



Speech-Language-Hearing-Sciences Undergraduate Advising Handbook

This document is printed in the year 2025-2026.

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This document can be made available in other formats (e.g., MSWord with audio). Please request a copy by writing to slhs@umn.edu

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Schedule Appointments Online at: <https://slhs.appointments.umn.edu>

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Program Overview

The Department of Speech-Language-Hearing Sciences, University of Minnesota, Twin Cities, offers internationally recognized programs in speech-language-hearing sciences, audiology, and speech-language pathology that provide outstanding opportunities for undergraduate and graduate students to pursue academic and clinical careers.

In all programs, we strive to serve scholars within the University and broader community with interwoven coursework, clinical and research experiences. These enable students to better understand the complexities of human communication across the lifespan, and to be sensitive to the personal, social, academic, and vocational consequences of difficulties in communication.

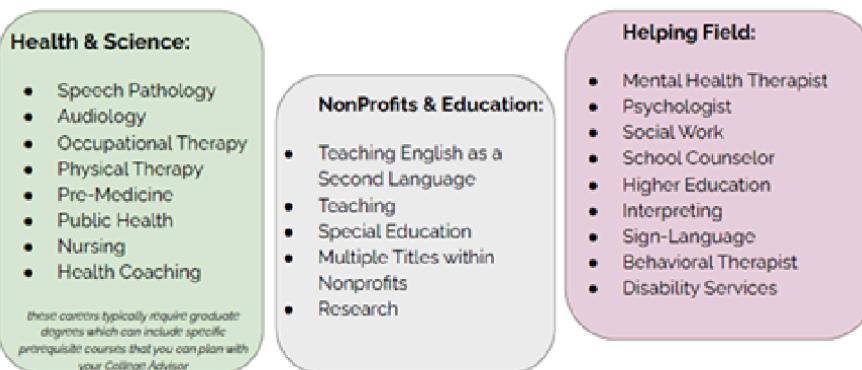
Undergraduate Degree

The Department of Speech-Language-Hearing Sciences (SLHS) offers an undergraduate major leading to a Bachelor of Arts Degree in Speech-Language-Hearing Sciences, as well as an undergraduate minor. The curriculum provides students with information about the physical, biological and behavioral foundations of human communication. Courses within the department focus on processes of normal and disordered hearing, language, speech and voice.

The B.A. degree in Speech-Language-Hearing Sciences offers students a broad liberal arts education in an interdisciplinary field of study. The coursework provides a background in human communication including the production and understanding of speech and language. These complex processes are ones that we often take for granted, but a disorder of one of these processes caused by disease, a problem at birth, or aging can have a profound effect on a person's life. The field of speech-language-hearing sciences defines normal and disordered communication and provides the research foundation for diagnosis and treatment of communication disorders. Many students with the undergraduate degree in SLHS pursue graduate education for professional careers as speech-language pathologists or audiologists. Others choose a wide diversity of professional training and career options, including, but not limited to education, communication and media, healthcare, medicine, management, and law.

Conditions that interfere with communication are caused by a number of conditions including: autism, stuttering, severe hearing loss, stroke, growth on the vocal cords of a cheerleader or singer, cleft palate, and cerebral palsy. This list, which is far from exhaustive, shows the diversity of problems across the lifespan that are addressed in this field of study. As a consequence, speech, language, and hearing science draws its knowledge from many disciplines and the prospects for careers are varied.

Career Pathways for SLHS Majors to Consider:



Speech-Language-Hearing Science is an ideal major for the individual interested in physical and biological science and who also enjoys learning about people (social science). The University of Minnesota is also a great place to pursue this major. The faculty is recognized internationally for their research and teaching accomplishments; several have received teaching awards and research achievement awards from the University and national organizations. Because of the faculty's accomplishments and the high quality of their students, the Department of Speech-Language-Hearing Sciences at the University of Minnesota is consistently considered to be among the top programs in the country.

[You can access information about the program by clicking here.](#)

SLHS Program Student Learning Outcomes (SLO)

SLHS program outcomes are a combination of SLO set forth by the College of Liberal Arts, the University of Minnesota, and the American Speech, Language, Hearing Association affiliate accreditation agencies.

CLA Career Readiness Competencies:
<https://cla.umn.edu/career-readiness/tools-resources/ratetm>

Student Experience, University of Minnesota:
<https://slo.umn.edu/undergraduate-experience/university-student-learning-development-outcomes>

General Requirements for All Majors and Minors

- All coursework in the Major and Minor must be completed on the A-F grading basis, with the exception of SLHS 3402W which is offered 'S-N only'.
- A minimum grade of C- is required for all Major and Minor courses, and an overall minimum GPA of 2.0 is required in order to graduate with the Major.
- Any coursework done outside the U of M must be petitioned at the Departmental level for Major/Minor equivalency.
- All majors and minors are encouraged to meet with the Undergraduate Advisor at least once a year for a progress check.
- Majors and Minors are required to obtain and file an Application for Undergraduate Degree in the appropriate College Office in order to graduate with a Major or Minor in Speech-Language-Hearing Sciences.

How and When to Declare a Major or Minor

Students are encouraged to declare a major or minor in the Department of Speech-Language-Hearing Sciences early in the course of study at the U of M. Students should meet with the Undergraduate Advisor to declare their major or minor to formulate a degree plan.

Advising appointments can be scheduled by calling the main office at 612-625-2020 or by email at slhsua@umn.edu. They are located in 16 Johnston Hall.

