



SCHOOL *of* HEALTH *and*
REHABILITATION SCIENCES

MGH INSTITUTE

**Department of Communication Sciences and
Disorders
Master's Degree Program**

**2016-2018
Policies and Procedures Manual**

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Table of Contents

Academic Policies and Procedures

INTRODUCTION	5
1. ADVISING	5
1.1 Academic and Faculty Advisors	5
1.1.1 Introduction	5
1.1.2 Role of the Academic Advisor	5
1.1.3 Role of the Faculty Connect Guide.....	6
1.2 Clinical/Academic Review.....	6
1.2.1 Purpose of the Clinical/Academic Review.....	6
1.2.2 Membership of the Review Meeting.....	6
1.3 Academic Support Services.....	6
1.4 Employee/Student Assistance Program	7
2. ACADEMIC REQUIREMENTS AND GRADES	8
2.1 Non-Degree Students	8
2.2 Transfer of Graduate Credits	8
2.3 Enrollment Waiver for Required Courses.....	8
2.4 Credit by Examination.....	8
2.5 Grade Equivalents	8
2.6 Academic Performance	8
2.6.1 Minimum Course Grades.....	8
2.6.2 Prerequisites	9
2.6.2.1 Minimum Grade for Prerequisite Courses Enrolled at the Institute	9
2.6.2.2 Minimum Grade for Prerequisite Courses Not Taken at the Institute.....	9
2.6.3 Grade Point Average	9
2.6.4 Incompletes	9
2.6.5 Course Failures	9
2.6.6 Academic Probation	10
2.7. Pass/Fail Option	10
2.7.1 Required Courses.....	10
2.7.2 Electives	10
2.7.3 Clinical Practicum	11
2.8 Audit Option.....	11
2.9 Comprehensive Examination	11
2.10 Thesis Option	11
2.11 Inter-professional Education	11
2.12 Concentrations.....	12
2.12.1 Requirements of the Concentrations.....	12
2.12.2 The Concentration Comprehensive Examination Question.....	13
2.12.3 Eligibility Requirements.....	13
2.12.4 Deciding Whether to Pursue a Concentration.....	14
2.12.5 The Application Process.....	14
2.12.6 Concentration Caps.....	15
2.12.7 The Concentration Committee.....	15
2.12.8 Concentration Learning Communities.....	15
3. ASSIGNMENTS AND EXAMINATIONS	15

3.1. Written Assignments.....	15
3.1.1 Type-Written Work.....	15
3.1.2 Style Standards	15
3.1.3 Late Assignments	16
3.2. Examinations	16
3.2.1 Schedules.....	16
3.2.2 Attendance at Examinations	16
3.2.3 In-Class Examinations	16
3.2.4 Take-Home Examinations	16
3.2.5 Illness During Examinations	17
3.2.6 Competencies in Clinical Courses	17
3.2.7 Grade Disputes on Examinations or Assignments.....	17
3.2.8 Accommodations During Examinations	17
3.2.9 Review of Written Examinations	17
4. ATTENDANCE	17
4.1 Attendance Requirements	17
4.2 Notification of Absences	18
5. FACULTY - STUDENT COMMUNICATION	18
5.1 Electronic Mail (Email)	18
5.2 Mailboxes	18
5.3 Bulletin Boards	18
5.4 Office Hours.....	18
5.5 Voice Mail	18
5.6 Student Representatives	18
5.7 NSSLHA	18
5.8 Change of Address.....	19
5.9 Emergency Contact Name and Number.....	19
6. COURSE EVALUATIONS.....	19
6.1 Purpose of Course Evaluations	19
6.2 Formal Course Evaluations	19
7. COURSE READING MATERIALS	20
7.1 Purchasing Textbooks	20
7.2 Supplemental Readings.....	20
7.2.1 Course Packets	20
7.2.2 Reserved Readings	20
7.2.3 Other Readings	20
8. PROFESSIONAL BEHAVIOR.....	20
8.1 Code of Ethics	20
8.2 Academic Integrity	20
8.3 Disciplinary Actions	21
8.3.1 Academic Setting.....	21
8.3.2 Lowered Grade.....	21
8.3.3 Termination of Student Enrollment	21
8.3.4 Student's Right to Appeal to Department after Receiving Notice of Recommendation for Disciplinary Action or Dismissal from the Program	21
8.3.5 Further Information	21
8.4 Clinical/Academic Review.....	21

8.5 Ethics Course	21
8.6 Laptop Computer Use during Class	22
8.7 Cell Phone Use during Class.....	22
9. PETITIONS AND COMPLAINTS	22
9.1 Petitions.....	22
9.1.1 Format of Petitions	22
9.1.2 Approval of Petitions.....	22
9.2 Complaints.....	22
9.2.1 Submission of the Complaint	22
9.2.2 Format of Complaints	22
9.2.3 Resolution of the Complaint.....	23
9.2.4 Other Student Grievance Procedures.....	23
9.2.5 Filing a Complaint with the CAA	23
10. AWARDING OF THE MASTER OF SCIENCE IN SPEECH–LANGUAGE PATHOLOGY	23
10.1 Degree Requirements.....	23
10.2 Time Limits	23
10.3 Request for Extension	23
10.4 Graduation Ceremonies.....	24

Appendices

Appendix A: Programs of Graduate Study	25
Appendix B: Worksheet of Required Courses.....	24
Appendix C: CSD Faculty Locations and E-mail Addresses	45
Appendix D: ASHA Code of Ethics web link	47
Appendix E: CSD Program Mission Statement.....	48
Student signature form.....	49

ACADEMIC POLICIES AND PROCEDURES

INTRODUCTION

The academic policies of the MGH Institute of Health Professions are published in the Catalog which is available online at the Institute's website (www.mghihp.edu). Academic policies of the Department of Communication Sciences and Disorders (CSD Dept.) are presented in this Policies and Procedures Manual (the Manual). Students are required to familiarize themselves with and adhere to the policies and procedures contained in both the Catalog and this Manual.

The MGH Institute of Health Professions is an affirmative action/equal opportunity institution and prohibits discrimination on the basis of race, color, religion, creed, gender, sexual orientation, age, disability, veteran status, marital status, status as a parent, or national origin. The Institute respects and values the diverse backgrounds of all people and welcomes all students to participate fully in all the rights, privileges, programs, and activities generally accorded or made available to the Institute community.

1. ADVISING AND MENTORING

1.1 ACADEMIC and FACULTY ADVISORS

1.1.1 Introduction

The CSD Department designates faculty members to act as the Academic Advisor for each of the graduate students in the Program. Students are encouraged to meet with their Academic Advisor to discuss personal issues that may impact learning and professional development. Students are also encouraged to discuss issues relating to the Program with the Chair of the Department, the Associate Chair, and other relevant faculty members. For example, students are encouraged to meet with individual faculty members responsible for specific courses or clinical practica to discuss difficulties related to course content.

1.1.2 The Role of the Academic Advisor

The Academic Advisor will:

- (a) Assist the student in developing a program of graduate study that will be reviewed each semester (see Appendix A). Students should monitor their own academic progress throughout the Program using the Worksheet of Required Courses (see Appendix B) and by updating their electronic KASA forms (Knowledge And Skills Acquisition forms).
- (b) Monitor the student's academic records to make sure they are in compliance with ASHA certification requirements.
- (c) Approve course registration during each registration period.
- (d) Sign departmental and Institute forms that require advisor's signature.
- (e) Advise students about relevant Institute and departmental academic policies when petitioning for waivers or unusual circumstances and bring petitions to the CSD faculty for action.
- (f) Review the student's academic record each semester and provide academic counseling whenever necessary.
- (g) Review all requirements and sign-off on forms required for graduation.

- (h) Initiate and serve as chair of the Clinical/Academic Review (CAR) when a faculty or clinical staff member identifies a problem (see 1.2).
- (i) Assist students in identifying appropriate resources for personal and professional needs.

1.1.3 The Role of the Faculty Connect Guide

Each student will also be assigned to a faculty member, known as their “Faculty Connect Guide”, whom they will meet at orientation prior to the start of classes in the first semester. Each faculty member will have approximately 4 to 6 students assigned for this purpose each fall. The role of the faculty connect guide is different from the general academic advisor mentioned in section 1.1.2.

The faculty connect guide will contact the student early in the semester to schedule a face-to-face meeting with a small group of students. After that first meeting, students may contact their faculty connect guide at any time to schedule individual (or small group) meetings to focus on their individual or group needs.

In general, the role of the faculty connect guide program is to:

- Offer students guidance from the Faculty Guide and a peer group during the graduate program
- Invite students to develop a closer relationship with a faculty member who will, in turn, provide them with a wealth of information gained from their own experiences.
- Give students an added sense of connectivity to the CSD Department.

The faculty connect guide is available to:

- Have fun conversations about the world of speech-language pathology, including SLP practice patterns, work settings and students’ personal career goals.
- Connect students with support professionals who can help them achieve academic success and personal well-being.
- Assist students with understanding the Institute’s culture, policies and procedures.
- Discuss individual interests as they relate to the CSD Curriculum, Concentrations and Thesis opportunities.
- Guide students on the CSD Master’s Degree including: Degree requirements, NSSLHA Student group, ASHA, etc.

