Communication Disorders Program
Graduate Student Handbook

August 2016

Department of Allied Professions
1031 H. M. Michaux Building
School of Education

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1. History and Accreditation of the Program

The Communication Disorders Program (thereafter CD Program) at North Carolina Central University (NCCU) was established in 1976 as the Department of Communication Disorders and offered a Master of Education in speech-language pathology (SLP). In August 2012, it merged with the Department of Counselor Education to form the Department of Allied Professions within School of Education. The program was approved to offer a Master of Science degree in SLP in Fall of 2016.

The Master of Science (M.S.) degree in speech-language pathology is a full-time program designed to prepare graduates to provide preventative, diagnostic and rehabilitative services to persons exhibiting speech and language disorders. Completion of the program prepares graduates for employment as speech-language pathologists in settings ranging from public school and hospitals to community, state, and federal agencies. CD Program is unique in its focus and commitment to prepare all students to work with diverse populations including bilingual speakers and users of assistive and augmentative communication devices.

The academic program is nationally accredited in Speech-Language Pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Hearing-Language Association (ASHA). Graduates are eligible to apply for certification by ASHA, for licensure by the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists, and for the graduate license issued by the North Carolina State Department of Public Instruction.

The CD Program also provides prerequisite courses needed to apply for admission to most graduate programs in speech-language pathology, such as Anatomy and Physiology, Speech and Language Development, and Auditory Rehabilitation.

The NCCU Speech and Hearing Clinic provides speech, language, and hearing evaluations and treatment services for patients from birth through adult ages. Assistive technology services are provided through the Assistive Technology for Infants and Preschoolers Project (ATIPP). Bilingual (Spanish and English) services are also provided.


**SOE Vision:**

The School of Education at North Carolina Central University will become an international community of scholars who are culturally responsive educators and practitioners.

**SOE Mission:**

The mission of the North Carolina Central University’s School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration,
counseling, communication, technology and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community.

**CD PROGRAM Vision:**

“Promoting Effective Communication in a Global Society”

**Program Learning Outcomes (PLOs):**

The Communication Disorders Program will develop speech-language pathologists who:

1. Integrate, analyze, and synthesize evidenced-based information gathered from an array of sources during professional clinical practice at an independent level.
2. Select and implement culturally appropriate methods of assessment and intervention to diverse populations.
3. Professionally speak, write, and employ alternative forms of communication in formal and informal contexts.
4. Apply ethical behavior in all areas of professional practice.
5. Promote the profession in the areas of research, clinical practice, and advocacy through leadership roles and activities.

3. Faculty and Program Staff

**Elisha K. Blankson, MPA/M.Ed. CCC-SLP**  
Title: Clinical Associate Professor, Coordinator/Director Bilingual Program  
Office: Room 1040, School of Education, HM Michaux, Jr. Building  
Phone: 919-530-5310  
Email: eblankson@nccu.edu  
Research Interest: Autism prevalence in the Hispanic diaspora and Early Intervention Services as related to services within the Hispanic diaspora.

**Sheila Bridges-Bond, Ph.D., CCC-SLP**  
Title: Associate Professor, ASHA Fellow/CREATT Coordinator  
Office: Room 1036, School of Education, H.M. Michaux, Jr. Building  
Phone: 919-530-7299  
Email: bridges@nccu.edu  
Research Interest: Universal Design for Learning and Response to Intervention in AAC Service Delivery, AAC Service Delivery to Culturally and Linguistically Diverse Populations, Multicultural Issues in Communication Disorders.
Jonise Cromartie-Brown, M.Ed., CCC-SLP  
Title: Clinical Supervisor  
Office: Room 1064, School of Education, H.M. Michaux, Jr. Building  
Phone: 919-530-7401  
Email: jcromar4@nccu.edu  
Research Interest: Bilingualism, Multicultural Issues in Communication Disorders, Autism Spectrum Disorder

Robin Gillespie, Ph.D., CCC-SLP  
Title: Clinical Supervisor, Instructor  
Office: Room 1039, School of Education, H.M. Michaux, Jr. Building  
Phone: 919-530-7302  
Email: rgillespie@nccu.edu  
Research Interests: Cultural responsiveness in clinical speech pathology across the lifespan and disorders; cultural responsiveness in clinical treatment that requires the development and use of augmentative and alternative communication.

Grace Hao, MD., Ph.D., CCC-SLP  
Title: Professor, Program Coordinator  
Office: Room 1035, School of Education, H.M. Michaux, Jr. Building  
Phone: 919-530-7836  
Email: jhao@nccu.edu  
Research Interests: Autism Spectrum Disorders: assessment protocol & intervention efficacy; voice production of individuals from various cultural & linguistic backgrounds; complementary and alternative intervention for individuals with various communication disorders.

Sandra C. Jackson, Ph.D., CCC-SLP  
Title: Associate Professor,  
Office: Room 1033, School of Education, H.M. Michaux, Jr. Building  
Phone: 919-530-5118  
Email: scjackson@nccu.edu  
Research Interests: Early language development of children with and without disabilities; family and professional assessments of the communication skills of preschool males with fragile X syndrome; children’s development of complex syntax, dialect, & narrative skills; language and literacy development of African American children.

Yolanda D. Keller-Bell, Ph.D., CCC-SLP  
Title: Assistant Professor  
Office: Room 2094, School of Education, H.M. Michaux, Jr. Building  
Phone: 919-530-7504  
Email: ykellerb@nccu.edu
Research Interests: Language, literacy, psycholinguistic development in children at risk for or with developmental disabilities; health disparities; treatment effectiveness, and cultural and linguistic differences in communication.

H. Donell Lewis, Ph.D., CCC-A, FAAA
Title: Associate Professor
Office: Room 1032, School of Education, H.M. Michaux, Jr. Building
Phone: 919-530-5128
Email: hdlewis@nccu.edu
Research Interest: Hospital and health care industry; rehabilitation.

Beghetta L. Liles
Title: Administrative Support Associate
Office: Room 1031, School of Education, H.M. Michaux, Jr. Building
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Katrina E. Miller, M.A., CCC-SLP
Title: Clinic Supervisor
Office: Room 1037, School of Education, H.M. Michaux, Jr. Building
Phone: 919-530-7300
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Research Interest: Traumatic brain injury; clinical practicum issues.

Jamila Minga, Ph.D., CCC-SLP
Title: Assistant Professor
Office: Room 1034, School of Education, H.M. Michaux, Jr. Building
Email: jminga1@nccu.edu
Research Interests: Discourse production deficits in adults with right hemisphere brain damage (RHD), augmentative and alternative communication in adult neurogenic populations, and disparity.

