

| | | |
|---|--|--------------|
| SLHS 2200 | Anatomy and Physiology of the Speech Mechanism | 3 |
| XXXX | Psychology Elective: satisfies CORE 3600 | 3 |
| CORE 2800 | Eloquentia Perfecta 3: Creative Expression | 2-3 |
| HSCI 2500 | Human Development across the Lifespan | 3 |
| or EDF 2240 | or Growth Development and Learning | |
| CORE 3400 | Ways of Thinking: Aesthetics, History, and Culture | 3 |
| CORE 2500 | Cura Personalis 2: Self in Contemplation | 0 |
| Credits | | 14-15 |
| Year Three | | |
| FALL | | |
| SLHS 3700 | Speech and Language Development | 3 |
| SLHS 3200 | Speech & Hearing Science | 3 |
| SLHS 4200 | Audiology: Basic Audiometry | 3 |
| EDSP 3700 | Intro to Disabilities Studies (Or Elective) | 3 |
| PSY 3210 | Developmental Psych: Child | 3 |
| Credits | | 15 |
| SPRING | | |
| SLHS 3000 | Cultural Linguistic Diversity | 3 |
| SLHS 4150 | Survey of Speech & Language Disorders | 3 |
| CMM 1200 | Public Speaking | 3 |
| Minor Elective | | 3 |
| XXXX | Elective | 3 |
| Credits | | 15 |
| Year Four | | |
| FALL | | |
| SLHS 4300 | Clinical Methods | 3 |
| SLHS 4350 | Professional Writing & Documentation for the SLP and AuD | 1 |
| SLHS 4400 | Aural Rehabilitation | 3 |
| HSCI 2200 | Medical Terminology | 3 |
| XXXX | Minor Elective | 3 |
| XXXX | Minor Elective | 3 |
| Credits | | 16 |
| SPRING | | |
| SLHS 4500 | Neurological Basis of Communication | 3 |
| SLHS 4700 | Clinical Practicum | 2 |
| SLHS 4800 | Senior Seminar | 2 |
| or SLHS 4050 <i>and</i> SLHS 4060 | or Research Seminar <i>and</i> Research Practicum | |

| | | |
|--------------|--|----------------|
| SLHS 4600 | Advanced Audiology | 2 |
| or SLHS 4900 | or Speech Sound Disorders Assessment & Treatment | |
| SLHS 4650 | Counseling | 3 |
| XXXX | Elective | 3 |
| | Credits | 15 |
| | Total Credits | 122-124 |

*SLHS Scholars must enroll in SLHS 4700 Clinical Practicum

Graduation Requirements:

Minimum credit hours for graduation: 120 (SLHS credit hours= 42 hours)

Grade of B or better in all required SLHS coursework.

3.5 Cumulative GPA all semesters

*42 SLHS credits are required to complete the major. Students may choose 3 credits of elective SLHS courses to meet the 42 required credits from a variety of SLHS electives: SLHS 1000, SLHS 1420, SLHS 4600, SLHS 4650, or SLHS 4900

If Students plan to study abroad in Spring year two, then, they will enroll in SLHS 2200 in spring year one. If students plan to study abroad in the Fall year three, then they will take both SLHS 3200 and SLHS 4200 in Fall year two.

Appendix B

Capstone Project Timeline for SLHS 4050/4060

| | |
|--|---|
| September TBA (Undergraduate orientation) | Students are given information, options, guidelines, and timelines about the capstone experience. |
| September 15 | <p>Students who wish to do a research project need to submit a letter of interest to the Chair as well as verification of GPA from academic mentor. Preliminary approval of research mentor is required; students must add Research Seminar (SLHS 405).</p> <p>Students who wish to begin other capstone project early must have approval from Chair at any point in the semester prior to beginning project.</p> |
| October 15 | If student selects research project option, the following is due to the Chair: approval from research mentor and Chair documentation of a pass for the IRB training requirement brief description and timeline of the research project |
| November 15 | IRB proposal due to mentor |
| December 1 | Review of literature submitted to mentor |
| December 15 | Research option: IRB submitted |
| January, 3 rd week of class | Other capstone options: description of the project and timeline due to Chair by 3 rd week of classes, Spring semester. |
| February TBA | Department selects 1-2 student(s) for the Senior Legacy Symposium |
| April TBA | Deadline for student submission form for Senior Legacy Senior Legacy Symposium |