1.2 CLINICAL/ACADEMIC REVIEW (CAR)

1.2.1 Purpose of the Clinical/Academic Review

The purpose of the Clinical/Academic Review (CAR) meeting is to provide a forum for discussion of faculty concerns regarding academic and/or clinical performance as well as non-academic issues that are relevant to the student’s progress in the Program. Any faculty member may request a CAR meeting. Requests for a CAR meeting may be addressed at a monthly faculty meeting where student issues are routinely discussed. If it is determined that a CAR meeting is warranted, then the student will be notified by e-mail of the need to attend the CAR meeting. Student attendance at the CAR meeting is mandatory.

Students are encouraged to actively participate in the CAR meetings. After a brief summary of faculty concerns, they are given an opportunity to provide their

perspective on the issues being addressed. Following a period of open discussion, the Academic Advisor (or designated faculty member) summarizes the issues presented, including relevant information provided by the student. A written summary of the recommendations, action plan, and appropriate follow-up to the meeting will be provided to the student within one week, with a copy placed in the student's electronic file in the department. The student's Academic Advisor is responsible for monitoring compliance with the CAR meeting recommendations.

1.2.2 Membership of the Review Meeting

The membership of the CAR meeting consists of the Academic Advisor (or designees), the Coordinator of Clinical Education (or designees) and the student. Other faculty members may be present as warranted.

1.3 ACADEMIC SUPPORT SERVICES

The Student Services Administrator for the Office of Student and Alumni Services (OSAS) can be reached at 617-726-3140. Students are encouraged to take advantage of these services for personal and academic needs. The School of Health and Rehabilitation Sciences (SHRS) also provides an academic support counselor whom students may contact for assistance in matters related to academic performance. The Academic Support Counselor can be reached at 617-726-8023. Detailed information on other student services is available on the Institute's Website.

1.4 EMPLOYEE/STUDENT ASSISTANCE PROGRAM

The Partners Healthcare Employee Assistance Program (EAP) at MGH assists Institute students in dealing with personal problems that may pose a threat to their health and well-being. The program assists with problems such as mental health, parenting concerns, marital and family distress, elder care, financial concerns, emotional stress, and alcohol and/or drug dependency. Confidential services include consultation, assessment, short-term counseling, and referrals. The EAP maintains a large network of carefully screened resources for all types of problems. The EAP is located in the Charles River Plaza, 175 Cambridge Street, 3rd floor, Suite 320. The telephone number is 617-724-4EAP. Office hours are 8:00 a.m. to 5:00 p.m. Other appointments may be available. For more information, see their web page at: <http://www.eap.partners.org>

2. ACADEMIC REQUIREMENTS AND GRADES

2.1 NON-DEGREE STUDENTS

A maximum of 12 credits, earned as a non-degree student, can be applied to meeting degree requirements.

2.2 TRANSFER OF GRADUATE CREDITS

Students may prepare a petition to transfer a maximum of 12 graduate credits for which they received a grade of “B” or better completed at another institution that would satisfy program requirements. To be eligible for transfer of credits, the course must have been taken at the graduate level, the Academic Advisor and a faculty member must approve it, and the course must NOT have been taken as part of another degree requirement. The student must speak with the Academic Advisor to determine if a course can be transferred. Students must attach course syllabi, transcripts and any other requested documentation to the petition for transfer of credits. Transfer credits are not calculated into the graduate GPA. The transfer petition is available on the Registrar’s section of the website under “forms”. On the recommendation of faculty, the advisor may also require that the student attend (without having to register for the course) the equivalent MGH IHP CSD course even though transfer credit for a similar course taken elsewhere was awarded.

2.3 ENROLLMENT WAIVER/EXEMPTION FOR REQUIRED COURSES

Students cannot waive enrollment in any of the required courses. Usually, required courses may not be taken at an outside institution during the time that the student is in the master’s program at MGH IHP and transferred in.

Students may petition to be exempt from a required course if they have already taken a graduate level course that covers the same material and they received a grade of “B” or higher. The difference between an exemption and a transfer (see 2.2 above) is that the course that is the basis of the exemption petition may have been part of another degree earned by the student. The exemption petition is available on the registrar’s section of the website. The student will be required to upload the course syllabus and their transcript as part of the petition. If the petition is accepted after review by the academic advisor and the instructor of the course in the CSD department, the student will receive an “E” for exempt on their transcript and they will receive 0 credits for the course; thus they must take other elective courses to make up for the exempted credits. On the recommendation of faculty, the advisor may also require that the student attend (without having to register for the course) the equivalent MGH IHP CSD course even though the exemption was granted.

2.4 CREDIT BY EXAMINATION

Matriculating students may not receive credit by examination for required or elective courses.

2.5 GRADE EQUIVALENTS

GRADE	QUALITY POINTS	GRADE EQUIVALENTS
A	4.0	93 & above
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D	0	60-69
F		Below 60

See the MGH Institute Catalog for more information on grades.

2.6 ACADEMIC PERFORMANCE

2.6.1. Minimum Course Grades

Students must achieve a grade of “C” or better in all courses. Any course grade of “C–” or below will be considered failing. The student may re-enroll in all failed courses. A course can only be repeated once.

2.6.2. Prerequisite courses

Matriculating students who have an undergraduate degree in Speech-Language Pathology (a.k.a. Communication Science and Disorders) usually have fulfilled the Program course prerequisites. Matriculating students who have an undergraduate degree in a field other than Speech-Language Pathology are required to take five CSD prerequisite courses and four basic sciences courses. Thus there are a total of 9 pre-requisite courses that need to be completed. Specific details about these pre-requisites are available on the CSD admissions section of the website. The credits from these prerequisite courses do not count toward the minimum credits required to graduate. The prerequisite course grades are not calculated into the cumulative graduate GPA. Course prerequisites must be successfully completed prior to matriculation into the Program.

2.6.2.1 Minimum grade for prerequisite courses enrolled at the Institute

Students enrolled in Institute prerequisite course(s) must attain a grade of “C” or better for each course in which they enrolled. If a student’s final grade is below a “C” in prerequisite courses, s/he must re-enroll in the course, thus delaying entry into the graduate program for one year.

2.6.2.2 Minimum grade for prerequisite courses not taken at the Institute

If a student has completed a prerequisite course as part of an undergraduate degree, or the student has taken a prerequisite course at another institution and received a final grade of below “C”, the student must re-take the course or an equivalent course and attain a grade of “C” or better. The student must provide all transcripts prior to entering the Program to document completion of all 9 pre-requisites with acceptable grades.

2.6.3 Grade Point Average

At the conclusion of each semester of the Program, the Academic Advisor will review all students’ records. Students must maintain a cumulative GPA of 3.0. If this standard is not met, the student will be issued an academic warning in writing by the Program Director and s/he will be placed on academic probation for the duration of the next semester. A student given an academic warning must regain a cumulative 3.0 GPA within the next semester, or s/he will be subject to dismissal from the Institute. For more information, see the Institute Catalog for “Satisfactory Academic Progress/Academic Standing” under the Grading Policy.

2.6.4 Incompletes

A student who does not complete all requirements for a course may arrange with the instructor(s) for a temporary grade of incomplete. Students must complete all course requirements to change an incomplete grade according to the timeline agreed upon

by the instructor(s), which is usually within a few days or weeks. The time to finish an incomplete may not exceed two calendar years from the date of the request. If a student does not complete the required work within the stipulated time period, the grade will automatically change to a "Fail". Permission from the instructor(s) will be required for extension of time for completion.

If the student has received an incomplete grade in a clinical experience, and has not completed the required clinical education course within the stipulated time period, s/he must petition the Program faculty to continue into the next academic semester.

For more information, see the Institute Catalog for "Incompletes" under the Grading Policy.

2.6.5 Course Failures

- (a) ***Repeating Courses***: Students who fail a course may repeat the course only once. A student may be dismissed from the Program if a grade of "C" or better is not achieved the second time. Withdrawing from a course with a grade of "W" constitutes having taken the course once.
- (b) If a student fails a course, the course must be repeated the next time it is offered, usually the following year. A student may file for a Leave of Absence until the semester in which the failed course is repeated. On rare occasions the failed course can be re-taken at another institution, but the student must petition the Program faculty prior to enrollment.
- (c) ***Continued Study*** Depending on which course is failed, and the corresponding course prerequisites, the student may be allowed to continue in the Program, taking some courses the following semester. To do so, the student must present a petition to the Program faculty. This petition must be approved by the faculty, and will be considered only in extenuating circumstances. Students who elect this option will be on academic probation while they are on part-time status (see 2.2.6). No adjustments in courses or course schedules will be made to accommodate a student for these circumstances. Students are responsible for any expenses incurred because of the extended program.
- (d) ***Failure*** of two or more courses, including clinical experiences, will result in a recommendation for termination from the Program.

