Date Submitted: 11/11/22 3:11 pm

Viewing: **10KS0354MA : Speech & Hearing Science, MA**

Last approved: 09/15/22 1:54 pm

Last edit: 01/18/23 1:36 pm

Changes proposed by: Dan Fogerty

Speech & Hearing Science, MA

Catalog Pages
Using this
Program

Proposal Type:

In Workflow

1. **U Program Review**
2. **1679 Committee Chair**
3. **1679 Head**
4. **KY Committee Chair**
5. **KY Dean**
6. **University Librarian**
7. **Grad_College**
8. **COTE Programs**
9. **Provost**
10. **Senate EPC**
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI

Approval Path

1. 11/14/22 12:07 pm
   Deb Forgacs (dforgacs): Approved for U Program Review
2. 11/14/22 1:20 pm
   Dan Fogerty (dfogerty): Approved for 1679 Committee Chair
3. 11/14/22 2:24 pm
   Pamela Hadley (phadley): Approved for 1679 Head
4. 11/18/22 12:31 pm
   Reggie Alston

(alston): Approved for KY Committee Chair

5. 11/18/22 4:15 pm Reggie Alston (alston): Approved for KY Dean

6. 11/18/22 4:46 pm John Wilkin (jpwilkin): Approved for University Librarian

7. 12/05/22 2:44 pm Allison McKinney (agrindly): Approved for Grad_College

8. 12/16/22 9:46 am Brenda Clevenger (bmclvngr): Approved for COTE Programs

9. 01/11/23 1:35 pm Brooke Newell (bsnewell): Approved for Provost

History

1. Apr 6, 2019 by Deb Forgacs (dforgacs)
2. Jan 22, 2020 by Mary Lowry (lowry)
3. Sep 15, 2022 by Mary Lowry (lowry)

Major (ex. Special Education)

This proposal is for a:
Revision

Administration Details

Official Program Name	Speech & Hearing Science, MA
Diploma Title	
Sponsor College	Applied Health Sciences
Sponsor Department	Speech & Hearing Science
Sponsor Name	Pamela A. Hadley, Laura J. Mattie, Dan Fogerty
Sponsor Email	phadley@illinois.edu, ljhahn@illinois.edu, dfogerty@illinois.edu
College Contact	Reginald Alston
College Contact Email	

alston@illinois.edu

College Budget
Officer

College Budget
Officer Email

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.

Laura Mattie and Dan Fogerty will do the editing

Does this program have inter-departmental administration?

No

Proposal Title

Effective Catalog Term	Fall 2023

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberals Art and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Arts in Speech & Hearing Science in the College of Applied Health Sciences and the Graduate College

Does this proposal have any related proposals that will also be revised during the next 6 weeks? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently. Example: If you are revising the BS proposal and one related concentration within the next 6 weeks, "This BS proposal (key 567) is related to the Concentration A proposal (key 145)."

Program Justification

Provide a brief description of what changes are being made to the program.	We propose revising the Speech & Hearing Science, MA Clinical Program to align with the changing scope of practice outlined by the Council for Clinical Certification (CFCC) of the American Speech-Language-Hearing Association. These changes include: (1) Current electives will now be required courses (SHS 473, SHS 535, SHS 574, SHS 578) (2) Addition of SHS 532, SHS 575, SHS 591 (3) Updating course titles to align with course revisions (4) Reducing credit hours for SHS 410, SHS 570, and 571 (5) Updating required credit hours for SHS 533 (6) Changing course credits for most 4-credit courses to 3-credit courses to align with the university guidelines on contact hours and the federal definition of credit hours (https://provost.illinois.edu/policies/policies/courses/credit-hour-definition/) (7) Removing the GRE as a requirement for admission to the program. (8) A minimum grade of C- is required on prerequisite coursework. (9) Required Clinical Practicum credit hours changed from 8-12 to 15. (10) Total credit hours changed from 60 to 66 hours. The non-clinical option, at a 40 credit hour minimum, is not changing.

Did the program content change 25% or more in relation to the total credit hours, since the 2020-2021 catalog. (http://catalog.illinois.edu/archivedacademiccatalogs/2020-2021/)

Yes

Why are these changes necessary?

(1) Current electives will now be required courses (SHS 473, SHS 535, SHS 574, SHS 578)

In 2020, the Council for Clinical Certification updated its standards for certification of clinical competence in Speech-Language Pathology (https://www.asha.org/certification /2020-slp-certification-standards/). In addition, the scope of practice has changed since the program was last revised.