Advising Throughout the Major and Minor Work

Majors and Minors are encouraged to meet at their own initiative at least once a year with the Undergraduate Advisor and are welcome to meet regarding advising issues as often as they like. Students can email Katie Morley stom0049@umn.edu or call 612-625-2020 (Johnston Hall main line) to schedule an appointment to discuss progress and questions.

Major and Minor Sequence Description

Please refer to the current U of M Undergraduate Catalog for titles and descriptions of all courses listed in the following sections describing Major and Minor options. Undergraduate Catalogs may be obtained via the Internet at www.catalogs.umn.edu

Minor Programs for SLHS Major Students

In the past, SLHS major students have considered and enrolled in a number of minor options, which include the following (you can click on each option to read more).

- [Minor in Psychology](#)
- [Minor in Neuroscience](#)
- [Minor in Spanish Studies](#)
- [Minor in Music](#)
- [Minor in Teaching English as a Second Language](#)

Study Abroad

SLHS majors are encouraged to consider studying abroad to enrich their education. [A fact sheet that lists academic and personal considerations as well as sample programs can be retrieved from this link.](#)

Make an appointment with SLHS undergraduate advisor: Ms. Katie Morley, and visit the Learning Abroad Center to learn more about these exciting opportunities.

Other Programs for CLA Undergraduate Students

[Martin Luther King, Jr. \(MLK\) Program](#)

The Martin Luther King (MLK) Program, like Psychological Sciences, is one of the student communities within the College of Liberal Arts. It is open to any CLA student who wishes to embrace or to foster multiculturalism. The MLK advisors work with students from freshman orientation through graduation, ensuring that they make the most of their University of Minnesota experience. Please refer to the MLK website for more information regarding the MLK Program and the various resources they offer to undergraduates in the College of Liberal Arts:

Bachelor of Individual Studies & Individually Designed Integrated Major

Another unique option for students with an interest in SLHS is to consider an individualized degree program. The BIS (Bachelor of Individualized Studies) and the IDIM (Individually Designed Integrated Major) allow a student to reflect a range of interests in a degree program. Because the field of Speech-Language-Hearing Sciences incorporates aspects of several disciplines (health science, psychology, linguistics, education), students have found SLHS to be a complementary field that fit well.

Example 1: A recent graduate completed the BIS degree with areas of concentration in:

- Speech-Language-Hearing Sciences,
- Audio Technology, and

- Communication Studies.

This student then pursued advanced training with IPR (The Institute of Production and Recording) and plans a career in the music industry.

Example 2: Another student is completing the BIS with concentrations in:

- Math,
- Architecture, and
- Speech-Language-Hearing Sciences.

This student is interested in human space and increasing sonic capabilities within the built environment.

For more information on the BIS and IDIM degrees contact:

Individualized Degree Programs Office

16 Johnston Hall, (612) 624-7577

[Webpage access for the programs can be found here.](#)

Related Programs for SLHS Undergraduate Students

Speech-Language Pathology Assistants (SLPA) Program

The online Speech Language Pathology Assistants (SLPA) program is the only program of its kind in the state of Minnesota. The Speech-Language Pathology Assistant Certificate is intended only for students who already have a Bachelor's degree in speech-language-hearing sciences. It consists of 16-credit online courses including 6-credit clinical practicum. SLPA's work with both children and adults who have communication disorders. Because there is a shortage of SLP's in Minnesota and nationwide, there is a need for qualified specialists and the job opportunities continue to grow. Graduates of this SLPA program work with a licensed Speech Language Pathologist. More information is available online.

Information about this program can be obtained by clicking the link below.

<https://www.alextech.edu/programs/speech-language-pathology-assistant/curriculum #certificate>

Autism Spectrum Disorder Certificate Program

This program is designed for current University of Minnesota undergraduate, graduate, and international students who are interested in learning more about autism.

Information about this program can be obtained by clicking the link below.

<https://www.cehd.umn.edu/edpsych/current/special-ed/autism-certificate/>

Minnesota English Language (MELP) Program

The Minnesota English Language Program offers Academic English courses as a resource for

students to improve their language skills and promotes resources to support multilingual and international students with their language development and communication skills. Student English Language Support (SELS) is a free service for international undergraduate students, providing assistance in a wide array of English language skills. Students can sign up online for ([hyperlink here](#)) [one-on-one consultation appointments](#) or visit SELS in Nicholson 20.

Program Liaison: LeeAnne Godfrey, berg1207@umn.edu

Teaching English as a Second Language (TESL) Minor and Certificate Program

The undergraduate minor and certificate program in teaching English as a Second Language consists of four courses. Students earn a TESL certificate when they complete all the required courses. The program is great preparation for students who are interested in teaching English abroad or locally, prepares them to make the most of their study abroad experience, and exceeds the minimum requirements most organizations have for TESL certificates. More information can be requested online at the hyperlink provided below.

<https://www.cehd.umn.edu/ci/academics/SLE/TESL-minor.html>

American Speech-Language-Hearing Association Resources

Students who are interested in pursuing study beyond the bachelor's degree can become a speech-language pathologist, audiologist, or a speech, language, or hearing scientist. Population trends predict a growing demand for professionals who can treat speech, language, and hearing disorders. For detailed career descriptions, please refer to the following American Speech-Language-Hearing Association websites:

ASHA Guide and Resources for undergraduate students (click on the hyperlink below):

<https://www.asha.org/Students/undergraduate-students/>

- Learn about Speech-Language Pathology Profession (click on the hyperlink below):

<https://www.asha.org/Students/Speech-Language-Pathologists/>

- Learn about Audiology Profession (click on the hyperlink below):

<https://www.asha.org/Students/Audiology/>

SLHS Major Course Requirements

SLHS Curriculum

The SLHS curriculum is designed to provide students with a broad array of courses in speech, language, and hearing sciences and disorders. The courses listed below must be completed satisfactorily before a student is awarded a Bachelor of Arts degree in Speech-Language-Hearing Sciences.