2.6.6 Academic Probation

Students on academic probation must achieve a semester GPA of 3.0 for each term while on probation. While on probation, the student cannot enroll in any outside placements. If a student is on a part-time schedule because of Continued Study (see above), a cumulative GPA of 3.0 must be achieved within the first semester that full-time study is resumed.

2.7 PASS/FAIL OPTION

2.7.1 Required Courses

All required academic courses must be taken for a letter grade; there are no Pass/Fail options available for required courses.

2.7.2 Electives

Only some electives may be enrolled on a Pass/Fail basis. Elective courses that are required for specialty certifications or concentrations must be taken for a letter grade. The faculty member determines if students have the option of taking a course on a

pass/fail basis. Students may register for the Pass/Fail option during pre-registration. If a student decides to change from a letter grade to the Pass/Fail option, they must fill out a change of grade scale form from the registrar's section of the website, which will be forwarded to the course instructor for approval prior to the semester's deadline for making such a change. After this deadline, a student may not change the grading criteria. The Academic Calendar lists the deadlines for this option for each term. The faculty member will report the grade as "P" if the student's work is equivalent to "C" or above. Pass grades are not included in calculating the GPA. Most electives except those required for a concentration may be taken on a Pass/Fail basis.

2.7.3 Clinical Practicum

All clinical courses are taken on a Pass/Fail basis. Pass grades for practica are not included in calculating the GPA.

2.8 AUDIT OPTION

Students may register for an elective class as an "Audit" upon approval by the Academic Advisor and the course instructor. The grade for an "Audited" course will be reflected as "AU" (Audit) on the student's permanent record, and no course credit is received towards a student's total credit requirement. The student must attend all regularly scheduled class sessions. See the Institute Catalog for more information on auditing a class.

2.9 COMPREHENSIVE EXAMINATION

All students who do not complete a Master's Thesis (see 2.11 below) are required to take a written comprehensive examination that is offered annually in late May or early June of the second year of graduate study. The exact dates of the examination, the format of the test, the passing criteria, and the procedures for taking the test are presented to the students in the spring semester of their second year. Students must pass all sections of this examination in order to graduate. Of note, all students completing a concentration are also required to pass a separate, specialized comprehensive examination question as part of the concentration requirements, regardless of whether or not they are pursuing a thesis (see 2.12.2.)

2.10 THESIS OPTION

If a student writes a Master's Thesis, then the written comprehensive examination is not required. The student must follow all policies and procedures as stated in the CSD Program Thesis Manual. If pursuing a concentration, the Master's Thesis topic must generally relate to the concentration area, as verified by the thesis mentor and the Concentration Committee (see 2.12.1.) The thesis manual is available in the student's "Class of 2018" D2L course online.

2.11 INTERPROFESSIONAL EDUCATION

All students are required to participate in Inter-Professional educational (IPE) experiences during their program. This requirement involves taking three 1-credit IMPACT PRACTICE courses and other experiences. Students will learn more about these courses when they first arrive at the Institute.

All second year students may also be required to participate in the Institute's Annual Interdisciplinary Seminar. This is a non-credit requirement for all students. Information about these seminars will be addressed in the group advising meetings.

2.12 CONCENTRATIONS

The Master's Degree Program in the Department of Communication Sciences and Disorders offers concentrations as part of their graduate program.

In completing a concentration, selected students are provided an opportunity to gain additional knowledge and skills within a certain population/setting through focused elective coursework, participation in a learning community, and one associated clinical practicum within their standard Master's Degree program, amounting to 72 credits.

The concentration areas are:

1. Adult neurogenic communication disorders
2. Autism spectrum disorders
3. Early intervention
4. Literacy
5. Literacy with preparation for reading specialist licensure from the MA Dept. of Elementary and Secondary Education
6. Medical Speech Pathology
7. Voice disorders

See Appendix A for full descriptions and programs of each of the concentrations

2.12.1 Requirements of the Concentrations

- (a) Students must complete a total of 72 Credits; this is 3 more than the required 69 total credits for all students. The Programs of Study are outlined for each concentration in Appendix A.
- (b) One of the student's external clinical practica will be at a site where the student obtains clinical experience with a population of patients or clients related to the concentration area. Selection of and placement at these sites will be decided upon by the External Practicum Committee using the same procedures as are used for all external placements. Being selected for a concentration does not in any way suggest or guarantee placement at a specific placement site or level of care.
- (c) All students (including those doing a thesis) must sit for a concentration comprehensive exam question. (see 2.12.2)
- (d) If a student wants to concentrate and is completing a thesis, the thesis needs to grossly align with the selected concentration area such that it creates a complementary experience and allows for a more focused plan of placement opportunities. This alignment must be verified by the thesis mentor and Concentration Committee.
- (e) Students completing both a concentration and a thesis who are enrolled in CD895 (1 credit), CD896 (1 credit) and CD897 (2 credits) may substitute these 4 credits in place of 4 elective credits required for the concentration (thereby totaling 72 credits.) This is not the case however for students completing both a thesis and a concentration in Literacy with preparation for MA. DESE reading specialist licensure. They will need to register for more than 72 credits in order to take all state-required courses **and** thesis courses.
- (f) Students in each concentration must readily participate in a learning community that is headed by the concentration coordinator designated for that concentration.
- (g) Students are permitted to complete only one concentration.

- (h) Electing to apply for and complete a concentration is optional.

2.12.2 The Concentration Comprehensive Examination Question

- (a) A concentration comprehensive examination question is created for each concentration by the concentration committee, and is given during the final summer semester to enable students to take the advanced seminars required for these concentrations. This question is not administered at the same time as the regular comprehensive examination.
- (b) Answers will be evaluated and graded by faculty who specialize in the particular concentration. Students must receive a grade of “pass” on the comprehensive exam question in order to complete the concentration. Students have a single opportunity to rewrite their answer if they fail it the first time; however if they do not pass on a second attempt, the concentration will not be granted and will not appear on their transcript.

2.12.3 Eligibility Requirements

(a) Academic requirement:

GPA must be at least 3.50 by the completion of the spring semester in year one. Please note that some of the practicum sites for the concentration may require GPAs that are different from this, and students would need to meet these minimums in order to be considered for these practicum sites.

(b) Clinical excellence requirements:

1. Any student who has received a “pass with concerns” or “fail” on any section of their spring semester SLLC evaluation is not eligible for application to a concentration.
2. Students must earn a 3.25 or higher on the spring semester year one Foundational Skills: Clinical Excellence Across Contexts section of the SLLC evaluation Clinical Practicum Competency Checklist.

- #### **(c) Appeal Process:**
- If a student experiences an isolated extracurricular extenuating circumstance (*e.g. family emergency, medical absence*) during the Spring Semester that they feel has prevented them from meeting the academic or clinical excellence requirements above, they may request an appeal to the Concentration Committee for their application to be considered. Such an appeal will be addressed on a case-by-case basis.

2.12.4 Deciding whether to pursue a concentration

- (a) The field of Speech-Language Pathology is very broad, and the IHP CSD Program is committed to training our students to practice competently as a generalist across populations and disorders.
- (b) Multiple factors should weigh into a student’s decision to pursue a concentration, including whether or not the student currently has a deeper interest and career aspirations within a particular area of practice, whether they feel they can take on the added academic requirements, and if they are committed to participating in a more specialized learning community.

- (c) All students, regardless of whether or not they are pursuing a concentration, are equally considered for all external placement opportunities.
- (d) Students learn about concentrations in their Fall Year 1 advising meeting.
- (e) Interested students have an opportunity to attend an information session to further explore concentration options during early Spring Year 1.
- (f) Students should discuss their interest with the placement committee prior to finalizing their decision to apply.
- (g) Students who feel that they would like to pursue a concentration AND believe that they meet eligibility requirements must submit an application to the Concentration Committee for review and acceptance into the concentration.

2.12.5 The Application Process

- (a) An application form must be submitted to be considered for entrance into a concentration.
- (b) Applications include verification of current academic standing, final SLLC clinical performance markers, and a statement of purpose in essay form.
- (c) Applications must be submitted by 5:00 PM on the deadlines below (in Year 1) in order to be considered:

1.	Adult Neurogenic Communication Disorders	July 15
2.	Autism Spectrum Disorders	July 15
3.	Early Intervention	July 15
4.	Literacy, without licensure	July 15
5.	Literacy, with MA DESE reading licensure	March 1
6.	Medical Speech Pathology	July 15
7.	Voice Disorders	July 15
- (d) Final SLLC evaluation scores are used in the application process, therefore unless applying for the Literacy concentration with reading licensure, applications cannot be submitted prior to completing the final Spring SLLC evaluation with one's supervisor.
- (e) Due to the early application deadline, acceptance into the Literacy concentration with MA DESE Reading Specialist Licensure will be fully contingent upon achieving all academic and clinical eligibility criteria at the completion of spring semester of Year 1.
- (f) Applications are reviewed by the Concentration Committee, and decisions will be communicated in time to allow for appropriate class registration and placement considerations for the following term.