In response to these changes, and to meet them, for the last two academic years we have offered SHS 473, SHS 535, SHS 574, and SHS 578 (initially as a 593) as our only elective courses. All students currently enroll in these courses to meet their certification standards. Through this revision we are updating these electives to now be required, to be consistent with certification standards. The change from elective to required status for these courses align with Standard IV-C. Specifically, SHS 473 fulfills expectations for "Augmentative and alternative communication modalities." SHS 535 fulfills expectations for "Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning," and SHS 574 fulfills the expectations of "Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities." SHS 578 was developed to help prepare students for working in medical facilities, specifically targeting Standard IV-G "knowledge of contemporary professional issues" and various clinical skills related to medical documentation, intervention, and professional interactions in Standard V-B. In addition, all four courses represent areas of the scope of practice that now make up a large number of clinical caseloads. Thus, it is necessary we prepare the students to work within these areas.

These additions do not add any new requirements to current students who already enroll in these courses to fulfill certification requirements.

(2) Addition of SHS 532, SHS 575, SHS 591

Both SHS 532 and 575, were previously listed in a curriculum note, indicating that to be eligible for the Illinois state professional educator license, students must complete both these courses. All students currently enroll in these courses to meet their certification standards because schools are one of the most common areas where students are employed and cover multiple areas of the scope of practice.

Our program review as part of our accreditation as a Speech-Language Pathology program review in the Fall of 2020 our accrediting body (Council on Academic Accreditation, https://caa.asha.org/) indicated that we had not met the standard for a summative assessment. SHS 591 was designed to address this need and will be required for all students in the clinical program.

Current students are now enrolling in this course to fulfill accreditation requirements.

(3) Updating course titles to align with course revisions

We have updated several course titles to reflect changes in how these content areas are discussed within the scope of practice and more accurately reflect course content.

(4) Reducing credit hours for SHS 410, SHS 570, and 571

We are reducing the credit hours for three classes from 4-credits to 2-credits. SHS 410 is being reduced to 2 credits to reflect the changing scope of practice in which fluency disorders represent a smaller proportion of clinical caseloads. SHS 570 is being reduced

to 2-credits. Historically, this course covered both research methods and evidence-based practice. However, most undergraduate programs in speech and hearing science, including our own, now offer an undergraduate research methods course. Therefore, we have removed the portion of the course focused on research methods and retained the focus on conducting evidence-based practice. SHS 571 is being reduced to 2-credits because faculty have worked to infuse information about cultural and linguistic diversity into course content; the revised SHS 571 focuses on culturally responsive practices for assessment, intervention, and collaboration not covered in other courses.

(5) Updating required credit hours for SHS 533
We are updating the credit hours for SHS 533. This course involves teaching students about the assessment and diagnosis of language disorders, which requires not only teaching students about assessment and diagnostics but observations and practical hands-on experiences administering assessments and writing diagnostic reports. These activities are time intensive, requiring additional course contact hours and time outside of class for these activities. This course has been taught in this 4-credit model since 2017.

(6) Changing course credits for most 4-credit courses to 3-credit courses to align with the university guidelines on contact hours and the federal definition of credit hours (https://provost.illinois.edu/policies/policies/courses/credit-hour-definition/)
To meet the standards for certification of clinical competence in Speech-Language Pathology, our students are already required to take a high credit load, with more courses than required by the graduate college to graduate. Having most of our courses be at 4 credits hours with the provided university guidelines and federal definitions requires more time in a week than most students have, particularly when considering the added demands of their off-site clinical training. The courses have historically been taught with in-person meetings for the 3-credit hour definition with additional work required for the 4th credit. Our revisions reduce the workload to bring it into alignment with the 3-credit expectations (i.e., no changes in direct instruction will be made). By reducing most course credits to 3 credits, the contact hours align with what they are receiving every week and the amount of time outside of class is more feasible. Course proposals for the changes in credit hours have been submitted.

(7) Removing the GRE as a requirement for admission to the program.
A review of our program-specific research literature has indicated that the GRE does not predict clinical success in speech-language pathology and selectively disadvantages under-represented minorities in their applications. Furthermore, the GRE serves as a barrier for applying to the program. A review of our program admission data demonstrates that inclusion of the GRE has not impacted our admission decisions in the past. In addition, enrollment in our program by underrepresented minorities is at a 10-year high since suspending the GRE requirement due to COVID-19.