Edward Moody, PhD.
Title: Professor of Counselor Education and Chair of the Department of Allied Professions
Office: Room 2125, School of Education, H.M. Michaux, Jr. Building
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Zaneta R. Ponton, M.Ed., CCC-SLP
Title: Clinical Coordinator/Supervisor
Office: Room 1038, School of Education, H.M. Michaux, Jr. Building
Phone: 919-530-7473
Email: zponton@nccu.edu
Research Interest: Early intervention, speech-language pathology policy and procedure; supervision, service delivery, and dialect modification.

Diane M. Scott, Ph.D., CCC-A
Title: Professor
Office: Room 2085, School of Education, H.M. Michaux, Jr. Building
Phone: 919-530-7693
Email: discott@nccu.edu
Research Interest: Sickle cell anemia and communication disorders; genetics and communication disorders; multicultural issues in communication sciences and disorders

Albert (Jianliang) Zhang, Ph.D.
Title: Assistant Professor
Office: Room 2095, School of Education, H.M. Michaux, Jr. Building
Phone: 919-530-7301
Email: jzhangl@nccu.edu
Research interest: Fluency, speech perception, and multicultural issues in communication disorders

4. Admission

4.1 Requirements
Graduates from an accredited college or university are eligible to apply for admission. Students who have earned degrees in other areas may also apply. A student accepted to the graduate program without an undergraduate degree in communication disorders must complete the required prerequisite courses for graduate study in speech-language pathology as determined by the NCCU CD Program.

Students applying to the CD Program must complete an online application through the NCCU Online Application (http://www.nccu.edu/futurestudents/applynow.cfm; select Graduate Application Process). Applicants to the M.S. program must meet the following minimum requirements and submit the supporting documents:

a. Have an overall undergraduate average of at least "B" (3.0) or better.
b. At least two letters of recommendation (preferably from former professors)
c. A personal statement
d. Scores from the revised General Test of the Graduate Record Examination (GRE) taken within the past 5 years
e. Submit official grade transcript(s) of all post-secondary work directly to the School of Education Graduate Office at the following mailing address:
The CD Program only accepts applications for fall admission. The deadline for application is February 1st. Applications must be completed including the submission of GRE scores and official transcripts by the application deadline. Applications submitted or completed after the deadline may or may not be reviewed at the discretion of the CD Program.

4.2 Background Check

All admitted students will be subject to a comprehensive criminal background check. Students must satisfactorily complete a criminal background check before enrolling in clinical practicum. NCCU as well as many external clinical practicum sites require proof of a criminal background check. External clinical sites such as hospitals and school settings may require students to complete an additional criminal background check in order to participate in clinical practicum at that site. Students who have concerns should contact the Program Coordinator upon acceptance to the graduate program.

The CD Program adheres to the code of ethics set forth by American Speech-Language and Hearing Association (ASHA; http://www.asha.org/Code-of-Ethics/) and the North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists (http://www.ncboeslpa.org/). The CD Program is responsible for the welfare of the clients and families who are served or otherwise affected by students enrolled in the program. Thus, students must report felony or misdemeanor charges and convictions that occur during their enrollment within 10 business days of occurrence to the Program Coordinator. Students must also report any disciplinary action taken by a professional standards board/association that occurs during enrollment within 10 business days of occurrence to the Program Coordinator.

Failure to report felony or misdemeanor charges and convictions that occur during their enrollment within 10 business days of occurrence to the Program Coordinator will constitute a violation of the policies of the CD program and may result in dismissal from the program. Failure to engage in the resolution of current or future misdemeanor or felony charges and convictions in a timely, accurate, and complete manner will constitute a violation of the policies of the CD Program and may result in dismissal from the program. Failure to provide requisite information pertinent to disposed or pending cases may constitute grounds for dismissal from the program. The nature of the charges or convictions may limit options for or prohibit clinical placement and affect a student’s matriculation in the program. The CD Program, the School of Education, and North Carolina Central University make the final decision as to the student’s ability to matriculate; each clinical agency makes the final decision as to whether a student may be placed at that site.
4.3 Conditional Admittance

Applicants can be admitted conditionally if they do not meet each of the minimum admission requirements (e.g., incomplete required prerequisite courses, GPA lower than 3.0, low GRE, etc.). Conditional admittance status is based upon a comprehensive review of the applicant materials and a possible in-person interview. Conditionally admitted students are on probation during which demonstration of satisfactory performance in their academic performance is required. Students cannot enroll in clinical practicum while on conditional status. Conditionally admitted students will be dismissed for one or more of the following reasons:

- the student earns a “C” in any of the courses taken;
- the student withdraws from a course without valid documentation of an emergency (death of immediate family member, medical illness, etc…)
- the student exhibits inappropriate/disruptive behaviors in class.

The student’s performance will be evaluated at the end of the first semester. The probationary status will be removed if the student performs successfully. Probation may be extended to the second semester based upon faculty review, but never to the third semester.

5. Advisement

5.1 Advising Procedures

Students will be assigned an academic advisor upon acceptance to the program. The student is required to meet with the advisor for registration, graduation, and remediation (if academic or clinical performance is not satisfactory). The advising process includes the following:

- Student should obtain an NCCU email address and password from IT department, which can be contacted at 919-530-7676.
- The student will receive their Banner ID (e.g., his or her student number) on the admittance letter. Student will get alternate PIN and login PIN during the advising session. Alternate pin is for class registration, and login PIN is for log in (initially it is student’s birth date in 6-digit form). The PINs for each semester will be different.
- During each advising session, the student will sign on an Advising Sheet (see appendix) which serves as an contract between the advisor and advisee
- Course Sequence (see appendix), which serves as a contract between the advisor and advisee, and makes sure that the advisee is on the right track of progress.
- Newly admitted students need to provide their undergraduate transcripts for the first advising session. It is the student’s responsibility to meet with his or her advisor during the first semester of the graduate program to ensure that all prerequisites for graduate study have been met.
- Students must complete the required Gateway Forms and upload appropriate documentation to Foliotek each semester.
5.2 Remediation

When a student receives a grade letter of “C” or below for his or her midterm or final grade, the student must initiate meetings with the course instructor and advisor. The student, instructor, and her/his advisor will discuss a remediation plan, student resources, and the consequences of unsatisfactory progress.

5.3 Graduation

Students are required to meet with their advisor periodically throughout their enrollment to ensure that graduation requirements are met. It is the responsibility of the student to submit required forms and documentation to his or her advisor by established deadlines. Graduation paperwork should be typed. Students must submit three copies of the Admission to Candidacy form to their advisor the semester BEFORE graduation is expected (e.g., the fall semester if graduation is expected the next spring semester). In addition to forms from the Office of the Registrar, students are expected to complete the SOE Graduation Checklist and the Application to take Master’s Comprehensive Exams (if necessary). Students should visit the SOE website for more information and the graduation forms (http://web.nccu.edu/soe/about/graduate_office/forms.htm).