2.12.6 Concentration Caps

Limiting the number of students in a concentration ensures accessible learning communities, as well as accommodation of placements with highly specialized patient population for students across the program. Concentration caps for Class of 2017 are as follows:

- | | | |
|----|--|-------------|
| 1. | Adult Neurogenic Communication Disorders | 12 Students |
| 2. | Autism Spectrum Disorders | 12 Students |
| 3. | Early Intervention | 5 Students |
| 4. | Literacy, no licensure | No cap |
| 5. | Literacy, with MA DESE Reading Licensure | No cap |

- | | |
|-----------------------------|-------------|
| 6. Medical Speech Pathology | 12 Students |
| 7. Voice Disorders | 8 Students |

2.12.7 Concentration Committee

- The Concentration Committee consists of 6-7 faculty members, each of whom serves as the coordinator for one of the concentrations.
- The Committee is responsible for the administration of the concentrations.
- The Committee is in constant communication with academic advisors and the External Practicum Committee in order to facilitate the matching process for practica related to the concentrations, as well as to ensure that students are meeting all academic concentration requirements.
- The Concentration Committee monitors students as they progress through the concentration as well as facilitate each concentration's learning community (see 2.12.8.)

2.12.8 Concentration Learning Communities

- A concentration learning community exists for each concentration, with programming created and facilitated by concentration coordinators.
- The goal of learning communities is to provide a forum for additional opportunities to delve into your area of interest, including attending local talks, sharing literature, exploring relevant professional topics, and exchanging ideas with peers and faculty who share similar interests.
- Time commitments are minimal, but general engagement in the concentration-specific learning communities is mandatory for all concentrators.

3. ASSIGNMENTS AND EXAMINATIONS

3.1 WRITTEN ASSIGNMENTS

3.1.1 Word-Processed Work

All written assignments must be word-processed and submitted, double-spaced, unless specifically stated otherwise by the instructor.

3.1.2 Style Standards

The *American Psychological Association (APA) Style Manual* will be used as the standard for all written work, unless specifically stated otherwise by the instructor.

3.1.3 Late Assignments

Assignments are due at the beginning of class on the due date unless otherwise specified. Students who anticipate being late with an assignment must talk to the course instructor ahead of time. The student must contact the course instructor to establish deadlines for turning in the work. Course assignments turned in after the established deadline will be subject to a penalty on the grade for that work. Grades may be lowered at the discretion of the instructor.

3.2 EXAMINATIONS

3.2.1 Schedules

Instructors will schedule examinations at the beginning of each semester, and will list exam dates in the course syllabus. Students must recognize the need for last-minute schedule changes under extenuating circumstances. All final exams are

scheduled prior to the start of each semester.

3.2.2 Attendance at Examinations

If a student is unable to attend an examination, the student must notify the instructor **PRIOR** to the exam. The student must be able to substantiate a valid reason for missing the exam, such as illness, religious holiday, or death in the family. Except in extenuating circumstances, failure to notify the instructor in advance will result in a lowered grade for that exam at the discretion of the instructor.

If a student misses an exam, the student must make arrangements with the instructor to take the exam within 48 hours following the original exam date. The course instructor will determine the format of the exam. Failure to make timely arrangements to make up the exam will result in a grade of zero for that exam.

3.2.3 In-class Examinations

During in-class examinations, all book bags will be closed and removed from the table. Students must remove all items they will need from their book bags prior to the start of the exam. All cell phones must be turned off and removed from the student's person. No access to cell phones is permitted during the exam or if the student leaves the room to use the restroom. Students must refrain from talking during the examination. Students should inform faculty if they need to leave the room during the exam to use the restroom. Only one student will be allowed to leave the room at a time. Faculty will inform students if they prefer to answer questions at the front of the room or at the student's seat. No additional papers should be on the table, desk arm or chair unless authorized by the instructor. Faculty may impose additional guidelines as needed for a given exam. Students will be required to use the lock-down browser, preventing access to other documents on the computer or on the Internet, for some examinations that they take on their personal computers. Information about how to install this program will be given to students during their first semester.

3.2.4 Take-Home Examinations

Faculty will provide instructions for the degree of interaction permitted for take-home examinations. Students must strictly follow the instructor's requirements for the degree of interaction or there will be severe ramifications. If students are expected to work independently, discussions or questions should be directed to the course instructor only. Discussion should not take place outside of class unless instructions specify otherwise.

3.2.5 Illness During Examinations

Students who become ill during an exam must notify the instructor immediately **DURING** the exam. Arrangements must then be made to make up the exam, according to the above guidelines for missed examinations (see 3.2.2). Notifying the instructor of an illness after the examination is not acceptable.

3.2.6 Competencies in Clinical Courses

In clinical courses, all areas of clinical competencies must be passed to achieve a passing grade in that course. See the Clinical Handbook for more information on clinical competencies.

3.2.7 Grade Disputes on Examinations or Assignments

A student who wishes to question a grade on an exam or assignment must do so within three school days from the day the grade is received. In the case of final

examinations, students will have three school days from the posted date of their grade. Requests for review of a grade must be submitted to the instructor in writing, with documentation supporting the request. The instructor is responsible for responding to the student within five school days from receipt of the complaint. Extenuating circumstances, such as semester breaks or temporary unavailability of faculty, may necessitate a longer interval between request and resolution. See the Institute Catalog for the process to challenge the course grade. For classes taken outside the Program, students need to follow the procedures outlined in the Institute Catalog.

3.2.8 Accommodations During Examinations

Students who require accommodations during examinations must have on file a current Disability Services Request Form with the Office of Student and Disability Services. The Student Services Administrator for the Office will notify the course instructor of the accommodations that should be made for the examinations and will coordinate the accommodations. Requesting accommodations is the responsibility of the student and the student must follow all procedures established by the Student Services Administrator for the Office of Student and Disability Services. For more information, contact the Student Services Administrator at 617-726-3140.

3.2.9 Review of Written Examinations

- (a) Students will have the opportunity to review all written examinations.
- (b) Unless the instructor indicates that the students may keep the examination, they will be housed in faculty offices and may be reviewed upon request.
- (c) Students are not permitted to make a copy of any examination without approval by the instructor.
- (d) Students who have questions about a particular examination should make an appointment with course faculty during office hours.

4. ATTENDANCE

4.1 ATTENDANCE REQUIREMENTS

Because of the interactive and collaborative nature of professional education and the rigor of this particular academic program, class attendance is essential for successful learning. Students must attend all classes, clinical seminars, and clinical sessions, and they are expected to arrive on time. The faculty expects continuous participation to maintain the proper flow of course material. In addition, as a model of professional practice, consistent attendance and punctuality is considered part of one's professional commitment and conduct. Failure to attend may have adverse effects on the grades received. See individual course syllabi for the attendance policy.

4.2 NOTIFICATION OF ABSENCES

For all academic courses, students must notify course faculty in advance if they are unable to attend class. Messages can be left for faculty using voice mail or e-mail. Messages should indicate the length of and reasons for the absence. Excused absences will be given for acceptable reasons, such as emergencies, religious observance or illness. Social events, vacations, and job interviews are not acceptable reasons for absence from class or practicum. The academic calendar is published well in advance to allow for planning these events.

5. FACULTY-STUDENT COMMUNICATION

5.1 ELECTRONIC MAIL (E-MAIL)

Each student will receive an Institute e-mail address. E-mail will be a primary mechanism for communication between faculty and students. Students should check their Institute e-mail daily. This e-mail address will be the primary mechanism for Institute communication. No e-mail address other than the Institute address will be used for communication. See information technology (IT) staff for procedures for checking Institute e-mail from home.

5.2 MAILBOXES

Students who wish to leave written communications with on-campus faculty should place them in the faculty mailboxes on the second floor. Contact off-campus faculty for appropriate mailing addresses.

5.3 BULLETIN BOARDS

The CSD Program has bulletin boards where communications are posted. Ask the CSD Program for the location of these bulletin boards.

5.4 OFFICE HOURS

All faculty members will either post a schedule outside their office or on the syllabi for their courses with identified office hours when they are available to meet with students. Students must sign up for appointments. Students should contact faculty directly to schedule alternative meeting times if office hours are not feasible.

Appendix C is a list of the CSD faculty members with their office number, phone number and e-mail address.

5.5 VOICE MAIL

All faculty members have voice mail. Phone numbers for voice mail are generally available (e.g., through the Partner's Telephone Directory on-line). Also see Appendix C.

5.6 STUDENT REPRESENTATIVES

Students are encouraged to speak with a faculty member, the Chair of the Department, or the Associate Chair to discuss any issues related to the CSD Program. Student representatives will be selected by each class to meet with the Administrative Staff on a regular basis to discuss class issues and to organize class activities outside of regularly scheduled classes. Student representatives will also serve on the Institute Student Government Association (SGA).

5.7 NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)

Graduate students are encouraged to join the National Student Speech-Language-Hearing Association (NSSLHA) and the local group of the NSSLHA. For a small fee, members receive access to ASHA journals, are eligible for scholarships and fellowships, and receive ASHA certification at a reduced rate after graduation. Through membership in the local chapter of NSSLHA students have a forum for communicating their needs and wishes to the faculty. Because two years of continuous NSSLHA enrollment are required in order for students to take full advantage of all the ASHA benefits upon graduation, students are encouraged to join NSSLHA during their first semester of graduate study.