(8) A minimum grade of C- is now required on prerequisite coursework.
Students must complete prerequisite and leveling coursework to fulfill the CFCC requirements for clinical certification. In addition, prerequisite coursework is required for the professional educator's license in the State of Illinois. A C- or above is required to obtain Illinois licensure. To meet this, we now formally state this minimum grade in

our admission requirements.

(9) Required Clinical Practicum credit hours changed from 8-12 to 15.
Reflecting the expanding scope of clinical practice, we have added additional clinical practicum training to cover the scope of practice within educational and medical settings. These changes are specifically designed to meet the required clinical skills detailed in Standard V for clinical certification.

(10) Total credit hours changed from 60 to 66 hours.
These proposed changes include additional required credit hours (#1, 2, 5, 9) and reductions in credit hours (#4, 6). The net effect of these changes results in a total change in credit hours from 60 to 66 hours for the clinical MA degree.

IMPACT ON CURRENT STUDENTS:
Current students in the MA clinical program will transition to this new curriculum. New curriculum requirements reflect the enrollment of current students in the MA clinical program in order to meet the competencies required by the CFCC for their clinical certification and state licensure.

Increased course requirements (1, 2, 5, and 9) reflect the enrollments of all current students. These courses are currently required to meet the competencies required by the CFCC for their clinical certification and state licensure. Decreased credit hours (4, 6) also reflect reduced emphasis of these topics required for certification and increase feasibility of students meeting the rigorous requirements of this program. Remaining changes (3,7) improve the representativeness of course titles to content and improve the program's ability to increase diversity within the program. Therefore, these changes do not add any new requirements for current students beyond enrollments currently required for clinical certification (the purpose of the clinical MA program), and decrease credit load for several courses. Those students who do not wish to obtain clinical certification can transfer into our non-clinical MA degree. All courses taken as part of the clinical MA degree will count towards the limited requirements of the non-clinical MA degree, and transferring into the non-clinical MA will not add any additional time to degree.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

No

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

List the program's student learning outcomes. Each outcome should identify what students are expected to know and/or be able to do upon completing this program.

> 1. Students will demonstrate content knowledge of human communication and swallowing processes, disorders, and differences; and the principles and methods of prevention, assessment, and intervention.
>
> 2. Students will demonstrate professional knowledge of standards of ethical conduct, research and evidence-based clinical practice, contemporary professional issues, and professional credentials and national regulations/policies for professional practice; and skills in applying this knowledge in clinical practice.
>
> 3. Students will demonstrate the interactional, personal, and professional skills, essential for entry into professional practice: including effective oral and written communication (both academically and clinically, recognizing the needs and values of clients/patients and relevant others); broad and deep evaluation and intervention across the scope of practice; successful collaboration with other professionals; and effective counseling about communication and swallowing.

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

> Student competency ratings for learner outcomes at the end of each semester for all academic and clinical courses. End-of-semester ratings, from 1-5, are provided by academic and clinical instructors, and externship preceptors, as follows:
> 1. no evidence
> 2. emerging competence
> 3. ability is present but may need monitoring
> 4. ability is developed, and can apply to academic and clinical problems
> 5. consistent application of the ability
> Performance on summative assessment SHS 591 Clinical Case Study Project
> Speech-language pathology Praxis Exam results (Spring or Summer, Year 2)

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

Our academic instructors and clinical supervisors rate each learner on knowledge and skills standards addressed in a course or clinical practicum (comprising our nine learning outcomes that align with the ASHA accreditation requirements for speech-language pathologists) online using CALIPSO, a web-based application that manages key aspects of academic and clinical education designed specifically and exclusively for speech-language pathology and audiology training programs. We do this each semester/summer session of the 2-year MA program. In order to earn their MA degree, at some point in their program each student must reach a rating of "3" on a 5-point scale ("knowledge or skill is present") for each ASHA standard and learning outcome (across the 9 clinical areas for assessment and intervention which make up the scope of practice for speech-language pathology, including disorders of articulation/phonology, fluency, voice, receptive/expressive language, etc.). We provide multiple opportunities (i.e., multiple courses and clinical practica) for a learner to achieve each standard/learning outcome during the program.
#Students have to pass the summative assessment
#Students should pass the praxis exam

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Each year our department compiles data to report to the Council on Academic Accreditation (CAA, our external accrediting body) and to submit learning outcomes assessment report to the university. Once the data is compiled, the Program policy committee and Education policy committee in conjunction with the Head and DGS identify areas of improvement for the subsequent academic year.