Courses with equivalent content taken at other institutions can be substituted for the courses listed here. The determination of equivalence rests with the advisor in consultation with relevant faculty.

Major Requirements for B.A. Degree in Speech- Language-Hearing Sciences (37 credits)

To complete the B.A., students must complete at least 120 credits, including 37 credits in the major.

Take all of the below (31 credits)

- SLHS 1301: Physics and Biology of Voice (PHY LE, Writing Intensive) (4 Cr)
- SLHS 1401: Intro to SLHS (3 Cr)
- SLHS 3302 - Anatomy and Physiology of the Speech and Hearing Mechanisms (3 Cr.)^{Pre-Req}
- SLHS 3303 - Language Acquisition and Science (3 Cr.)^{Pre-Req}
- SLHS 3304 - Phonetics (3 Cr.)^{Pre-Req}
- SLHS 3307W - Hearing & Speech Science (3 Cr.), Writing Intensive^{Pre-Req}
- SLHS 4301 - Introduction to the Neuroscience of Human Communication (3 Cr.)^{Pre-Req}
- SLHS 4402 - Clinical Methods in Speech-Language Pathology (3 Cr.)^{Pre-Req}
- SLHS 4801 - Clinical methods in Assessing Auditory Function and Disorders (3 Cr.) Online may be available^{Pre-Req}
- SLHS 4802 - Clinical Methods for Treating Hearing Disorders (3 Cr.) Online may be available^{Pre-Req}

Capstone (3 credits)

- SLHS 3402 Capstone (3 cr)

Upper Division Writing (3 credits)

- SLHS 3307W - Hearing & Speech Science (3 Cr.) Writing Intensive
- SLHS 3402W - Capstone Project in Speech-Language-Hearing Sciences (3 Cr.) Service-Learning, Writing Intensive
- OR SLHS 3402V - Capstone Project in Speech-Language-Hearing Sciences Honors (3 Cr.) Service-Learning, Writing Intensive, Honors

Electives

Students have to take 3 credits from the following list of elective courses offered in the department. They can consider credits from the remaining electives.

- Rate your world (SLHS 1302), Math LE
- The Talking Brain (SLHS 1402), Soc. Sc. LE
- Neurodiversity and Communication (SLHS 1403), Soc, Sc. LE
- Introduction to Electrophysiology of the Mind (SLHS 4501)

**Note: SLHS 3401 (Introduction to Speech Language Pathology) and SLHS 3306 (Speech Science) are not offered in the course catalogue since Spring 2026 (Exceptions apply). Please speak with Katie Morley (SLHS advisor) and the Director of Undergraduate Studies Dr. Jayanthi Sasisekaran (sasis001@umn.edu), if you have further questions on the courses that are not offered in the catalogue.*

Writing Enriched Curriculum (WEC) goals for SLHS

In 2024–2026, SLHS has undertaken a comprehensive set of initiatives to enhance writing instruction and assessment across the curriculum. This will ensure that writing assignments are effectively integrated into the curriculum and aligned with the desired writing abilities that have been identified by faculty. Grading practices and feedback mechanisms will provide students opportunities to strengthen writing skills relevant for SLHS.

To learn about the WEC program goals achieved through each course, refer to the course syllabus and speak with your course instructor.

Examples of Course Schedules for Majors in SLHS

The following examples of course schedules are to serve as guidelines for students declaring their major at different points throughout their undergraduate career. These examples were designed considering the semesters in which courses are currently offered, as well as the prerequisites for upper division level courses. There are many ways to structure the order in which to take classes; the examples below show one possible way of scheduling. The Undergraduate Advisor assists you in planning your course schedule when you declare your major.

Declared Major as a Freshman

	Fall	Spring
Freshman Year	SLHS 1401 Introduction to Speech Language Pathology and Audiology	SLHS 1301W Physics & Bio SLHS Elective (1302, 1402, 1403, 4501)
Sophomore Year	SLHS 3302 Anatomy and Physiology	SLHS 3303 Language Acquisition & Science
	SLHS 3304 Phonetics	SLHS 3307 Hearing and Speech Science
Junior Year	SLHS 4301 Neuroscience	SLHS 4802 Clinical Methods Audiological Treatment
	SLHS 4801 Clinical Methods Audiological Assessment	SLHS Elective (1302, 1402, 1403, 4501)
Senior Year	SLHS 4402 Clinical Methods SLP Assessment	SLHS 3402W Capstone Project Course in SLHS

Declared Major as a Sophomore

	Fall	Spring
Sophomore Year	SLHS 1401 Intro to SLP and Audiology	SLHS 1301W Physics & Biology
Junior Year	SLHS 3302 Anatomy and Physiology	SLHS 3303 Language Acquisition & Science
	SLHS 3304 Phonetics	SLHS 3307W Hearing and Speech Science
Senior Year	SLHS 4301 Neuroscience	SLHS 3402W Capstone Project Course in SLHS
	SLHS 4402 Clinical Methods SLP Assessment	SLHS 4802 Clinical Methods Audiological Treatment
	SLHS 4801 Clinical Methods Audiological Assessment	SLHS Elective (1302, 1402, 1403, 4501)

Declared Major as a Junior

	Fall	Spring
Junior Year	SLHS 1401 Intro to SLP and Audiology	SLHS 1301W Physics & Biology
	SLHS 3302 Anatomy and Physiology	SLHS 3303 Language Acquisition & Science
	SLHS 3304 Phonetics	SLHS 3307W Hearing and Speech Science
Senior Year	SLHS 4301 Neuroscience	SLHS Elective (1302, 1402, 1403, 4501)
	SLHS 4402 Clinical Methods SLP Assessment	SLHS 3402W Capstone Project Course in SLHS
	SLHS 4801 Clinical Methods Audiology Assessment	SLHS 4802 Clinical Methods Audiology Treatment

Minor Requirements

Speech-Language-Hearing Sciences Minor Requirements

Students must select a minimum of **12 upper-level credits** from the courses listed below. Students can take up to two 1000 level courses towards the minor requirements.