5.8 CHANGE OF ADDRESS

If a student moves during the school year they must immediately enter the correct information online through IONLINE. It is crucial that the Institute and the Program has the correct phone number and mailing address of all students.

5.9 EMERGENCY CONTACT NAME AND NUMBER

Each student is also required to give the name and number of a person the program should contact in case of an emergency. This is updated through IONLINE.

6. COURSE EVALUATIONS

6.1 PURPOSE OF COURSE EVALUATIONS

Student input is a valuable component of curriculum evaluation. Course evaluations are used by the department faculty as part of curriculum evaluation, to assess course effectiveness, and to guide revisions to courses and the overall Program. These evaluations are also used as part of faculty assessment and are included in faculty dossiers for reappointment and promotion. Constructive feedback assists the faculty's ongoing development of individual courses and the curriculum as a whole. Students are encouraged to provide ongoing feedback to course coordinators, the Academic Advisor, the Associate Chair of the Department, and/or the Chair of the Department.

6.2 FORMAL COURSE EVALUATIONS

Student input is sought on a formal basis at the end of each term for evaluation of courses and the course instructor. A standard format dictated by the Institute is used for each evaluation. Students are requested to complete evaluations toward the end of the semester. All standardized responses will be tallied into percent response. This information is forwarded to the Chair of the Department and then to the course instructor. The course instructor never sees the evaluations until after the grades have been submitted for that term.

Students are requested to provide written comments for both the course and instructor. The Chair of the Department and the course instructor will review pertinent written comments after all grades have been submitted.

7. COURSE READING MATERIALS

7.1 PURCHASING TEXTBOOKS

Students are responsible for purchasing textbooks from any source. The official bookstore is available from a link on the IHP website. Textbooks must be purchased by the first week of class.

7.2 SUPPLEMENTAL READINGS

7.2.1 Course Packets

In accordance with United States copyright laws, faculty may compile supplemental readings, lecture outlines and worksheets into a course packet. If a course packet is available, students are required to purchase the packet. Mechanisms for purchase of these materials will be announced well in advance of the offered course.

7.2.2 Reserved Readings

Faculty may elect to place copyrighted readings on reserve. Copies of each reading may be on reserve at IHP's Library and Learning Commons in a designated area for reserves.

7.2.3 Other Readings

On occasion a faculty member may make some supplemental readings available to the entire class. This is done on an individual instructor basis; see the course syllabi for how these readings will be made available.

8. PROFESSIONAL BEHAVIOR

Students are expected to demonstrate professional behavior in all courses and clinical experiences. Professional behaviors will be assessed as part of all courses and clinical experiences. As students participate in the educational program, course or clinical faculty and the student's Academic Advisor will document problems that arise in professional or ethical behavior. Students will be given opportunities to demonstrate modifications of their behavior, and faculty will assist where possible to facilitate strategies for this development.

8.1 CODE OF ETHICS

Students are expected to adhere to the principles delineated in the Code of Ethics of the American Speech-Language-Hearing Association (see Appendix D).

8.2 ACADEMIC INTEGRITY

As one of the components of professional and ethical behavior, academic integrity is a very serious matter. In academic matters, mutual responsibility between faculty and students requires cooperation and trust in maintaining the ideals and spirit of academic and professional integrity. Each student is responsible for doing his/her own work. Any student who witnesses or has reason to suspect an incident of cheating or plagiarism has an ethical and professional obligation to report it to a faculty member. Any student suspected of cheating or of failing to report academic dishonesty, will be reported to the Chair of the Department and may be subject to disciplinary action as specified in the Institute Catalog.

All students and faculty will sign a form, acknowledging review of the "Policy on Academic Integrity," as a condition of enrollment. For more information, see the "Academic Integrity" section under Students' Rights and Responsibilities in the Institute Catalog.

8.3 DISCIPLINARY ACTIONS

When behaviors do not meet acceptable standards, depending on the nature and severity of the infraction and the setting within which it occurs, one or more of the following actions may be taken at the discretion of the Faculty of the Master's Degree Program in CSD.

8.3.1 Academic Setting

In the academic setting, course faculty or the Academic Advisor may notify the student about inappropriate behaviors with either an oral or written warning. Problem behaviors will also be discussed with the student's Academic Advisor and the Chair of the Department. If inappropriate behaviors are cited on subsequent occasions, faculty may choose to further discuss the incident with the student, convene a CAR meeting, or the incident may be reported to the CSD Faculty for action.

8.3.2 Lowered Grade

A student may receive a lowered grade or a failing grade in an academic or clinical course if there is documentation of inappropriate professional behaviors or violations of professional conduct. The student will have a CAR meeting (see section 1.2) to determine the appropriateness of this grade lowering.

8.3.3 Termination of Student Enrollment

The CSD Program may terminate a student from the Program because of unacceptable conduct in the academic or clinical setting, following due process, and written notification and documentation of the infraction. Students have the right to initiate grievance procedures for disciplinary action, according to the processes delineated below and in the Institute Catalog.

8.3.4 Student's Right to Appeal to Department After Receiving Notice of Recommendation for Disciplinary Action or Dismissal from the Program

Students have the right to appeal a received recommendation for disciplinary action or dismissal, first within the CSD department by petitioning for a meeting with the departmental grievance committee. This initial appeal process must preserve the student's right to receive adequate notice of the problematic conduct, to submit documents for review, and to appear in person before the program's designated committee. Based on the committee's findings as a result of this appeal process, the program is responsible for the decision. The student will be informed in writing of the decision on the appeal. A copy of the written decision on the appeal will be placed in the student's official Institute file. Once the disciplinary action or dismissal procedure has been initiated, the appeal process should be completed within ten business days. To further appeal the CSD program's dismissal decision, the Institute's student grievance procedure is available to students.

8.3.5 Further Information

Further information on guidelines for conduct and procedures related to disciplinary action are delineated in the Institute Catalog.

8.4 CLINICAL/ACADEMIC REVIEW (CAR)

See section 1.2 that details the CSD CAR meeting for handling some clinical and academic student problems.

8.5 ETHICS COURSES

As part of the graduate curriculum, all CSD students will enroll in inter-professional courses (IMPACT Courses), two of which specifically address ethical issues within the healthcare professions.

8.6 LAPTOP COMPUTER USE DURING CLASS

The Institute has a policy requiring all students to have their own laptop computers. Students may bring their laptops to class and may be required to do so by the instructor. All use of laptops during class periods should be related to the in-class course activities. Use of laptops while in class for activities such as reading e-mail, or accessing Internet sites such as Facebook that are unrelated to class activities is considered a violation of professional behavior standards, and may be subject to disciplinary action by the department.

8.7 CELL PHONE USE DURING CLASS

Students are requested to turn off all cell phones during class. Use of cell phones for any activities such as texting or accessing Internet sites unrelated to class activities is considered a violation of professional behavior standards and may be subject to disciplinary action by the department.

9. PETITIONS AND COMPLAINTS

9.1 PETITIONS

Students maintain the right to petition the CSD Program for any variance from standard policy or procedure.

9.1.1 Format of Petitions

Written petitions should be submitted to the Academic Advisor. Petitions should include the specific request, a complete explanation of why the request is being made, and supporting documentation.

Forms are available for petitions for Withdrawal/Leave of Absence online through the Registrar section of the website. All other petitions should be submitted in the form of a letter addressed to the student's Academic Advisor.

9.1.2 Approval of Petitions

All petitions should be submitted to the Academic Advisor at least one week prior to the monthly CSD Faculty Meeting. All petitions must be approved by majority vote of the CSD Faculty at this monthly meeting or by e-mail vote if there are extenuating circumstances.

The student's Academic Advisor will be responsible for communicating the results of the petition process to the student in writing within one week of the meeting. A copy of this written communication will be placed in the student's academic file.

9.2 COMPLAINTS

Students are encouraged to address specific complaints about courses to their instructors. If there is failure to resolve the complaint, or if students have complaints about the CSD Master's Degree Program or about the Institute, they can then file a complaint for action.

9.2.1 Submission of the Complaint

Complaints of an academic nature should be submitted in writing to the Academic Advisor. Complaints of a clinical nature should be submitted in writing to the Coordinator of Clinical Education.

9.2.2 Format of Complaints

This document should include the specific complaint, a complete explanation of the circumstances surrounding the complaint, and any supporting documentation pertinent to the complaint. The written complaint is filed in the CSD Program Office and is housed in a designated "Complaint" file.

9.2.3 Resolution of the Complaint

The complaint is initially addressed at the next CSD Program weekly administrative meeting. If the complaint is not resolved here, then the student may write a petition to the CSD faculty for discussion at the next monthly faculty meeting (see section 9.1 above). If the complaint is still not resolved, the student may wish to follow the procedures as stated in the Institute Catalog (see 9.2.4 below). The student's Academic Advisor will be responsible for communicating the resolution of the complaint to the student in writing within one week. A copy of this written communication will be placed in the CSD Complaint file.