Program
Description and
Requirements
Attach Documents

Is the career/profession for graduates of this program regulated by the State of Illinois?
Yes No

If yes, please describe.

Students who wish to be practicing clinicians in Illinois after graduation need to receive their State of Illinois Speech-Language Pathology License. The MA-clinical program is designed such that students who graduate from the program will meet the requirements for licensure. The MA-clinical program is also designed to meet the requirements for the professional educator's license in the State of Illinois.

Program of Study

Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: https://www.ibhe.org/assets/files/PublicAdminRules2017.pdf). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

Revised programs   MA Clinical Current-proposed curriculum

side-by-side.docx

Attach a revised Sample Sequence (for undergraduate program) or college-level forms.

Catalog Page Text - Overview Tab

Description of program for the catalog page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

In the Master of Arts degree program, students learn about speech-language pathology in medical and educational settings and speech, language, and hearing science. This degree may be either a terminal degree or as preparation for further graduate study, including a doctoral degree. For students seeking a terminal degree, the Master of Arts program may be designed with or without clinical practicum experience. The clinical program requires a minimum of 66 credits and the non-clinical program requires a minimum of 40 credits.

Clinical Program, Thesis or Non-thesis
The clinical program ensures clinical competence in speech-language pathology necessary for employment in healthcare and educational settings, private practice, or industry. Successful completion of this program ensures that the student has met the academic and clinical requirements for the American Speech-Language-Hearing Association (ASHA) certification and can choose to pursue the Illinois state licensure required for speech-language pathology in public schools. The program is accredited by the Council on Academic Accreditation in Speech-Language Pathology and Audiology. The clinical MA program requires a minimum of 66 graduate hours.

Non-Clinical Program, Thesis or Non-thesis
The non-clinical MA program may prepare the student for employment in industry or for a doctoral program. For a student seeking a non-terminal degree, the Master of Arts program enables the student to undertake fundamental coursework that will be an integral part of an overall doctoral program. The student's program for the Master of Arts degree will be determined on an individual basis, taking into consideration the Graduate College and departmental requirements. A master's thesis should be part of a pre-doctoral student's plan of study. This program requires a minimum of 40 graduate hours, SHS 592 is required and the student must build a logical and coherent series of approved courses.

Statement for Programs of Study Catalog

Clinical Program, Thesis or Non-thesis ~~Other Requirements~~
All students in the clinical program are required to take the following courses:

Course List

Code	Title	Hours
SHS 410	Stuttering: Theory & Practice	2
SHS 430	Devel & Disorders Phonol Artic	3
SHS 431	Lang Disorders Preschool Child	3
SHS 470	Neural Bases Spch Lang	4
SHS 473	Augmentative & Alt Comm	3
SHS 511	Assessment and Management of Voice Disorders	4
SHS 513	Assessment and Management of Dysphagia	4

Code	Title	Hours
SHS 514	Motor Speech Disorders	4
SHS 532	Language Disorders & Literacy in School-Age Children & Youth	4
SHS 533	Approaches to Language Diagnostics and Clinical Reasoning	4
SHS 534	Aphasia and Related Disorders	3
SHS 535	Cognitive Communication Disorders	4
SHS 570	Evidence-Based Practice in Audiology & Speech-Language Pathology	2
SHS 571	Culturally Responsive Practices in Communication Sciences & Disorders	2
SHS 572	Counseling in Comm Disorders	2
SHS 574	Communication in Individuals with Autism Spectrum Disorders	2
SHS 575	School Spch-Lang Clin Methods	2
SHS 578	Medical Methods in Speech-Language Pathology	2
SHS 579	Prof/Eth/Legal Issues AuD/SLP	3
SHS 591	Clinical Case Project in Communication Sciences and Disorders	0
SHS 592	Prosem Spch & Hear Sci	0
~~Elective hours (not including SHS 599)~~		~~0-12~~
Required Clinical Practica		15
Students must complete clinical practica in all of the following courses		
	SHS 477 Beginning Practicum in Speech-Language Pathology (minimum of 3 credit hours)	
	SHS 577 Advanced Practicum in Speech-Language Pathology (minimum of 8 credit hours, including 4 credit hours for Medical Rotation)	
	SHS 576 School Intrnshp Spch-Lang Path (minimum of 4 credit hours)	
SHS 599	Thesis Research (A thesis is optional, but if completed 0-8 hrs. may be applied)	0-8
Total Hours		66