5.4 Application for Certification and Licensure

The Program Coordinator for the Communication Disorders Program signs all ASHA membership and/or certification applications. Prior to meeting with the Program Coordinator, each student must meet with the appropriate clinical supervisor who will approve and provide a signed record of the student's clinical hours.

Praxis II:
Each student is required to request that a copy of her/his score on the NTE Praxis exam be sent to the CD Program. Student performance on the Praxis exam reflects on our program; therefore, students should not take the exam prior to completing a majority of their clinical and academic clinical requirements.

State of NC License:
The N.C. Board of Examiners for Speech and Language Pathologists and Audiologists (NCBOESLPA) is the regulatory authority over persons offering speech and language pathology and audiology services to the public. Students should contact the NCBOESLPA (www.ncboeslpa.org) for an application for a temporary license at the end of the graduate program. A temporary license must be granted by the NCBOESLPA prior to practicing as a SLP (including a clinical fellowship).

NC Department of Public Instruction (NC DPI):
Effective July 1, 2011, the North Carolina State Board of Education will accept only a current valid NCBOESLPA license as the qualifying credential for service in public schools. Once a NCBOESLPA license has been obtained, a SLP may apply to the Licensure Section of DPI (http://www.dpi.state.nc.us/licensure/administrator/).
6. Program of Study

6.1 Undergraduate prerequisite courses

Every student must consult with his or her advisor to ensure that their undergraduate coursework will satisfy current program and certification requirements. A student who has not completed each of the prerequisite courses listed below is considered to be without or partial to have an incomplete background and will need to complete the prerequisite courses.

Prerequisite courses for graduate study (ASHA Standards IV-B and IV-C Knowledge Outcomes):

- EDSH 5700 Speech and Language Development
- EDSH 5710 Anatomy and Physiology
- EDU 4760/EDSH 5725 Scientific Bases of Speech OR a similar class that combines speech and hearing science
- EDSH 5730 Phonetics
- EDSH 5751 Introduction to Audiology
- EDSH 5752 Aural Rehabilitation
- Clinical observation (at least 25 hours with valid supporting documentation)

Required coursework in related areas (ASHA Standard IV-A Knowledge Outcomes; one in each area)

- Biological sciences (courses should emphasize a content area related to human or animal sciences, e.g., biology, human anatomy and physiology, genetics, neuroanatomy and neurophysiology)
- Social sciences (e.g., psychology, sociology, anthropology, public health)
- Physical sciences (e.g., astronomy, chemistry, earth science, geology, physics)
- Statistics

If a student has earned a minimum grade of “B” in a statistics course prior to enrollment, the student does not have to take EDGR 5910 Statistics as part of the graduate course sequence. However, the student will need to take an additional 3 credit hour course to meet the 62 credit hours required for graduation. If a student earned less than a grade of “B” in a prior statistics course or has not taken a statistics course, the student will need to enroll in EDGR 5910 Statistics. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

Courses in biological and physical sciences specifically related to CSD may not be applied for certification purposes to this category unless the course fulfills a university requirement in one of these areas.
### 6.2 Students with background

A typical student that comes in CD Program with a full background is expected to graduate with 2 years of full-time study and clinical practicum. During the 2 years, this student would accumulate a minimum of 62 credit hours (i.e., getting a score letter of “B” or “A” in each class), including:

- 16 core graduate courses (a total of 48 credit hours);
- 8 hours of seminars and/or elective courses;
- 6 hours of clinical practicum (student needs to be enrolled in EDSH 5790 each semester);
- For students admitted prior to Fall 2016: 450 supervised patient contact hours and a minimum of 25 observations hours for a total of 475 clinical practicum hours
- For students admitted Fall 2016: 425 supervised patient contact hours and a minimum of 25 observations hours for a total of 450 clinical practicum hours

Generally, a student takes about 5 courses in addition to clinical practicum in each spring and fall semester. Whereas the required courses have a relatively fixed sequence to follow, the seminars and elective classes do not. Below is the course sequence for a typical student in the first year (fall, spring, and summer semesters).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDSH 5750</td>
<td>Articulation &amp; Phonology Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5740</td>
<td>Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5785</td>
<td>Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5720</td>
<td>Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5790.</td>
<td>Clinical Practicum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>*EDGR 5910</td>
<td>Statistics (optional)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total : 13 (16) hrs</strong></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDSH 5722</td>
<td>Lang Disorders in Adults</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5723</td>
<td>Lang Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5724</td>
<td>Dysphagia</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDSH 5755</td>
<td>Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5790</td>
<td>Clinical Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>*EDGR 5910</td>
<td>Statistics (optional)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T: 14 (17) hrs</strong></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>EDSH 5790</td>
<td>Clinical Practicum</td>
<td>1-3</td>
</tr>
</tbody>
</table>
### Semester 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSH 5726</td>
<td>Cleft and Craniofacial Disorders</td>
<td>3</td>
</tr>
<tr>
<td>^bEDSH 5795</td>
<td>Electives</td>
<td>1-3 each</td>
</tr>
<tr>
<td>^bEDSH 5797</td>
<td>Seminars</td>
<td>1-3 each</td>
</tr>
<tr>
<td>^aEDGR 5910</td>
<td>Statistics (optional)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Year

#### Fall

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSH 5721</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDSH 5745</td>
<td>Early Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDSH 5770</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>^aEDSH 598</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>EDSH 5790</td>
<td>Clinical Practicum</td>
<td>1</td>
</tr>
<tr>
<td>^bEDSH 5795</td>
<td>Electives</td>
<td>1-3 each</td>
</tr>
<tr>
<td>^bEDSH 5797</td>
<td>Seminars</td>
<td>1-3 each</td>
</tr>
</tbody>
</table>

**Total: 13 hrs**

#### Spring

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSH 5796</td>
<td>Multicultural issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSH 5771</td>
<td>Fluency</td>
<td>2</td>
</tr>
<tr>
<td>EDSH 5795</td>
<td>Capstone project</td>
<td>3</td>
</tr>
<tr>
<td>EDSH 5790</td>
<td>Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>^bEDSH 5795</td>
<td>Electives</td>
<td>1-3 each</td>
</tr>
<tr>
<td>^bEDSH 5797</td>
<td>Seminars</td>
<td>1-3 each</td>
</tr>
</tbody>
</table>

**Total: 10 hrs**

^a EDGR 5910 should be taken during the first year of the program if required.

^b Seminars and electives may be taken Fall, Spring, and Summer semesters. Topics will vary.

### 6.3 Students without or partial background

With the exception of Aural Rehabilitation, each prerequisite course must be completed before a student can enroll in clinical practicum. A student without a complete background should expect their timeframe for graduation to be extended. A student without a background will generally follow the course sequence below his or her first year in the graduate program before beginning graduate coursework. Students with a partial background must consult their advisors to determine the appropriate course sequence.