9.2.4 Other Student Grievance Procedures

Students should follow the "Student Grievance Procedure" for disputes about a warning, suspension, or dismissal, or follow the "Resolution of Conflicts" using mediation that is outlined in the Institute Catalog (under the heading "Student Rights and Responsibilities").

9.2.5 Filing a Complaint with the CAA

The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. In the event a student wishes to file a complaint about the Program, the CAA can be reached at: Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850.

10. AWARDING OF THE MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLGY

10.1 DEGREE REQUIREMENTS

Granting of the Master of Science in Speech-Language Pathology is contingent upon successful completion of all required courses (69 credits or 72 credits for students competing a concentration) with grades of "C" or better, and a cumulative GPA of at least 3.0.

All clinical experiences must be successfully completed, and the comprehensive examination(s) must be passed (or a Master's Thesis completed) prior to awarding of the degree.

See the Institute Catalog for other graduation requirements.

10.2 TIME LIMITS

Students must complete all degree requirements within five consecutive academic years from the time of initial registration.

10.3 REQUEST FOR EXTENSION

Students may request an extension of his/her program by petitioning the CSD faculty. Students should develop a course of study with their Academic Advisor who will then follow

the petition procedure as outlined in section 9.1 of this Manual. A majority vote by the faculty is required for extension approval. The Academic Advisor will provide written communication regarding the request within one week of the vote and a copy of this written communication will be placed in the student's academic file.

10.4 GRADUATION CEREMONIES

Students who have completed all academic coursework and are scheduled to receive their degree within that calendar year are eligible to participate in the Institute's commencement ceremony held in May.

Appendix A

Programs of Study 2016-2018

CSD Master's Program Details of the Programs of Study

2016-2018

MS POS with no concentration

1. With concentration in Adult Neurogenic Communication Disorders
2. With concentration in Autism Spectrum Disorders
3. With concentration in Early Intervention
4. With concentration in Literacy with preparation for MA DESE Reading Specialist licensure
5. With concentration in Literacy
6. With concentration in Medical Speech Pathology
7. With concentration in Voice Disorders

CSD Master's Program of Study

(No concentration)
2016-2018

YEAR 1			YEAR 2		
<u>Number</u>	<u>Title</u>	<u>Credits</u>	<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3	OR		
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724 - 02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
		<i>Spring Core Credits</i>	HP821	IMPACT III: Interprofessional Ethics	1
		12 (15)	HP999	Interprofessional Seminar (1 evening)	0
					<i>Spring Core Credits</i>
					10 (8)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2			
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		13			(3)
Total Core Credits = 60					
Total Elective Credits = 9					
Total Graduate Credits Needed to Graduate = 69					

CSD Master's Program of Study

with concentration: Adult Neurogenic Communication Disorders

2016-2018

YEAR 1			YEAR 2		
Number	Title	Credits	Number	Title	Credits
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3		OR	
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724-02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
			HP821	IMPACT III: Interprofessional Ethics	1
			HP999	Interprofessional Seminar (1 evening)	0
		<i>Spring Core Credits</i>			<i>Spring Core Credits</i>
		12 (15)			10 (8)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2	CD857	Adult Neurodegenerative Disorders	2
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
CD735	Foundations of Medical SLP	1			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		14			2 (5)

Total Core Credits = 63

Total Other Elective Credits = 9

Total Graduate Credits Needed to Graduate = 72

Adult Neurogenic Communication Disorders

The concentration in adult neurogenic communication disorders explores themes related to the diagnosis, treatment, and education of people across the continuum of care affected by cognitive, language, and/or speech disorders due to acquired brain injuries (e.g. stroke, TBI) or neurodegenerative pathologies. Students will demonstrate knowledge and critical thinking skills related to enhancing communication and life participation for these individuals as well as the ability to be an advocate and active member of an inter-professional team.

12 credits of electives (3 are predetermined) required for the concentration in addition to the 60 credits required of all students:

Note: students may select any other electives to complete the 9 remaining elective credits. The total credits must add up to 72 in order to complete the concentration.

CD857	*Adult neurodegenerative disorders affecting language and cognition	2
CD735	*Foundations of Medical Speech Pathology	1
	Other electives	9
TOTAL		12 credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

CSD Master's Program of Study with concentration: Autism Spectrum Disorders 2016-2018

YEAR 1			YEAR 2		
<u>Number</u>	<u>Title</u>	<u>Credits</u>	<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3		OR	
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724 -02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
			HP821	IMPACT III: Interprofessional Ethics	1
			CD858	Autism Seminar (or spring year 1)	2
		<i>Spring Core Credits</i>	HP999	Interprofessional Seminar (1 evening)	0
		12 (15)			<i>Spring Core Credits</i>
					12 (10)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2	CD859	Advanced Autism Seminar II	2
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		13			2 (5)
Total Core Credits = 64					
Total Elective Credits = 8					
Total Graduate Credits Needed to Graduate = 72					

Autism Spectrum Disorders

The concentration in autism spectrum disorders provides students with a comprehensive overview of the diverse phenotype of autism across the age span. The courses cover theories of the cognitive and neural underpinnings of autism features as well as historical and current interventions and diagnostic approaches. The concentration will enable the student to critically evaluate the current trends in speech language pathology and related fields regarding the treatment of autism.

12 credits of electives (4 are predetermined) are required for the concentration in addition to the 60 credits required of all students.

Note: students may select any other electives to complete the 8 remaining elective credits. The total credits must add up to 72 in order to complete the concentration.

CD858	*Autism Seminar	2
CD859	*Advanced Autism Seminar II	2
	Other electives	8
	REQUIRED	12
TOTAL		credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

CSD Master's Program of Study

with concentration in Early Intervention 2016-2018

YEAR 1			YEAR 2		
<u>Number</u>	<u>Title</u>	<u>Credits</u>	<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3		OR	
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724-02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
			HP821	IMPACT III: Interprofessional Ethics	1
			CD858-02	SLP in the Schools	1
		<i>Spring Core Credits</i>	HP999	Interprofessional Seminar (1 evening)	0
		12			<i>Spring Core Credits</i>
		(15)			10
					(8)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2	CH800	Pediatric Feeding and Swallowing (or summer Year 1)	1
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
CH740	Early Intervention (could be taken summer year 2)	2			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		15			1
					(4)
Total Core Credits = 64					
Total Elective Credits = 8					
Total Graduate Credits Needed to Graduate = 72					

Early Intervention

The concentration in early intervention provides students with current research, philosophy, and theoretical foundations of working with children birth to three and their families. Students will demonstrate a comprehensive understanding of the early intervention system in Massachusetts, as well as critical thinking skills related to working within an interprofessional team. Students who complete a practicum in an early intervention setting in this concentration will be eligible for Provisional Certification with Advanced Standing as a Certified Early Intervention Specialist in Massachusetts.

12 credits of electives (4 are predetermined) required for the concentration in addition to the 62 credits required of all students.

Note: students may select any other electives to complete the 8 remaining elective credits. The total credits must add up to 72 in order to complete the concentration.

CH740	*Early Intervention	2
CH800	*Pediatric Feeding and Swallowing	1
CD858-02	*SLP in the Schools	1
	Other electives	8
TOTAL		12 credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

CSD Master's Program of Study

with concentration: Literacy with Preparation for MA DESE Reading Specialist Licensure 2016-2018

YEAR 1

<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2016		
CD760 & CD761	Clinical Practicum Lab & Seminar	3
CD732	Speech Sound Disorders in Children	3
CD743	Language Dev and Disorders I (early childhood)	2
CD744	Language Dev and Disorders II (early school-age)	2
CD745	Language Dev and Disorders III (later school-age)	2
HP818	IMPACT I	1
<i>Fall Core Credits</i>		13
Spring Term 2017		
CD760 & CD762	Clinical Practicum Lab Seminar	3
CH721	Foundations of Cognition	2
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3
CD839	Aphasia in Adults: Assessment & Intervention	3
HP819	IMPACT II	1
CD724 -02	Research and Evidence-Based Practice- for Thesis Students	(3)
<i>Spring Core Credits</i>		12 (15)
Summer Term 2017		
CD771	Outplacement Practicum 1	3
CD833	Neuromotor Speech Disorders	2
CD832	Voice Disorders	3
CD828	Teaching Lang. & Lit. in ELL	2
CD840	Dysphagia in Adults & Children	3
CD770	Year 1 External Practicum Seminar	0
<i>Summer Core Credits</i>		13

YEAR 2

<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2017		
CD872	Outplacement Practicum 2	3
CH835	Augmentative Communication	2
CD841	Fluency Disorders	2
CD721	Physiology, Acoustics & Perception of Speech	3
CD870	Year 2 External Practicum Seminar	0
CD843	Acquired Brain Injury	2
CD827	Teaching Narrative and Exposit. Literacy	2
<i>Fall Core Credits</i>		14
Spring Term 2018		
CD873	Outplacement Practicum 3 (or in summer)	3
CD751	Aural Rehabilitation	3
	OR	
CD752	Hearing Skills Seminar	(1)
CD724	Research and Evidence-Based Practice	3
CD870	Year 2 External Practicum Seminar	0
HP821	IMPACT III: Interprofessional Ethics	1
CD824B	Diagnostic Methods in Reading II	2
HP999	Interprofessional Seminar (1 evening)	0
<i>Spring Core Credits</i>		12 (10)
Summer Term 2018		
CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD881	Outplacement Reading Practicum (may be taken in other semesters)	3
	Reading and Writing in the schools (may be taken in summer year 1)	2
CD825	Leading Literacy Change (may be taken in summer year 1)	1
CD826	Leading Literacy Change (may be taken in summer year 1)	1
<i>Summer Core Credits</i>		6 (9)

Total Core Credits = 70

Total Elective Credits = 2

Total Graduate Credits Needed to Graduate = 72

Literacy with preparation for MA DESE Reading Specialist Licensure

This concentration provides students with current research, theory, and teaching practices in reading, writing, and oral language. The focus is on understanding reading and writing disorders in the context of oral language development. Specific knowledge is gained on diagnostic tools and strategic interventions for struggling readers and writers. This concentration requires coursework and a specific kind of practicum experience as outlined in the MA DESE curriculum requirements for Reading Specialist licensure. Hours obtained in this practicum do not count as ASHA clinical hours usually, unless the reading supervisor is an ASHA-certified clinician. Students interested in working as Speech-Language Pathologists and Reading Specialists in Massachusetts public schools should consider this option.