~~Non-Clinical Program, Thesis or Non-thesis The non-clinical MA program may prepare the student for employment in industry or for a doctoralprogram.This program requires 40 graduate hours. SHS 592 is required and the student must build a logical and coherent series of approvedcourses.For a student seeking a non-terminal degree, the Master of Arts program enables the student to undertake fundamental coursework that will be an integral part of an overall doctoralprogram.The student's program for the Master of Arts degree will be determined on an individual basis, taking into consideration the Graduate College and departmentalrequirements.A master's thesis should be part of a pre-doctoral student's plan of study. For additional details and requirements refer to the department's graduate programs and the Graduate College Handbook.~~**Other Requirements**

Course List

Code	Title	Hours

Other requirements may overlap

Minimum Hours Required Within the Unit: 20

Minimum 500-level Hours Required Overall: 20 min

Minimum GPA: 3.0

Non-Clinical Program, Thesis or Non-thesis

All students in the non-clinical program are required to take the following courses:

Course List

Code	Title	Hours
SHS 592	Prosem Spch & Hear Sci	0 to 1
	Elective hours (As approved by the advisor or Director of Graduate Studies)	40
SHS 599	Thesis Research (A thesis is optional, but if completed 0-8 hrs. may be applied)	0 to 8
Total Hours		40

Other Requirements

Course List

Code	Title	Hours
Other requirements may overlap		
Minimum Hours Required Within the Unit:	20	
Minimum 500-level Hours Required Overall:	20 min	
Minimum GPA:	3.0	

Corresponding Degree	MA Master of Arts

Program Features

Academic Level	Graduate
Does this major have transcripted concentrations?	No

What is the typical time to completion of this program?

2

What are the minimum Total Credit Hours required for this program?

40

What is the required GPA?	3.0
CIP Code	510204 - Audiology/Audiologist and Speech-Language Pathology/Pathologist.

Is This a Teacher Certification Program?

Yes

Will specialized accreditation be sought for this program?

Yes No

Describe the plans for seeking specialized accreditation:

The MA clinical program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. We do not anticipate that these changes will alter our accreditation.

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Admission Requirements

Desired Effective Admissions Term	Fall 2023

Is this revision a change to the admission status of the program?

No

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

For admission to the Master of Arts - Clinical program, students must satisfy the requirements of the American Speech-Language-Hearing Association for clinical certification (ASHA Standard IV-A, https://www.asha.org/certification/course-content-areas-for-slp-standards/), every student must complete an acceptable undergraduate course in each of the following areas. A minimum grade of C- is required.

Biological sciences
Physical sciences
Statistics
Social/behavioral sciences

Students must also demonstrate knowledge of basic human communication, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases (ASHA Standard IV-B). Typically, most of these requirements have been met at the undergraduate level.

All students seeking clinical licensure must also complete the following University of Illinois undergraduate courses or their equivalents, with a minimum grade of C-.

SHS 200 Phonetics
SHS 240 Hearing Science
SHS 300 Anatomy and Physiology of the Speech Mechanism
SHS 301 Speech Science
SHS 320 Development of Spoken Language
SHS 450 Audiology (may be taken at the graduate level for graduate credit)
SHS 451 Aural Rehabilitation (may be taken at the graduate level for graduate credit)

For students entering with a Bachelor's Degree in Speech and Hearing Science or Communication Sciences and Disorders having already met these course requirements, the MA program typically involves two academic years and two summers.

Students may be admitted without having completed this coursework. All prerequisite courses at the 200- and 300-level must be completed prior to beginning the two-year MA program. Students admitted into the program without these prerequisite leveling courses will take an extra year to complete the program. Students can complete 400-level courses listed above during the two-year MA program.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

We do not anticipate a significant impact on enrollment

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

No additional financial resources are needed.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

We are not proposing a change to the current tuition rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

We do not anticipate any effect on faculty resources, as all courses are currently taught by faculty.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

Library collections, resources, and services are sufficient to support the revised curriculum.