SLHS 1401 (3 credits) - Communication Differences and Disorders-Required course.

9 credits from the following 3000 and 4000 level SLHS courses.

SLHS 3302 (3 credits) - Anatomy and Physiology of the Speech & Hearing Mechanism

SLHS 3303 (3 credits) - Language Acquisition & Science

SLHS 3304 (3 credits) - Phonetics

SLHS 3307W (3 credits) - Hearing and Speech Science [Pre-reqs]

SLHS 4301 (3 credits) – Intro to the Neuroscience of Human Communication

SLHS 4402 (3 credits) – Clinical Methods Speech-Language Pathology Assessment [Pre-reqs]

SLHS 4801 (3 credits) – Clinical Methods Audiology Assessment [Pre-reqs]

SLHS 4802 (3 credits) – Clinical Methods Audiology Treatment [Pre-reqs]

Students can also opt to take optional credits from SLHS Electives after consulting with the SLHS Undergraduate Student Advisor.

Provided below are suggested courses for persons with specific interests. The SLHS Undergraduate Student Advisor (Katie Morley) can assist you with course selection when you declare your minor.

Music Psychology: Emphasizing basic science foundations of the field.

SLHS 1401 Intro to SLP and Audiology

SLHS 3302 Anatomy & Physiology

SLHS 3307W Hearing and Speech
Science

SLHS 3402W Capstone Project

SLHS 3994 Directed Research

SLHS 4301 Neuroscience

Linguistics, Child Development, Education, Psychology: Emphasizing cognitive and behavioral aspects of the field.

SLHS 1401 Intro to SLP and Audiology

SLHS 3303 Language Acquisition & Science

SLHS 3304 Phonetics

SLHS 3402W Capstone Project

SLHS 3994 Directed Research

SLHS 4301 Neuroscience

SLHS 4402 Assessment and Treatment

Course Descriptions

SLHS 1301W (4 credits)-The Physics and Biology of the Voice

Offered in Fall and Spring Semesters. Meets CLE req. of Physical Science/Lab Core; Writing Intensive.

This course provides students with a background of the core physical, linguistic, and perceptual concepts related to speech. This course talks about the acoustics of speech as well as the main principles that are used to describe articulation and phonetics. The course also covers basics of auditory perception and how computers can be used to analyze and manipulate speech. Through an emphasis on physical analysis grounded in scientific principles, this course satisfies the university's physical sciences with laboratory liberal education requirement. ***Students who are considering attending graduate school to become an Audiologist or Speech-Language Pathologist can enroll in this class, but they should know that they will also be required to complete a physical science course outside of the major.*

SLHS 1302 (3 credits)-Rate Your World: Quantifying Judgments of Human Behavior

Offered in Fall and Spring Semesters. Meets CLE req. of Mathematical Thinking.

This course will allow students with little mathematics background to learn basic quantitative methods as they apply to measuring human behavior. As specified on the university web site, the courses that were approved to fulfill the liberal education requirements aim to “guide you through the ‘why’ and ‘how’ of different academic disciplines” and to “equip you with a broad range of tools that you can use to approach problems in your everyday life and work, and ultimately to make a positive difference in your communities, your society, your state, and your world.”

SLHS 1401 (3 Credits) Introduction to Speech-Language Pathology and Audiology

Offered in Fall and Spring Semesters.

In this course students will be provided an introduction to the diverse fields of speech-language pathology and audiology. Case studies, documentaries, and guest lectures from patients and topic experts will be used to orient students to the lived experiences of individuals with deficits in communication, cognition, and deglutition. Students will gain an understanding of associated assessments and interventions to mitigate these deficits and to differentiate them from mainstream variations. Lastly, students will be introduced to career paths, practice settings and associated job opportunities.

SLHS 1402 (3 credits) The Talking Brain

Offered in Spring Semester only. Meets LE req. of Social Science Core.

Within the last decade, new medical techniques have allowed people to examine brain function. We now understand how differences in brain function relate to behavioral diversity in people with normal brain function as well as people with brain injury. The increased understanding has been matched with an increased coverage of this topic in the popular media. This course focuses on how the brain produces and understands speech and language, by exploring scientific information through readings and videos, as well as literature and feature-length films.

SLHS 1403 (3 credits) Neurodiversity and Communication

Offered in Fall semester only. Meets LE req. of Social Science Core.

SLHS 1403 is an introductory-level course offered in the Department of Speech, Language, and Hearing Sciences (SLHS). In this course, students will learn about concepts in the Disability Studies literature including ableism, intersectionality, neurodiversity, and the lived experiences of individuals with disabilities, and the applicability of such concepts to communication disorders. This course is approved for Social Science Liberal Education requirements.

SLHS 3302 (3 credits) Anatomy and Physiology of the Speech and Hearing Mechanisms

Offered in Fall Semester only.