12 credits of electives required (10 are predetermined) for the concentration in addition to the 60 credits required of all students.

CD825	*Reading and Writing in the Schools	2
CD826	*Leading Literacy Change	1
CD 781 (881)	*Reading Practicum Outplacement	3
CD827	*Teaching Narrative and Expository Literacy	2
CD824B	*Diagnostic Methods in Reading II	2
	Other electives	2
	REQUIRED	12
TOTAL		credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

Additional Requirement:

Completion of the 25 hours of READING PRE-PRACTICUM

The Department of Elementary and Secondary Education (ESE) regulations call for all teachers applying for an initial teaching license in a given field to complete pre-practicum experiences. The regulation follows:

“The **Pre-practicum**: Early field-based experiences with diverse student learners, integrated into courses or seminars that address either the Professional Standards for Teachers as set forth in 603 CMR 7.08 or the Professional Standards for Administrative Leadership as set forth in 603 CMR 7.10. For candidates serving an apprenticeship or employed as educator of record, these experiences may occur simultaneously with the practicum or practicum equivalent.”

Below is a summary of how this requirement will be met by CSD MS and CAS students seeking licensure in reading. You will be advised about how and where you will complete your Pre-Practicum experience.

1. Minimum number of hours: 25
2. **Activities**: Most of your pre-practicum hours will consist of observing reading specialists teaching whole classes, small groups, and individuals. At the discretion of the on-site supervisor, students may also:

- Take some responsibility for teaching reading
- Observe meetings related to reading instruction or student educational plans
- Attend school-based professional development in literacy
- Tutor students for the MCAS exam

3. **Documentation:** A form will be given to you to be completed with required signatures *before* the formal practicum begins.

CSD Master's Program of Study
with concentration: Literacy
(Does not meet all MA DESE requirements for licensure as a Reading Specialist)
2016-2018

YEAR 1			YEAR 2		
<u>Number</u>	<u>Title</u>	<u>Credits</u>	<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3		OR	
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724-02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
			HP821	IMPACT III: Interprofessional Ethics	1
			Diagnostic Methods in Reading II		2
			CD824B	(or can be taken spr Year 1)	
		<i>Spring Core Credits</i>	HP999	Interprofessional Seminar (1 evening)	0
		12			<i>Spring Core Credits</i>
		(15)			12
					(10)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2	CD855	Acquired Reading and Writing Disorders	2
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		13			2
					(5)
Total Core Credits = 64					
Total Elective Credits = 8					
Total Graduate Credits Needed to Graduate = 72					

Literacy

The concentration in literacy provides students with current research, theory, and teaching practices in reading, writing, and oral language. The focus is on understanding reading and writing disorders in the context of oral language development. Specific knowledge is gained on diagnostic tools and strategic interventions for struggling readers and writers. Students who hope to work after graduation as Speech-Language Pathologists with literacy expertise in states other than Massachusetts can consider this option.

12 credits of electives (4 are predetermined) required for the concentration in addition to the 60 credits required of all students.

Note: students may select any other electives to complete the 8 remaining elective credits. The total credits must add up to 72 in order to complete the concentration.

CD824B	*Diagnostic Methods in Reading II	2
CD855	*Acquired Reading and Writing Disorders	2
	Other electives	8
TOTAL	REQUIRED	12 credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

CSD Master's Program of Study

with concentration in Medical Speech Pathology 2016-2018

YEAR 1			YEAR 2		
Number	Title	Credits	Number	Title	Credits
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3		OR	
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724 -02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
CH837	Trachs and Vents	1	HP821	IMPACT III: Interprofessional Ethics	1
		<i>Spring Core Credits</i>			<i>Spring Core Credits</i>
		13 (16)			12 (10)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2	CH800	Pediatric Feeding and Swallowing (or summer Year 1)	1
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
CD735	Foundations of Medical SLP	1			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		14			1 (4)
Total Core Credits = 65					
Total Elective Credits = 7					
Total Graduate Credits Needed to Graduate = 72					

Medical Speech Pathology

The concentration in medical speech pathology provides students with an effective understanding of the significant implications of acute and chronic medical illnesses on a patient's cognitive, communication and swallowing abilities across the lifespan and continuum of healthcare. Foundational themes address knowledge and skills necessary to consider the multifaceted needs of critically ill and rehabilitating in-patients and their families, and to provide patient-centered care within an interprofessional healthcare team. This concentration focuses primarily, though not exclusively, on patients with dysphagia.

12 credits of electives (5 are predetermined) required for the concentration in addition to the 60 credits required of all students.

Note: students may select any other electives to complete the 7 remaining elective credits. The total credits must add up to 72 in order to complete the concentration.

CD735	*Foundations of Medical Speech Pathology	1
CD856	*Medical Speech Pathology II	2
CH837	*Trachs and vents	1
CH800	*Pediatric Feeding and Swallowing	1
	Other electives	7
TOTAL		12 credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

CSD Master's Program of Study

with concentration in Voice Disorders

2016-2018

YEAR 1			YEAR 2		
<u>Number</u>	<u>Title</u>	<u>Credits</u>	<u>Number</u>	<u>Title</u>	<u>Credits</u>
Fall Term 2016			Fall Term 2017		
CD760 & CD761	Clinical Practicum Lab & Seminar	3	CD872	Outplacement Practicum 2	3
CD732	Speech Sound Disorders in Children	3	CH835	Augmentative Communication	2
CD743	Language Dev and Disorders I (early childhood)	2	CD841	Fluency Disorders	2
CD744	Language Dev and Disorders II (early school-age)	2	CD721	Physiology, Acoustics & Perception of Speech	3
CD745	Language Dev and Disorders III (later school-age)	2	CD870	Year 2 External Practicum Seminar	0
HP818	IMPACT I	1	CD843	Acquired Brain Injury	2
		<i>Fall Core Credits</i>			<i>Fall Core Credits</i>
		13			12
Spring Term 2017			Spring Term 2018		
CD760 & CD762	Clinical Practicum Lab Seminar	3	CD873	Outplacement Practicum 3 (or in summer)	3
CH721	Foundations of Cognition	2	CD751	Aural Rehabilitation	3
CD722	Neuroanatomy & Neurophysiology of Communication & Swallowing	3		OR	
CD839	Aphasia in Adults: Assessment & Intervention	3	CD752	Hearing Skills Seminar	(1)
HP819	IMPACT II	1	CD724	Research and Evidence-Based Practice	3
CD724 -02	Research and Evidence-Based Practice- for Thesis Students	(3)	CD870	Year 2 External Practicum Seminar	0
CH837	Trachs and Vents	1	HP821	IMPACT III: Interprofessional Ethics	1
		<i>Spring Core Credits</i>	CD834	Alaryngeal Speech	1
		13	HP999	Interprofessional Seminar (1 evening)	0
		(16)			<i>Spring Core Credits</i>
					11
					(9)
Summer Term 2017			Summer Term 2018		
CD771	Outplacement Practicum 1	3	CD873	Outplacement Practicum 3 (if not already done in spring)	(3)
CD833	Neuromotor Speech Disorders	2	CD861	Advanced Seminar Voice Disorders	2
CD832	Voice Disorders	3			
CD828	Teaching Lang. & Lit. in ELL	2			
CD840	Dysphagia in Adults & Children	3			
CD770	Year 1 External Practicum Seminar	0			
		<i>Summer Core Credits</i>			<i>Summer Core Credits</i>
		13			2
					(5)

Total Core Credits = 64

Total Elective Credits = 8

Total Graduate Credits Needed to Graduate = 72

Voice Disorders

The concentration in voice disorders focuses on developing knowledge and skills related to the comprehensive assessment and rehabilitative process to manage a variety of voice disorders.