### Typical course sequence for students without background- First Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDSH 5710</td>
<td>Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5751</td>
<td>Introduction to Audiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5725</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>^aEDU 4810</td>
<td></td>
<td>Observation</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>*EDGR 5910</td>
<td>Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDSH 5730</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5700</td>
<td>Language Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDSH 5752</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*EDU 4810</td>
<td>Observation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>*EDGR 5910</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 9 (10-13) hrs

Note: Students should take EDGR 5910 Statistics during this first year if required. EDU 4810 can be taken Fall or Spring semester.

### 6.4 CD PROGRAM Course Descriptions

**EDU 4750. Introduction to Speech-Language Pathology**
(3 credit hours)
An introduction to the processes of speech, language, and hearing; classification and description of their pathologies, their evaluation and management. The interaction of the field of speech-language pathology with other health/human service professions, cultural and linguistic differences, and prevention are also discussed.

**EDU 4760. Scientific Bases of Speech**
(2 credit hours)
A survey of the anatomical, physiological, and acoustical aspects of the production transmission, and perception of speech. Specific information is covered regarding neurology, respiration, phonation, resonation, articulation, and audition, and selected theoretical models.

**EDU 4780 & EDSH 5752. Aural Rehabilitation**
(3 credit hours)
An introduction to the theories, methods, and systems of developing, maintaining and/or enhancing oral communication skills in children and adults with hearing impairment. Speech reading, auditory training, and amplification and other assistive listening devices are stressed.

**EDU 4800. Phonetics**
(3 credit hours)
An introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

**EDU 4810. Clinic Observation**
(1 credit hour)
ASHA requires that students acquire a minimum 25 hours of observation in assessment and treatment of communication disorders. This course will target the recognition of specific methods and skills needed to effectively start the clinical practicum. It will also target obtaining the 25 hours of observation of both adults and children with various speech and/or language disorders in a variety of settings.
EDSH 5700. Speech and Language Development (3 credit hours)
An introductory course dealing with the development of speech and language, especially in typical children. Specific information is covered regarding cognitive, biological, social, and cultural components of language development, and methods to study, assess, and facilitate language development.

EDSH 5710. Anatomy and Physiology (3 credit hours)
An introduction to the anatomical and physiological aspects of the speech mechanism. Both normal and pathological aspects of respiration, phonation, resonation, and articulation are studied.

EDSH 5720. Neuroanatomy and Neurophysiology (3 credit hours)
Prerequisite: EDSH 5710. A comprehensive overview of the anatomy and physiology of the nervous system, with an emphasis on the neuronal regulation of speech/language.

EDSH 5721. Motor Speech Disorders (3 credit hours)
Prerequisites: EDSH 5700, 5710, and 5720. A study of acquired motor speech disorders. Emphasis of the course is on anatomy & physiology related to motor speech disorders, etiologies, characteristics of various motor speech disorders, assessment, differential diagnosis, and intervention approaches.

EDSH 5722. Language Disorders in Adults (3 credit hours)
Prerequisites: EDSH 5700, 5710, and 5720. A study of speech and language disorders resulting from cardiovascular damage due to trauma, disease, and other acquired neurological disorders such as aphasia and traumatic brain injury. Current research findings and evidence-based approaches to the prevention, evaluation and management of these disorders are discussed.

EDSH 5723. Language Disorders in Children (3 credit hours)
Prerequisite: EDSH 5700. An introduction to language disorders in school-age children emphasizing their characteristics, identification, and remediation. Semantic, syntactic, pragmatic and other aspects of language impairments are studied, as are components of prevention, assessment, and treatment. Evidence-based practice strategies and the role of school-based speech-language pathologists are discussed.

EDSH 5724. Dysphagia (4 credit hours)
Prerequisites: EDSH 5710 and 5720. An in-depth study of swallowing problems in children and adults and their management by speech/language pathologists who are members of an interdisciplinary team. Clinical practicum experience will be a part of the course.

EDSH 5725. Scientific Bases of Speech (2 credit hours)
A survey of the anatomical, physiological, and acoustical aspects of the production, transmission, and perception of speech. Specific information is covered regarding neurology, respiration, phonation, resonation, articulation, and audition, and selected theoretical models.

EDSH 5730. Phonetics (3 credit hours)
An introduction to the study of the perception and production of the vowels, diphthongs, and consonants of spoken American English, employing an adapted version of the IPA. The focus is on broad transcription of normal and disordered speech.

EDSH 5740. Diagnostic Methods in Speech/Language Pathology (3 credit hours)
This course introduces a variety of techniques and procedures that are essential to the differential diagnosis of communication disorders in culturally and linguistically diverse populations. Test development and appropriateness will be covered as well as test administration in children and adults.

EDSH 5745. Early Intervention (3 credit hours)
This course is designed to provide the master’s level graduate student a comprehensive introduction to the understanding of family centered-early intervention services including family assessment of children from birth to three years.

EDSH 5750. Articulation and Phonological Disorders (3 credit hours)
Prerequisites: EDSH 5700 and 5730. The purpose of this class is to introduce evidence-based principles of assessment of articulation and phonological (i.e., developmental speech sound) disorders; provide information regarding the planning and implementation of intervention for children with speech sound disorders; and discuss the implications of cultural and linguistic diversity on the assessment and treatment of speech sound disorders in children.

EDSH 5755. Literacy Development and Communication Disorders (3 credit hours)
This course addresses issues concerning reading and literacy among children with communication disorders. The content addresses early preliteracy assessment in the home and community, early grades, and secondary education. Prevention, assessment and intervention for written language and spoken language are included. Practical application and direct clinical experience is included, along with training in phonemic awareness activities. Current readings and research on reading and literacy will be discussed.

EDSH 5770. Voice Disorders (3 credit hours)
Prerequisites: EDSH 5710 and 5720. A study of the anatomy and physiology of the respiratory, phonatory, and resonation mechanisms used in the production of voice. Disorders and current evaluation and management procedures are the primary focus. An introduction to stuttering and other fluency disorders in children and adults. A variety of etiological, evaluation, and management theories are studied.

EDSH 5771. Fluency Disorders (2 credit hours)
This course discusses the symptoms, nature, development, and social impact of stuttering. It also introduces clinical assessment, intervention, and future directions of stuttering treatment for both children and adults.

EDSH 5785. Augmentative Communication  
(3 credit hours)  
This introductory course in augmentative and alternative communication provides graduate students with a foundation for identifying individuals who might benefit from AAC. The curriculum is designed to teach skills in those areas commensurate with ASHA’s KASA Competencies for SLP (e.g. Standard III C – IV G). Particular attention is given to the areas of assessment, clinical decision-making, intervention, and goal setting.

EDSH 5790. Practicum in Speech Pathology  
(1-3 credit hours)  
Prerequisites: EDSH 5700. An application of the content of disorders courses in the curriculum. Individually structured programs in the diagnosis and remediation of speech, language, and hearing problems. Clinical practicum sites are both in-house (on-campus) and off-campus.