The course is designed to teach the gross anatomy and basic physiology of the nervous, auditory, respiratory, laryngeal, velopharyngeal, and orofacial systems with an emphasis on normal communication processes.

SLHS 3303 (3 credits) Language Acquisition and Science

Offered Spring Semester only. Meets LE req. of Social Science Core.

This course is constructed as a survey of typical language development and major theoretical perspectives about development. Applications of current theory to analysis of children's language are presented.

SLHS 3304 (3 credits) Phonetics

Offered in Fall Semester only

This course covers phonetic analysis, transcription of speech, articulatory, correlates of speech sounds, and practicum in transcription of speech sounds. Emphasis is provided in narrow transcription of normal adult English and special populations in speech- language pathology.

SLHS 3307 W Hearing and Speech Science

Offered in Spring Semester only. Writing Intensive.

Speech science is the study of the production, transmission, and perception of speech: how different speech sounds are produced in the vocal tract, transmitted through the air as acoustic waves, and ultimately perceived and interpreted by a listener. This 3-credit, writing-intensive course will focus on these three elements, highlighting how we use speech to affiliate ourselves with social groups or express our identities.

SLHS 3402W (3 credits) Capstone Project Course in SLHS

Offered in Spring Semester only. Meets CLE req of Writing Intensive; S-N grade basis only.

This course is the seminar for completion of the undergraduate major project paper by students in the fall semester of their junior or senior year.

SLHS 3402V (3 credits) Capstone Project Course in SLHS

Offered in Spring Semester along with 3402W. Meets CLE req of Writing Intensive; A-F grade basis only. Required towards Honors thesis completion.

This course is the seminar for completion of the undergraduate major project paper by students in the fall semester of their junior or senior year.

SLHS 4301 (3 credits) Introduction to the Neuroscience of Human Communication

Offered in Fall Semester only

This course covers basic neuroanatomy and neurophysiology, specifically as they relate to normal speech, language, and hearing processes.

SLHS 4402 (3 credits) Assessment and Treatment in Speech-Language Pathology

Offered in Fall Semester only. Prerequisites: SLHS 1401/3401, 3303 and 3304.

This course is an introduction to clinical methods/issues in communication disorders. Professional/legal mandates, collection/analysis of clinical data, principles/models of intervention with adults/children, clinical reporting.

SLHS 4801 (3 credits) Clinical Methods in Assessing Auditory Function and Disorders

Offered Fall Semester only. Prerequisites: SLHS 3301 and 3302 or instructor consent

This course covers different methods (i.e. visual, behavioral and physiological measures) that are used to assess auditory function in the outer, middle, inner ear and beyond. Students will gain a solid introductory foundation on clinical methods that are used and how information gained from different assessment methods are combined to assess overall auditory function. In addition, students will also learn about genetic and non-genetic disorders that impact auditory function.

SLHS 4802 (3 credits) Rehabilitative Audiology

Offered in Spring Semester only Prerequisites: SLHS 3305 and 4801

This course provides a survey of sensory aids and methods used in rehabilitation across the lifespan after the diagnosis of hearing loss. It provides a discussion of the degree of hearing loss, developmental level, communication modalities, client/family choice, disability, and cultural considerations.

Honors Program

To graduate with Honors, a student must be admitted to the University Honors Program, and

must meet the Honors Graduation requirements including GPA levels, Honors Residency Requirement (60 UMTC credits), and designated Honors Experiences. General requirements for graduating with *Latin Honors* are listed at this link.

<https://honors.umn.edu/current-students/honors-requirements>

Honors Opportunities for Speech-Language-Hearing Sciences Majors

Courses

The Speech-Language-Hearing Sciences major has fewer students than some other majors and, for this reason, honors sections for classes are not offered frequently.

Nonetheless, there are many honors opportunities for students in the SLHS major.

<https://honors.umn.edu/major-requirements/slhs>

Honors Contract: Students can turn a non-honors course into an honors course through an honors contract. An honors contract is a written agreement with the professor of the course that is completed during the first two weeks of a course. The contract lists additional, honors quality work that is done by the student during the semester. The written agreement should list the student's responsibilities in this class. No additional credit registrations are required for this option. Students who select this option must receive a B- or higher grade in the class to fulfill this honors requirement. Only one contract is allowed each academic year.

Learning Abroad: There are limited opportunities for SLHS students to study abroad and earn credits in the major. The content of the classes needs to match closely with that of our classes because many students plan to attend graduate school to become a speech-language pathologist or an audiologist and the content of courses needs to meet certification requirements in the USA. Students are still encouraged to study abroad. Some students have gained international experience in speech-language- hearing sciences that has broadened their perspectives and proven to be a valuable investment. Opportunities for studying abroad for SLHS majors are described in detail at the following link: <http://umabroad.umn.edu/students/maps/cla/slhs>

Directed Research in preparation for the Honors Thesis: Register for credits of SLHS 3994 with your faculty thesis adviser.

Required Honors Thesis Course: SLHS 3402V. Honors thesis requires original research supervised by a faculty advisor. It can be built on the capstone project with a specific hypothesis and a plan for data collection and analysis. All theses require original analysis/work and are not simply a summary of previously published research.

Graduate Level Courses: Students can complete a graduate course (5xxx or 8xxx) to fulfill an honors requirement (only if the course does not meet a major requirement).

Students will need the permission of the instructor. There are several factors to consider in selecting this option because some graduate courses are inappropriate. Some graduate courses are designed for advanced graduate students and may not be appropriate for an undergraduate student. Other courses, which are part of the curriculum for a clinical degree, may need to be

repeated if a student attends a different college for graduate school. The courses may also be part of a sequence, and an extended delay between taking the first course as an undergraduate and the second one as a graduate student could present a challenge.