EP Documentation

EP Control Number	EP.23.032
Attach Rollback/Approval Notices	
This proposal requires HLC inquiry	No

DMI Documentation

Attach Final Approval Notices	
Banner/Codebook Name	MA:Speech & Hearing Sci -UIUC
Program Code:	10KS0354MA

Minor Code	Conc Code	Degree Code	MA	Major Code
0354				

Senate Approval Date	
Senate Conference Approval Date	
BOT Approval Date	

IBHE Approval Date	
HLC Approval Date	
DOE Approval Date	
Effective Date:	
Attached Document Justification for this request	
Program Reviewer Comments	**Jon Welty-Peachey (jwpeach) (11/17/22 8:06 am):** This is a well-justified proposal for revisions. I have a couple of questions for clarification. How are accreditation standards still being met with the reduced credit hours? Also, it appears that now students will not be able to take any electives, that all courses are prescribed. Is this common for degrees of this type? **Dan Fogerty (dfogerty) (11/17/22 11:46 am):** I support this proposal. In response to Jon's questions.... Each course defines how accreditation standards are met within the syllabus for that course. All instructors must verify that students have obtained a sufficient competency level for the standards targeted by the course. At a program level, standards are closely tracked by the department's Program Policy Committee and accreditation requirements. Regarding electives (Justification #1), due to the large scope of practice, it is very common among programs of this type to have little or no elective offerings. Under the current curriculum, students must take the offered electives within the department in order to fulfill requirements for clinical certification. This proposal formalizes this current practice. **Justin Aronoff (jaronoff) (11/18/22 12:14 am):** I have no additional comments.

Key: 435

Current curriculum		Propose curriculum	
Code/Title	Credit Hours	Code/Title	Credit Hours
SHS 410 Stuttering: Theory & Practice	4	SHS 410 Stuttering: Theory & Practice	2
SHS 430 Development & Disorders of Phonology and Articulation	4	SHS 430 Development & Disorders of Phonology and Articulation	3
SHS 431 Language Disorders in Preschool Children	4	SHS 431 Language Disorders in Preschool Children	3
SHS 470 Neural Bases of Speech and Language	4	SHS 470 Neural Bases of Speech and Language	3
SHS 511 Assessment and Management of Voice Disorders	4	SHS 511 Assessment and Management of Voice Disorders	3
SHS 513 Assessment and Management of Dysphagia	4	SHS 513 Assessment and Management of Dysphagia	3
SHS 514 Motor Speech Disorders	4	SHS 514 Motor Speech Disorders	3
SHS 533 Advanced Language Diagnostics	2	SHS 533 Approaches to Language Diagnostics and Clinical Reasoning	4
SHS 534 Aphasia and Related Disorders	4	SHS 534 Aphasia and Related Disorders	3
SHS 570 Quant Reasoning Spch Hear Sci	4	SHS 570 Evidence-based Practice in Communication Sciences & Disorders	2
SHS 571 Clinical Sociolinguistics	4	SHS 571 Clinical Sociolinguistics	2
SHS 579 Professional, Ethical, and Legal Issues in AuD/SLP	3	SHS 579 Professional, Ethical, and Legal Issues in AuD/SLP	3
SHS 592 Proseminar Speech & Hearing Science	0	SHS 592 Proseminar Speech & Hearing Science	0
		SHS 473 Augmentative & Alternative Communication	3
		SHS 532 Language Disorders & Literacy in School-Age Children	3
		SHS 535 Cognitive Communication Disorders	3
		SHS 572 Counseling in Communication Disorders	2
		SHS 574 Communication in ASD	2
		SHS 575 School Speech-Language Clinical Methods	2
		SHS 578 Medical Methods in Speech-Language Pathology	2
		SHS 591 Clinical Case Project in Communication Sciences and Disorders	0
Elective hours (not including SHS 599) These were not specified in the curriculum

NOTE*: To be eligible for the Illinois state professional educator license, students must complete SHS 532, Language Disorders in School-Age Children, and SHS 575, School Speech-Language Clinical Methods. Other electives are identified by the student under the guidance and approval of their academic advisor. | 0-12 | No elective hours | |

Required Clinical Practica	8-12	Required Clinical Practica - ==SHS 477 Beginning Clinical Practicum (minimum of 3 credits) SHS 576 School internship Speech-Language Pathology (minimum of 4 credits) SHS 577 Advanced Clinical Practicum (minimum of 8 credits, includes 4 credits for Medical Rotation)==	==15==
SHS 599 Thesis Research (A thesis is optional, but if completed 0-8 hrs. may be applied)	0-8	SHS 599 Thesis Research (A thesis is optional, but if completed 0-8 hrs. may be applied)	
Total Hours	60		66

* In the revised curriculum, SHS 532 and 575 are required to ensure that students are trained in the full scope of clinical practice.