EDSH 5796. Multicultural Issues in Communication Disorders  
(3 credit hours)  
A required advanced level curriculum in communication disorders which addresses issues concerning service delivery to culturally and linguistically diverse populations, with particular attention given to African American, Asian and Pacific American, Native American, Arab, Hispanic/Latino American and Deaf cultural groups. In addition to providing an overview of cultural characteristics, this class will discuss incidence and prevalence of disorders, communication differences versus disorders, non-biased assessment and culturally sensitive service delivery.

EDSH 5798. Research Design in Communication Disorders  
(3 credit hours)  
An introduction to the fundamental concepts in the basic and clinical research of speech, language, and hearing. Different types of research will be examined including experimental, descriptive, and other qualitative types.

EDSH 5800. Instrumentation  
(3 credit hours)  
This course discusses basic instrumentation utilized in the scientific research and clinical practice, especially on electrical and computerized hardware and software. Basics of signal processing and developmental trends in assistive technologies will also be discussed.
6.5 Electives and seminars

6.5.1 Curriculum requirements

Students are required to complete a minimum of 8 credit hours of elective and seminar courses. Students are on specialty track are required to complete the elective and seminar courses identified by the specialty track. All elective and seminar courses need to be pre-approved by the advisor. Elective and seminar offerings vary each semester and are subject to change.

6.5.2 Description of electives and seminars

EDSH 5795. Special Topics in Speech/Language Pathology (1-3 credit hours)
Prerequisite: Consent of the faculty. A seminar providing in-depth reviews of selected topics of contemporary interest and importance in the field. Specific topic selection will be based on perceived needs of faculty and/or students’ expressed interest.

EDSH 5780. Bilingualism and Second Language Acquisition (3 credit hours)
This course defines and discusses the key components affecting bilingual language acquisition and development. These components include bilingualism, language proficiency, language transference and interference, interlanguage, and language gains and language attrition. This course will have a specific focus on English/Spanish language acquisition.

EDSH 5756. Autism Spectrum Disorders (3 credit hours)
This course provides a comprehensive review of current issues of Autism Spectrum Disorders (ASD), including introduction of the disorder, theories, and current research findings regarding the etiology of the disorder; impact of the disorder to a person’s daily life and education; current screening and diagnostic instruments; various intervention approaches; as well as issues related to prevention, consultation, and public awareness.

EDSH 5726. Craniofacial Disorders (3 credit hours)
This course provides graduate students in speech language pathology comprehensive knowledge of cleft & craniofacial disorders. Students will gain knowledge on various problems associated with cleft & craniofacial disorders, assessment & management of individuals with a history of cleft or craniofacial anomalies. Students will also learn the management practices of the speech language pathologist participating in an interdisciplinary team setting.

EDSH 5795. Spanish Phonetics (2 credit hours)

6.6 Seminars:

EDSH 5797: Feeding Disorders (2 credit hours)
This course provides a comprehensive review of foundation and the current practice on feeding disorders and feeding therapy. The course addresses the etiology, assessment, and management of individuals with feeding disorders.

EDSH 5797: Neuroscience and Pediatric Population (2 credit hours)
This seminar course will focus on the use of different service-delivery models that speech-language pathologists may use to provide services. This includes parent-based interventions to facilitate communication in children, particularly children ages birth to preschool, community-based services, consultative/collaborative models, and telepractice. The course prerequisite is EDSH 5700 (Speech and Language Development) and EDSH 5723.

EDSH 5797: Working with CLD Families (1 credit hour)
This seminar discusses issues related to working with culturally and linguistically diverse families from a global perspective with particular attention to early intervention, health care and educational models around the world. Lending attention to political, economic, social and cultural issues, students will develop an understanding of the challenges and possible resolution to serving diverse communities around the globe.

EDSH 5797.02; Seminar: Low-Incidence Disabilities (1 credit hours)
The long-time nature-nurture debate among biologic and social scientists as well as medical and other health care professionals concerning human development and behavior has significant implications in the assessment, diagnosis and treatment of low incidence disorders, the focal point of this seminar. While it is not the intent of this seminar to resolve this debate, students will exam both biological as well as environmental factors critical to the manifestation and outcome of these disabilities.

EDSH 5797.03; Seminar: Research and Leadership (1 credit hours)
Professional competencies critical to the practice of speech-language pathology are knowledge and skills in research and leadership. Evidence based practice is founded on research driven assessment and intervention strategies, thus, generating, applying and disseminating research are critical responsibilities of every practicing clinician.

7. Academic misconduct

In keeping with North Carolina Central University's policy on Academic Integrity found in the Academic Regulations manual, students are expected to be the sole contributor to work bearing their name, except where group projects have been assigned. Students are expected to follow the North Carolina Central University Academic Honor Code, the SOE and CD PROGRAM Graduate Handbooks, as well as the course policies established by each instructor. A zero will be given for an assignment where cheating (including plagiarism) has occurred and may not be made-up. A second occurrence may result in an “F” for the course. All cases are reported to the student’s advisor and the Program Coordinator. Violation of the Honor Code may result in dismissal from the University.
8. Clinical Practicum

8.1 Graduate course hours

Students should refer to the CD Program’s Clinical Handbook for a comprehensive review and discussion of clinical requirements. Students are required to enroll in a minimum of 6 cumulative semester hours of EDSH 5790 Practicum in Speech/Language Pathology and earn a grade of "B" or better in order to meet the graduation requirements. Students must enroll in EDSH 5790 each semester they earn client contact hours and must enroll in EDSH 5790 continuously throughout their graduate program. All students must have completed at least 25 hours of clinical observation and the undergraduate prerequisite courses prior to their enrollment in clinical practicum.

8.2 Required clock hours

Students admitted Fall 2015: Each student must complete a minimum of 475 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 450 hours must be spent in direct client/patient contact. A minimum of 425 clock hours of clinical practicum must be completed at the graduate level. A maximum of 50 clock hours obtained at the undergraduate level or another graduate program from an accredited university may be used to satisfy the remainder of the requirement.

Students admitted Fall 2016: Each student must complete a minimum of 450 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 425 hours must be spent in direct client/patient contact. A minimum of 400 clock hours of clinical practicum must be completed at the graduate level. A maximum of 50 clock hours obtained at the undergraduate level or another graduate program from an accredited university may be used to satisfy the remainder of the requirement.