An ideal course to take in this situation is one in which the faculty has an area of expertise that may not be offered at other colleges. Appropriate courses are ones that provide students with background in an area that they intend to conduct research. Students should meet with the instructor of a graduate course and discuss how completing the course will help them meet their longer-term academic goals. Students need to earn a C or higher for a graduate course to fulfill an honors requirement.

Updated information on participating in the University Honors Program through SLHS can be found on the departmental website.

Non-course Honors experiences in SLHS

The Honors Web page describes non-course experiences as “participation in a distinctive educational opportunity outside of the classroom may count as an Honors Experience. These experiences must exhibit significant levels of participation and adhere to non-course Honors Experience guidelines in order to be approved. You should discuss all non-course options with your honors advisor.” A special form must be submitted to receive this kind of credit.

Faculty Directed Research:

Directed Research credits (SLHS 3394): Students can receive non-course honors credit for enrolling in directed research for pre-specified credits. This is the most common method of fulfilling a non-course honors experience.

Undergraduate Research Opportunities Program (UROP) Grants: Students can meet the requirements for an honors experience by working on a grant proposal awarded by UROP. A proposal for a UROP grant is developed with a faculty mentor before being submitted for evaluation by a college committee to determine its suitability for funding. Students are typically paid for work on a UROP grant and qualifies as an honors experience. Students cannot be paid for writing an honors thesis, but preliminary work, including data collection, is permitted.

Service Learning: In past years, SLHS 3402W/V has included a service-learning unit. Service learning is a teaching pedagogy grounded in the belief that we learn by doing. As a teaching strategy, it builds on experiential learning theory and acts upon the notion that the academy has a fundamental responsibility to prepare students as contributing members of society and their chosen profession. Service learning is not volunteering or employment; it is a reciprocal relationship between the organization and the student.

Service learning provides students with the opportunity to apply what they have learned through hands-on experiences in a non-profit organization, and it provides the organization an opportunity to do something they would not have been able to do otherwise. The service learning experience that is completed during this class can count as a non-course honors experience.

Leadership: Occasionally students can fulfill this opportunity within the Department of SLHS. For instance, a student who was elected as the president of the local chapter of the National Student Speech, Language Hearing Association made a major commitment to leading the group through officer meetings, coordinating and organizing events, including fundraising activities. The time commitment was greater than 45 hours, a requirement for fulfilling this option.

Voluntary Tutoring: In the past, some students who earned an A grade in a large enrollment undergraduate class have volunteered to be tutors for that class. Contact the professor of the class to learn more about this option.

The Honors Thesis

Honors students must complete an honors thesis to graduate with *Latin Honors*. The University Honors Program offers several options for theses. The requirements differ depending on the level of *Latin honors*. The level of *Latin Honors* students receive is contingent upon the quality of the honors thesis they complete and the grade point average of their last 60 graded (A–F) UMN-Twin Cities credits. The summa thesis is an option for students who have a GPA of 3.75 or higher. The magna thesis requires a GPA of 3.66 or higher and the cum laude thesis a GPA of 3.5 or higher. See your faculty or University Honors Program adviser for complete requirements.

All honors theses require a written document with a critical review in the student's chosen area of study. All theses require original analysis/work and are not simply a summary of previously published research. A thesis requires multiple revisions. In addition, a summa thesis often involves data collection or analysis while working in a faculty member's laboratory.

An honors thesis offers students an opportunity to work closely with a faculty member. In the case of a summa thesis, the student also has an introductory research experience. The scope of a summa thesis is small compared to that of a master's thesis, but it usually contains most elements of graduate research projects. Some summa theses have led to presentations at national conventions and/or publications with the student listed as a co-author with the faculty adviser.

1. Students completing a thesis should meet with the Director of Undergraduate Studies (DUS) in SLHS after declaring their major (as early as possible in their degree plan). The DUS will answer any questions about the process and introduce the student to faculty who are potential mentors, if necessary. Students will often develop an interest in an area of potential research after completing a class with a faculty member. Students can learn about the research areas of faculty members by exploring the department's website (<http://slhs.umn.edu/people/>)
2. A thesis topic is selected during discussions with the faculty mentor. Faculty mentors typically only supervise research projects within their area of expertise. For a summa thesis students will enroll in 2 credits of honors thesis (SLHS 3555H). For a cum laude thesis or a magna thesis, students will enroll in 1 credit of SLHS 3555H. The section number for these enrollments must correspond to the ones assigned to your faculty adviser.

3. All thesis students are required to enroll in SLHS 3402V: Major Project in Speech and Hearing. Students who plan to complete a summa or a magna thesis should enroll in this class during the spring semester of the junior year (allowing at least 1 year to complete the background work and their thesis). Exceptions are made for students who are studying abroad during their junior year. Students completing a summa thesis need to begin earlier than the spring semester of their senior year to allow time for the more in-depth nature of their work which could involve laboratory data collection. Students should consult with their faculty adviser and consider enrolling for Directed Research (SLHS 3994) credits if their summa or magna thesis project expands to include a presentation at a national conference or in some other manner that requires effort beyond that for a typical thesis. Honors students will write a paper as part of SLHS 3402V that can serve as background research for their thesis. At times, portions of this paper can become part of the Introduction to the thesis. The paper written as credit for SLHS 3402V meets the requirements for that class; your thesis adviser will work with you to determine the requirements for your thesis.