Foundational themes will include application of endoscopic, acoustical, aerodynamic, and perceptual evaluation results to guide clinical decision making using a patient-centered approach. Principles of interprofessional management of alaryngeal rehabilitation will also be an area of focus.

12 credits of electives (4 are predetermined) required for the concentration in addition to the 60 credits required of all students.

Note: students may select any other electives to complete the 8 remaining elective credits. The total credits must add up to 72 in order to complete the concentration.

CD861	*Advanced Seminar in Voice Disorders	2
CH837	*Trachs and vents	1
CD834	*Alaryngeal Speech	1
	Other electives	8
TOTAL		12 credits

Students who have already taken a course in aural rehabilitation as an undergraduate will need to add an additional 2 credits of electives at some point, because they have only 58 credits of required courses before the concentration electives.

Appendix B

Worksheet of Required Courses

Worksheet of Required Courses

CSD Class of 2016-2018

Credits Needed to Graduate: 69

60 credits are required courses, 9 or more are electives
 (If Aural Rehab was taken already, there are 58 credits of required courses
 and 11 or more credits of electives)

✓	Course Number	Course Title	Credits	Term/ Year
<input type="checkbox"/>	CD 732	Speech Sound Disorders in Children	3	FA 1
<input type="checkbox"/>	CD 743	Devel. & Disorders of Lang. I (early childhood)	2	FA 1
<input type="checkbox"/>	CD 744	Devel. & Disorders of Lang. II (early school-age)	2	FA 1
<input type="checkbox"/>	CD 745	Devel. & Disorders of Lang. III (later school-age)	2	FA 1
<input type="checkbox"/>	HP 818	IMPACT I: Interprofessional Practice	1	FA 1
	CD 760-01 or 02	Clinical Practicum Seminar Written or Spoken	0	FA 1
<input type="checkbox"/>	CD 761	In-house Clinical Practicum-Spoken	3	FA 1 or SP 1
<input type="checkbox"/>	CD 762	In-house Clinical Practicum-Written	3	FA 1 or SP 1
<input type="checkbox"/>	CD 722	Neuroanatomy & Neurophysiology	3	SP 1
<input type="checkbox"/>	CH 721	Foundations of Cognition	2	SP 1
	CD 760-01 or 02	Clinical Practicum Seminar Written or Spoken	0	SP 1
<input type="checkbox"/>	CD 839	Aphasia in Adults: Assessment & Intervention	3	SP 1
	HP 819	IMPACT II: Interprofessional Team Project	1	SP 1
<input type="checkbox"/>	CD 828	Teaching Language and Literacy in English Language Learners (ELL)	2	SU 1
<input type="checkbox"/>	CD 833	Neuromotor Speech Disorders	2	SU 1
<input type="checkbox"/>	CD 840	Dysphagia in Adults & Children	3	SU 1
<input type="checkbox"/>	CD 832	Voice Disorders	3	SU 1
<input type="checkbox"/>	CD 771 or CD 871	External Clinical Practicum 1	3	SU 1 or FA 2
<input type="checkbox"/>	CD770	External Practicum Seminar	0	SU 1
<input type="checkbox"/>	CD 721	Physiology, Acoustics, & Perception of Speech	3	FA 2
<input type="checkbox"/>	CD 841	Fluency Disorders	2	FA 2
<input type="checkbox"/>	CD 843	Acquired Brain Injury	2	FA 2
<input type="checkbox"/>	CH 835	Augmentative Communication AAC	2	FA 2
<input type="checkbox"/>	CD 872	External Clinical Practicum 2	3	FA 2 or SP 2
<input type="checkbox"/>	CD870	External Practicum Seminar	0	FA 2
<input type="checkbox"/>	CD 752	Hearing Skills Seminar	1	SP 2
<input type="checkbox"/>	CD 751	Aural Rehabilitation	3	SP 2
<input type="checkbox"/>	CD 873	External Clinical Practicum 3	3	SP 2 or SU 2
<input type="checkbox"/>	CD 724	Research and Evidence-Based Practice	3	SP 2
<input type="checkbox"/>	HP 999	Interprofessional Seminar (one evening)	0	SP 2
<input type="checkbox"/>	CD870	External Practicum Seminar	0	SP 2
<input type="checkbox"/>	HP 821	IMPACT III: Ethical Issues in Health Care	1	SP 2 or SU 2
<input type="checkbox"/>	CD 873	External Clinical Practicum 3	(3)	SP 2 or SU 2
<input type="checkbox"/>	HP 821	IMPACT III: Ethical Issues in Health Care	(1)	SP 2 or SU 2

Appendix C

List of Faculty Members' Location and Email Addresses

Faculty Member List

<u>Faculty Member</u>	<u>Location</u>	<u>Phone</u>	<u>Email</u>
Ambrosi, Denise	¹ SRH	617-573-2462	dambrosi@partners.org
Arbel, Yael	429	(617) 724-7363	yarbel@mghihp.edu
Atwood, Julie, Professor Emerita	Offsite	617-726-8019	jatwood@mghihp.edu
Christodoulou, Joanna	429	(617) 643-1482	jchristodoulou@mghihp.edu
Davis, Lynne	² MEEI-Audiology	617-573-3266	ladavis@meei.harvard.edu
Green, Jordan	IHP Research Building 79/96	617-724-6347	jgreen2@mghihp.edu
Halvorson-Bourgeois, Bonnie	404	617-726-1342	bhalvorson@mghihp.edu
Haynes, Charles	418	617-724-6311	chaynes@mghihp.edu
Heaton, James	³ MGH-Voice	617-573-5570	jheaton@partners.org
Hillman, Robert	³ MGH-Voice	617-726-1444	rhillman@partners.org
Hogan, Tiffany	IHP Research Building 79/96	617-643-1054	thogan@mghihp.edu
Hook, Pamela, Professor Emerita	Offsite	617-726-8019	phook@mghihp.edu
Inzana, Rebecca Santos	424	617-671-8029	rsinzana@partners.org
Kelley-Nazarro, Patricia	430	(617) 643-8467	pkelley-nazzaro@mghihp.edu
Kjelgaard, Margaret	250	617-643-6337	mmk25@partners.org
Lof, Gregory	423	617-724-6313	glof@mghihp.edu
Mackey, Jennifer	405	617-726-8014	jmackey@mghihp.edu
Maxwell, Lesley	420	617-724-6305	lm Maxwell@mghihp.edu
Nicholas, Marjorie	422	617-726-0685	mlnicholas@mghihp.edu
Pennington, Suzanne	404	617 724 6314	spennington@mghihp.edu
Riotte, Mary	425	617-726-3095	mriotte@mghihp.edu
Shane, Howard	⁴ BCH	617-355-6466	howard.shane@tch.harvard.edu
Smith, Suzanne Lambrecht	430	(617) 724-6397	slambrechtsmith@mghihp.edu
Vallila-Rohter, Sofia	428	(617) 724-3824	svallila@mghihp.edu
Vega-Barachowitz, Carmen	³ MGH-Speech/Lang	617-724-0762	cvegabarachowitz@partners.org
Zipse, Lauryn	417	617-643-3245	lzipse@mghihp.edu

¹SRH = Spaulding Rehab. Hosp.; ²MEEI = Mass. Eye & Ear Infirm.; ³MGH = Mass. General Hosp.; ⁴BCH = Boston Children's Hosp.

Appendix D

ASHA Code of Ethics

<http://www.asha.org/Code-of-Ethics/>

Reference this material as: American Speech-Language-Hearing Association. (2010r). *Code of ethics* [Ethics]. Available from www.asha.org/policy.

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Appendix E

Mission Statement and Goals

Department of Communication Sciences and Disorders

Revised March 1, 2015

Mission Statement

The Mission of the Department of Communication Sciences and Disorders is to prepare students to become speech-language pathologists and educators who demonstrate excellence in clinical practice, and to advance knowledge about human communication and its disorders.

Goals

To accomplish this mission, the department will:

1. Prepare skilled speech-language pathologists and educators who provide state-of-the-art, evidence-based, client- and family-centered services to diverse populations in multiple settings.
2. Provide an academic and clinical curriculum that: prepares students to become generalist clinicians with comprehensive knowledge and skills in educational and healthcare settings; fosters critical thinking; and promotes the development of leadership skills.
3. Implement a scientist-practitioner model of teaching and mentorship.
4. Engage faculty and students in collaborative interprofessional learning environments.
5. Recruit diverse students, faculty and staff.
6. Develop and disseminate research in the areas of discovery, teaching and learning, and application.
7. Provide affordable, accessible, and quality clinical services to the community.
8. Provide the necessary academic and clinical preparation to exceed the standards established by accrediting organizations.



SCHOOL of HEALTH and
REHABILITATION SCIENCES
MGH INSTITUTE

Graduate Program in Communication Sciences and Disorders

This confirms that I have reviewed the 2016-2018 *Policies and Procedures Manual of the Master's Degree Program in Communication Sciences and Disorders*. I understand that this manual is also posted online for me to review at any time during my graduate program.

This manual has been reviewed by the faculty and I have had an opportunity to ask questions regarding the content.

Print your name: _____

Sign your name: _____

Today's date: _____