8.3 Off-site Clinical Practicum

Students should refer to the CD Program’s Clinic Handbook for a comprehensive discussion regarding off-site practicum placement requirements. A student must satisfactorily complete the following graduate coursework prior to participating in off-site clinical practicum:

- EDSH 5740 Diagnostic
- EDSH 5720 Neuroanatomy
- EDSH 5750 Articulation & Phonological Disorders
- EDSH 5722 Language Disorders in Adults
- EDSH 5723 Language Disorders in Children
- EDSH 5724 Dysphagia
8.4 Certification Requirements

The Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC) is a credentialing body of the American Speech-Language-Hearing Association (ASHA). Students should visit the ASHA website for more details: (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/). Please note that the CD Program requires higher standards in some areas than the minimums stated in the ASHA guidelines.

9. Transfer of graduate credit and course waivers

Graduate students may request to transfer 3-12 graduate credit hours from an accredited institution with the approval of their advisor and the Program Coordinator. The following criteria must be met to initiate the request:

a. The student must submit an official transcript(s).
b. Each course is a graduate level course from an accredited university.
c. The student earned at least a “B” or its equivalent in each course.
d. The graduate course credit was earned within the past three years.
e. The advisor, program coordinator, and Dean approve the course as part of the student’s graduate program.

A graduate course transfer does not change the number of credit hours required for graduation or residency. The student’s advisor and the Program Coordinator will determine which course the transfer credit will replace. It is possible that a class approved for transfer may replace an elective or seminar but not a required graduate course. An undergraduate course cannot be transferred for graduate course credit.

Course waivers are generally not granted for required graduate courses as it is the responsibility of the CD program’s academic and clinical faculty to ensure students have the knowledge and skills to become competent speech-language pathologists. Students are expected to complete all required graduate coursework at NCCU. An undergraduate course cannot be used to waive a graduate course in the CD program.

10. Grade of Incomplete

The Grade of I: The grade of “I” is assigned at the discretion of the instructor when a student who is otherwise passing (completed 75% of course work) has not due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed according to the written and signed agreement between the instructor and the student within the deadline set by the instructor, not to exceed one year from the end of the semester in which the “I” was assigned. The signed written agreement must be filed in the office of the department chair or dean and a copy must also be placed in
the instructor’s file at the same time that final grades are due. If the “I” is not removed during the specified time, it will automatically turn into an F or NP.

Students who earn less than 30 hours of clinical practicum in a semester may receive a grade of “I” in EDSH 5790 at the discretion of the instructor. A student who has an “I” should not enroll in EDSH 5790 the following semester for course credit until the requirements have been met to satisfy the incomplete grade. If a student receives a grade of “I” in EDSH 5790, the student must notify his or her advisor before the add/drop period ends for the subsequent semester. Failure to do so may result in a student not having the six credit hours of EDSH 5790 needed for graduation.

11. Satisfactory progress

11.1 Student review

In order to comply with university standards and the requirements of accrediting agencies, the academic and clinical faculty in the CD Program routinely meet to discuss the progress of all students in the graduate program. Students who are at risk for or who have not made satisfactory progress are required to meet with their academic advisor and the appropriate instructors and/or clinical supervisors. It is the responsibility of the student to notify the academic advisor of potential concerns regarding academic or clinical performance. Students should refer to the Clinical Handbook for details regarding the standards for clinical performance.

11.2 Academic and clinical progress

If a student is earning a grade of “C” or lower in a class, the student should meet with the instructor to develop a remediation plan for the remainder of the semester. The student should not wait for the instructor to initiate the meeting.

Graduate students are expected to earn a grade of “B” or higher in all academic and clinical courses including off-site experiences. If a student earns a grade of “C” for any semester of clinical practicum, the student will be placed on probation in the department. Client contact hours obtained the semester the “C” is earned will not count towards ASHA certification, NCBOESLPA licensing, or program requirements.

When a student’s cumulative grade point average falls below 3.0, he or she is automatically put on academic probation for up to one calendar year. During that year, the student is to maintain contact with the advisor, program coordinator, and/or Associate Dean for graduate programs for advice and assistance. Failure to raise the cumulative grade point average to 3.0 within one calendar year will be cause for dismissal.

A student who earns a grade of “C” in a course should meet with his or her advisor to develop a support plan before the next semester. If a student earns a grade of “C” in a course, the student may be required to
take the course again in order to earn a grade of “B” or higher. A student who earns a grade of C in a core class may be allowed to take the class concurrently while in an offsite placement. This applies to students who have not been justified for an offsite placement.

A student who earns a grade of "F" or accumulates two “C’s” in graduate coursework will have to write a letter of appeal to the Program Coordinator in order to remain in the CD Program. A student readmitted to the CD Program through reinstatement will be expected to complete the degree program with satisfactory performance (“A” or “B” grades). Should a student receive a grade of C, F or NW in a graduate course after being reinstated to the program, enrollment in the graduate program will be terminated. The student may appeal the dismissal to the Graduate Council through the Dean of the School of Education.

11.3 Withdrawals

A student with one WC is required to notify his or her academic advisor. The student must meet with the academic advisor to discuss remediation strategies and adaptations to the student’s course sequence. If a student has two or more WCs from required courses, the academic and clinical faculty will meet to review the student’s progress. The student is subject to adaptations to the student’s course sequence and possible dismissal from the graduate program.

12. Graduation requirements

12.1 Overview

The major shall consist of at least 62 semester hours with a concentration in Speech-Language Pathology with a cumulative grade point average of at least a 3.0. Students without an undergraduate degree in Speech/Language Pathology will be required to take additional hours in normal speech, language, and hearing development. Students are required to have documentation of a minimum of 475 approved clinical hours (450 for students admitted Fall 2016) and submit a Foliotek Portfolio with all required materials. Students are required to pass a comprehensive examination or complete a thesis. A Capstone Project must be completed during the students second year. Students on a specialty track must meet the requirements of the specialty area in addition to the minimum CD PROGRAM graduation requirements. All graduation requirements (including submission of required paperwork) must be met according to university and CD Program established deadlines. Graduation requirements may differ in some aspects from the requirements for certification.

12.2 Capstone Project

The Capstone Project serves as a summative assessment of graduating students’ knowledge, skills and disposition as it relates to contemporary issues in speech-language pathology. Students are expected to showcase their professionalism, critical thinking, knowledge of basic sciences and clinical applications, clinical skills in evaluating and delivering treatment to patients. The format of the Capstone Project may
vary including the development of evidence-based clinical procedures, research investigations including
group study and single case study, grant proposals, business plans, evidence-based position papers, or
critical literature reviews. The Capstone Project is a requirement for all students who are not completing a
thesis. However, this is not a mini thesis.

12.3 Comprehensive Exams
Satisfactory achievement on a comprehensive written examination is required for the completion of the
program of study for students who do not choose to complete a thesis. The student need not have
completed all courses required prior to take the examination. However, material covered in all courses
may be included on the examination. The student may substitute a passing score on the Praxis II
(National Examination in Speech-Language Pathology and Audiology). The scores must be sent
directly to the CD program and received prior to the date for graduate student comprehensive
exams. Students should refer to NCCU’s Academic Calendar to determine the specific date for the
semester in which the student plans to graduate.