4. The completed summa thesis will be read and approved by 3 faculty members (one of whom is the adviser). Two of the faculty must have tenure track appointments; one may be an adjunct faculty member or other persons with special expertise. The thesis adviser will recruit the committee of faculty who will serve as readers. A summa thesis also requires a public presentation. Students can present their thesis results to a class, a laboratory group, or in a colloquium arranged for this purpose. Magna and cum laude theses only require the signature of the adviser. The honors program has a special form that requires the signatures of thesis readers.

Faculty and Staff

Professors

Benjamin Munson, Ph.D., has a background in both speech-language pathology (MA and PhD) and linguistics (BA). Also, he has an associate graduate faculty appointment in the program in Linguistics. He regularly teaches undergraduate courses in the physics and biology of spoken language and quantifying measures of human behavior, as well as a graduate course in speech sound development and disorders. In the past, he has taught phonetics, speech science, and speech and language disorders. His primary research program examines how children's speech sound learning is related to their vocabulary development, looking at children with hearing impairment, children with speech-sound disorder, and children with language impairments. His secondary line of research examines how socially relevant information is produced and perceived by children and adults, focusing on how adults convey sexual orientation through speech, and how children, adolescents, and young adults learn ways of speaking that convey their emerging gender identity and sexual orientation.

E-mail: munso005@umn.edu

Lizbeth Finestack, Ph.D., CCC-SLP, teaches courses on child language development, assessment, and intervention. Her research is focused on improving the effectiveness of child language interventions with a focus on grammatical interventions for children with developmental language disorder. She also is developing and evaluating language assessments for children on the autism spectrum, bilingual children with developmental language disorder, and young children with Down syndrome.

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Peggy Nelson, Ph.D., CCC-A, teaches courses in noise, disorders, and diagnostic audiology. She has three primary areas of research interest: 1) hearing aid signal processing for improved speech understanding by hard-of-hearing listeners, 2) speech perception by cochlear implant users, and 3) effect of reverberation and noise on children's understanding of speech. Recent research projects have included real-time digital algorithms for amplitude compression and spectral sharpening of speech, and investigation of release from masking in implant listeners. Dr. Nelson is the Associate Dean of Social Sciences.

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Yang Zhang, Ph.D., teaches introductory courses and seminars. He researches in the areas of learning and cognitive development and the neural bases of language processing and speech communication.

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Associate Professors

Kerry Danahy Ebert, Ph.D., CCC-SLP, teaches courses in clinical processes in speech-language

pathology and in language development and disorders. Her primary research interests center on cognitive-linguistic skills in monolingual and bilingual children with developmental language disorder and implications for assessment and treatment. She has an additional research interest in common factors that influence treatment outcomes in speech-language pathology.

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Jayanthi Sasisekaran, Ph.D., teaches introductory courses and the capstone project course. Her primary research interests include linguistic processing skills in adults and children who stutter, language-speech motor interactions and neurophysiological indices of language processing in fluent and disfluent speakers.

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Matthew Winn, Au.D., Ph.D., teaches courses in the areas of both hearing and speech sciences, including the graduate course on cochlear implants. His research lab examines speech perception and listening effort in people who use cochlear implants or other hearing devices. His secondary line of work is in the relationship between speech acoustics and auditory perception. He is also passionate about science communication and data visualization.

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Assistant Professors

Christopher Apfelbach, Ph.D., researches the connections between (1) the vocal demands that speakers face during everyday communication, (2) the different physiological and psychological responses that speakers use to meet those demands, and (3) the functional consequences of those responses.

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Natalie V. Covington, Ph.D., CCC-SLP, teaches courses in health and science communication, neuroscience, and acquired language and cognitive disorders (e.g. following stroke, brain injury, or dementia). Her research focuses on the cognitive neuroscience of language and memory, with a specific interest in cognitive recovery following brain injury. A second line of work examines susceptibility to misinformation in clinical populations.

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Katlyn Elizabeth McGrattan, Ph.D., CCC-SLP, teaches Introduction to Speech-Language Pathology and Audiology. Her line of research is focused on aerodigestive physiology and function among medically fragile infants. This includes the development of non-invasive diagnostic technologies designed to guide feeding assessment and treatment among infants born prematurely, those with congenital heart defects, and those suffering from chronic respiratory infections.

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Melissa Polonenko, Ph.D., focuses on understanding how we learn to communicate and

navigate our environments, particularly following sensory loss and the (re)habilitation strategies that we provide.

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Samanthi Stiephen, Ph.D., Assistant Professor, Audiology.

Email: stiep020@umn.edu

Other Staff

Michael Kurth, Assistant Teaching Professor, is a clinician teacher whose interests lie in how we measure success of aural rehabilitation. Mike works clinically as an audiologist in the state of Minnesota.

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Speech-Language Pathology Clinical Program Director

Rebecca Lulai, M.A., CCC-SLP, is the Director of Clinical Programs in Speech-Language Pathology. She manages the operations of the Julia M. Davis Speech- Language- Hearing Center and directs the clinical education of graduate programs in speech-language pathology. She is also a clinical supervisor, and her clients include adults who are in need of rehabilitative speech and language therapy after a medical event as well as children with developmental speech and language disorders. She has special interests in the areas of cognitive impairments and selective mutism.

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Audiology Clinical Program Director

Kerry Witherell, Au.D., CCC-A, is the Director of Clinical Programs in Audiology. She also serves as a clinical supervisor who supervises graduate students enrolled in clinical practicum in audiology in the Julia M. Davis Speech- Language- Hearing Center and at the Cleft and Craniofacial Clinic. She has an interest in the evaluation and clinical management of both children and adults who have hearing impairments. In addition to working with graduate students in the clinical setting, she also teaches the lab modules that are associated with a number of the graduate level audiology courses.