12.4 Thesis
Students interested in the thesis option should review the guidelines and requirements listed in the SOE
Graduate Student Handbook. Students should contact faculty member(s) in the area of research interest to
determine if the faculty member is available to serve as a thesis advisor. Thesis candidates must be
enrolled in at least 1 credit hour of thesis work or associated course work. A thesis candidate will register
for at least 3 credit hours of thesis coursework instead of enrolling in the Capstone Course. Thesis
requirements involve submission and approval of a thesis topic, methods, and procedures by the thesis
advisor and the NCCU IRB Board. More information concerning the thesis process can be found in the
SOE Graduate Student. Students should also review the NCCU IRB User Manual for Research Involving

13. Student Research
Students are encouraged to participate in all aspects of research including the completion of a thesis.
Students who are participating in research that involves data collection or personal/private information
must complete an online human subjects training course. In accordance with the Department of Health
and Human Services (DHHS) and the NCCU Institutional Review Board (IRB), anyone who participates
in research with human subjects must complete the Citi Program online course www.citiprogram.org.

Any student who is interested in collecting data in the NCCU Speech & Hearing Clinic, including clients
seen by the student for clinical practicum hours, must have written approval from a faculty advisor and
the clinic director prior to the collection of data or initiating contact with the client. All research must
follow university guidelines.

Students who are interested in research and/or have had proposals accepted for research presentations at a
professional conference are encouraged to seek travel funds. Depending upon budgetary constraints,
NCCU may have a limited amount of travel funds. Students should contact Dr. Bridges-Bond regarding
the availability of these funds and the appropriate paperwork (e.g., the Travel Authorization Form).
Additionally, professional conferences such as ASHA may offer student travel awards or special student
rates for registration. Students should contact these organizations to determine the availability of funds.
14. Additional Information for Students

14.1 Professional Demeanor

Demonstration of a mature professional manner and a willingness to accept guidance are important components of the graduate training program. Students are required to demonstrate a professional demeanor consistent with the clinical certification standards for speech-language pathology (ASHA, 2013), ASHA’s Code of Ethics, and the CD Program. Students should communicate effectively and professionally with all CD Program faculty and support staff. Students are representatives of NCCU at offsite placements as well as when attending professional conferences.

A student’s ability to consistently demonstrate a professional demeanor is a consideration in clinical evaluations and recommendations for clinical placements. Students are expected to communicate well with clients and stakeholders considering cultural and linguistic differences. Students in the clinic area should be professional in their dress, language, and behavior. Clinic cases should only be discussed with clinical supervisors or other professional staff. Students are prohibited from discussing clients with friends, family, students in other programs, etc... Students should refer to the CD Program Clinic Handbook for further details.

The faculty and professional staff of the Communication Disorders Program have the responsibility of determining a student’s qualifications to practice as a speech-language pathologist. Personal integrity, initiative, motivation, and a professional attitude are essential attributes of competent and professional speech-language pathologists. Therefore, while the assessment of written, oral, academic, and clinical skills represents the basic means of evaluating students’ performance, the additional factors cited above will also be considered in the evaluation of a student’s performance in the department.

14.2 Student Support Services

Students experiencing difficulty adjusting to or meeting the requirements of graduate school should discuss their concerns with their advisor or other appropriate faculty. NCCU offers a range of services such as Student Support Services and Student Health and Counseling. Students are urged to use these resources as needed.

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Please contact the SDS Staff at (919) 530-6325 or email sds@nccu.edu. If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the Accommodate Link. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.
The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

The NCCU Counseling Center provides individual and group counseling, crisis intervention, substance abuse prevention and intervention, and anger management services. There are no additional fees for NCCU students to make use of counseling services or programs and all services are confidential. Students can contact the NCCU Counseling Center at 919-530-6100.

14.3 Study Room

A study room is maintained for the convenience of graduate students in the Communication Disorders Program in Room 1074 Michaux School of Education. Students may study, write reports, eat, and socialize in this room. Students should not use clinic rooms to study or socialize. Clinic rooms, including the group therapy rooms, should only be used for clinical practicum activities with clients. In order to maintain client confidentiality it is important to limit the number of people in the clinic area to those who are required to be there at that time.

14.4 Student Availability

Students are expected to be available for academic and clinical requirements Monday through Friday. Students should refer to NCCU’s academic calendar and the CD Program’s clinic calendar for additional information. Students are expected to meet the attendance requirements of all clinical practicum sites regardless of the academic calendar. Students who are at offsite clinical practicum sites should contact their supervisor for additional information.

14.5 Student Grievances

Students with complaints relative to final grades in academic courses or practicum experiences have the right to due process. The Grade Appeals Policy is outlined in the Graduate and Professional School Catalog. Students should first seek to resolve the problem by speaking with the instructor or supervisor.

14.6 Web-based Data Systems

Students in the CD Program will use at least two web-based data systems: Foliotek and CALIPSO. Degree-seeking students in the SOE are required to maintain a Foliotek account while enrolled in the graduate program and upload required material. The CD Program will implement the use of CALIPSO during the 2016-2017 academic year to manage academic and clinical documentation.

The CD Program and the university use the information to document and verify that students have met the competencies required by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), ASHA, and other accreditation/professional organizations. They also serve as the
student’s personal electronic portfolio. Visit http://www.foliotek.com/ to enroll. There is a registration fee payable by credit card. Enrollment information for CALIPSO will be distributed in clinical practicum.
Appendix
Appendix A  Specialty Track Course Sequences
## North Carolina Central University
Communication Disorders Program

### Typical Sequence for CREATTT

**Student:** ___________________________  **PIN #:** ___________________________

**Advisor:** ___________________________  **Semester Entered:** __________

### PREREQUISITE COURSES/STUDENTS WITHOUT A BACKGROUND (22 HOURS)

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<th>Summer</th>
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<td>__ Phonetics (3)</td>
<td>__ Elective</td>
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<tr>
<td>__ Anatomy &amp; Physiology (3)</td>
<td>__ Speech Science (3)</td>
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<tr>
<td>__ Introduction Audiology (3)</td>
<td>__ Aural Rehabilitation (3)</td>
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<tr>
<td>__ Speech/Language (3)</td>
<td>__ Clinic Observation (1)</td>
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<td>__ Statistics (3)</td>
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**Total Hours:** ______  
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### Master’s First Year

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<td>__ Artic &amp; Phono Dis (3)</td>
<td>__ Lang Dis in Adults (3)</td>
<td>__ Craniofacial Disorders (E3)</td>
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<td>__ Diagnostics (3)</td>
<td>__ Statistics (3)</td>
<td>__ Bilingualism (E3) or</td>
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<td>__ Aug Comm (3)</td>
<td>__ Dysphagia (4)</td>
<td>__ Spanish Phonetics (E3)</td>
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<td>__ Neuroanatomy (3)</td>
<td>__ Literacy (3)</td>
<td>__ Statistics (3)</td>
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<tr>
<td>__ Clinic (1-2)</td>
<td>__ Lang Dis in Children</td>
<td>__ Clinic (1-2)</td>
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<td>__ Special Topics (3)</td>
<td>__ Clinic (1-2)</td>
<td>__ Seminar: CLD Families (E1)</td>
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<td>__ Seminar: Low Incidence (E3)</td>
<td>__ Adv Tech for Educators (E3)</td>
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<td>__ Special Topics (E3)</td>
<td>__ Seminar: Feeding Disorders</td>
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**Total Hours:** ______  
**Total Hours:** ______  
**Total Hours:** ______
Master's Second Year

| Fall:_________ | Spring:_________ | Summer:_________
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<td>Organics/Motor Speech (3)</td>
<td>Multicultural Issues (3)</td>
<td>Elective</td>
</tr>
<tr>
<td>Early Intervention (3)</td>
<td>Capstone/Thesis (3)</td>
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<td>Voice Disorders (3)</td>
<td>Fluency (2)</td>
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<tr>
<td>Clinic (1-2)</td>
<td>Clinic (1-2)</td>
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<td>Research Methods/Thesis (3)</td>
<td>Autism (E3)</td>
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<td>Seminar (E1)</td>
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<tr>
<td>Seminar: Research and Leadership (E1)</td>
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Total Hours:______  Total Hours:______  Total Hours:______

GRAND TOTAL HOURS: 66 hours

**Seminar Courses**
- Low Incidence Disability
- Research & Leadership II
- Working with Diverse Families

**Elective Courses (Special Topics)**
- Bilingualism
- Spanish for Health Care Providers
- Genetics
- Autism
- Adapted Tech for Special Pop
- Advanced Tech for Educators
- Craniofacial Disorders
- Crisis, Trauma, and Grief Counseling

**Total Credit Hours:**

| **Required courses** | 54 hours (48 hours of courses and 6 hours of practicum) |
| **Seminars** | 3 hours |
| **Electives** | 9 hours |
| **Total** | **66 hours** |
Student:_________________________________ PIN #:________________________
Advisor:_________________________________ Semester Entered:___________

**Language and Clinic Requirements**

1. Students must meet one of the following criteria for their language skills:
   a) Minimum of two undergraduate level Spanish course (6 credits in total); must be completed with good standing (grade of B or above) before entering the bilingual track.
   b) Language skills are considered to be fluent under the evaluation of professionals.

2. Students are required to have a minimum of 50 hours of in-house bilingual practicum experience.

3. Student Evaluation/Certification: Students will be evaluated after each semester for their academic standing and clinical practicum progress. Bilingual clinical skills and overall clinical skills will be evaluated separately. A good standing of B above for all courses and bilingual clinical practicum are required to remain in the specialty track.

**PREREQUISITE COURSES/STUDENTS WITHOUT A BACKGROUND (22 HOURS)**

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<tr>
<th>Fall:________</th>
<th>Spring:________</th>
<th>Summer:________</th>
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<tr>
<td>__ Intro to Comm Dis (3E)</td>
<td>__ Phonetics (3)</td>
<td>__ Elective</td>
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<tr>
<td>__ Anatomy &amp; Physiology (3)</td>
<td>__ Speech Science (3)</td>
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<tr>
<td>__ Introduction Audiology (3)</td>
<td>__ Aural Rehabilitation (3)</td>
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<td>__ Speech/Language (3)</td>
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<td>__ Clinic Observation (1)</td>
<td>__ Statistics (3)</td>
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Total Hours:_______ Total Hours:_______ Total Hours:_______
Master’s First Year

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<th>Summer:__________</th>
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<tr>
<td>Artic &amp; Phono Dis (3)</td>
<td>Lang Dis in Adults (3)</td>
<td>Craniofacial Disorders (E3)</td>
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<tr>
<td>Diagnostics (3)</td>
<td>Statistics (3)</td>
<td>Bilingualism (E3)</td>
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<td>Dysphagia (4)</td>
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<td>Lang Dis in Children (3)</td>
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<td>Seminar: Low Incidence (E3)</td>
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</table>

Total Hours:_______ Total Hours:_______ Total Hours:_______

Master’s Second Year

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<tr>
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<tr>
<td>Organics/Motor Speech (3)</td>
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<td>Elective</td>
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<td>Early Intervention (3)</td>
<td>Capstone/Thesis (3)</td>
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<td>Voice Disorders (3)</td>
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<td>Research Design</td>
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<tr>
<td>Seminar: Research and Leadership (E1)</td>
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</tbody>
</table>

Total Hours:_______ Total Hours:_______ Total Hours:_______

GRAND TOTAL HOURS: 62 hours
**Required Seminar/Electives**
- Multiculturalism
- Bilingualism
- Spanish Phonetics

**Elective Courses (Special Topics)**
- Low Incidence Disability
- Working with Diverse Families
- Research & Leadership II
- Genetics
- Autism
- Adapted Tech for Special Populations
- Craniofacial Disorders
- Crisis, Trauma, and Grief Counseling

**TOTAL CREDIT HOURS:**

| Required courses | 54 hours (48 hours of courses and 6 hours of practicum) |
| Seminars         | 2 hours                                               |
| Electives        | 6 hours                                               |
| **Total**        | **62 hours**                                          |

**Course Descriptions**

**Spanish Phonetics:**
In this course, students will focus on the speech characteristics of Spanish, including suprasegmental work and phonology, diagnostics, and clinical intervention in all professional areas (voice, swallowing, articulation/phonology, language development, aphasia and neurogenic disorders or those areas that are pertinent to counseling/psychology). An increased awareness of the sound system of Spanish and its dialectal variations around the world will be emphasized. Students will also have advanced understanding of the classification of Spanish and English sounds similarities and differences.

**Bilingualism:** This course provides further exploration of the language and cognitive development in bilingual children, focusing on the preschool years, as well as the practical implications surrounding education and clinical intervention. This course enhances understanding of language development, improves your cultural sensitivity in an increasingly diverse society, and prepares you for clinical treatment to bilinguals.
North Carolina Central University
Communication Disorders Program
Master of Science Course Sequence

Courses in **bold** are interdisciplinary special education courses or have a specific focus on children with developmental disabilities (13 hours of coursework).

### First Year

<table>
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<tr>
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<th>Credit Hours</th>
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<td>Diagnostics</td>
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<td>EDSH 5785</td>
<td>Augmentative and Alternative Communication</td>
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<td>EDSH 5720</td>
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<td>EDSH 5723</td>
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<td><strong>EDSH 5797</strong></td>
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Second Year

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<td><strong>EDEC 5634</strong></td>
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