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Clinical Professionals

Erin Bodner, MA, CCC-SLP, Speech-Language Pathology Clinical Supervisor.

Stuttering and fluency, child language, social communication, augmentative/alternative communication.

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Carrie Slag, MA, CCC-SLP, Speech-Language Pathology Clinical Supervisor.

Motor Speech Disorders.

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Shaeleen Fagre, Au.D., CCC-A is a clinical supervisor who supervises graduate students enrolled in clinical practicum in audiology in the Julia M. Davis Speech- Language-Hearing Center. She also supervises students at off-campus hearing screenings. Dr. Fagre has an interest in the evaluation and clinical management of adults who have a hearing impairment, with particular focus in programming hearing devices to meet the specific needs of each patient. She is the past Vice President - Audiology of the Minnesota Speech-Language-Hearing Association.

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Marilyn Fairchild, M.A., M.A., CCC-S, is a clinical supervisor who works with graduate students in the Davis Speech Language Hearing Center and in school settings. She has interests in communication differences and disorders in members of culturally and linguistically diverse populations, the intersection of literacy and speech sound disorders, and formative assessment in clinical supervision. She works with both pediatric and adult populations with various types of communication disorders and difficulties.

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Frequently Asked Questions

What financial aid and scholarships are available to undergraduates?

About 75 percent of enrolled students at the University of Minnesota receive some form of financial aid, including loans, grants, scholarships, and work study funds. Please refer to <https://admissions.tc.umn.edu/costsaid/finaid.html> types of financial assistance to support you and help you achieve your academic and professional goals. There are university-wide and college-specific scholarships in the range of \$1,000 for one year and \$60,000 over four years.

Please refer to <https://admissions.tc.umn.edu/costsaid/scholarships.html> for listings of various University of Minnesota scholarships. Scholarship decisions are based on overall assessment of each admitted student's academic preparation and performance, as well as the additional information provided in the admission application. The College of Liberal Arts offers a number of student scholarships for first-year students as well as continuing and transfer students. <https://cla.umn.edu/student-services-advising/scholarships-awards>

The Alworth Memorial Fund awards a generous scholarship for undergraduates who are majoring in Speech-Language- Hearing Sciences. To qualify, applicants must have graduated in the upper 20% of their high school class from a high school located in northern Minnesota (7 counties qualify). To learn more about this generous scholarship and its requirements, visit <http://www.alworthscholarship.org/> Speak with the Undergraduate Advisor to find out about scholarship opportunities.

What research opportunities are available to undergraduates?

There are several opportunities for research available to undergraduate students at UMN. The Office of Undergraduate Research offers information on all of the program. Here is a quick visual guide on such opportunities from the Office of Undergraduate Research (OUR) at: ugresearch.umn.edu



UROP (Undergraduate Research Opportunities Program)

This program is designed to give undergraduate students and faculty members the opportunity to work together on research, scholarly, or creative activities. Further description on UROP funding, frequently asked questions, and information on eligibility requirements can be found from the UROP website at <https://ugresearch.umn.edu/>

For more information about deadlines, application process and forms, please refer to the website.

REU (Research Experience for Undergraduates)

“This program is a ten-week summer research program administered by the Center for Cognitive Sciences and is funded by the National Science Foundation, the National Institute of Mental Health and the University of Minnesota. The program is open to 12 Undergraduates.”

“The general program goals are:

- To give qualified undergraduates the opportunity to find out about graduate school and advanced research in cognition, biobehavioral sciences, and mental health.
- To persuade participants that a career in these scientific areas offers an exciting challenge.
- To increase the overall numbers and diversity of students entering research careers.
- To provide the opportunity for students to identify their focal interests through direct experience and exposure to the many areas of research in the behavioral sciences.”

“The program seeks to demonstrate to the participants that they are fully capable of such careers and that such careers offer many personal and intellectual rewards.”

“Faculty mentors are drawn from the departments of Psychology, Child Development, Speech-Language-Hearing Sciences, Psychiatry, Pharmacology, Computer Science, Decision Science, Kinesiology, and other related disciplines.”

The information above was obtained from the Center for Cognitive Sciences (University of Minnesota) website. For more information regarding program description, activities, eligibility, application, and financial support, please refer to the following website: <https://icd.umn.edu/REU/>

What is the National Student Speech Language Hearing Association (NSSLHA)?

NSSLHA is the national pre-professional organization (recognized by the American Speech-Language Hearing Association) for undergraduate and graduate students studying communication disorders. Students can become involved in NSSLHA at both the national and local level.

Local NSSLHA:

The Department of Speech-Language-Hearing Sciences at the University of Minnesota has a local chapter of NSSLHA. Students may wonder “What can local NSSLHA do for me?” A few of the benefits of membership include:

- Scholarships to attend local and national conventions
- Fundraisers
- Social Events
- Speaker meetings where you get a chance to learn about topics in our field from professionals in the community

- Discounted prices on NSSLHA t-shirts
- A chance to meet fellow students and professionals in our field
- An additional club/professional organization you can list on your graduate school applications or resume!

Local NSSLHA membership is good for *one school year*. You must join/re-join by filling out a membership form and submit \$10.00. Forms can be given to the current NSSLHA President or to the main office, 115 Shevlin Hall. We encourage students to join every fall at the beginning of the semester.

National NSSLHA:

Joining Local NSSLHA does not automatically make you a member of National NSSLHA. To join National NSSLHA, there is a separate application form (which can be found in the M.A. room or online at www.nsslha.org/nsslha/join/) and a fee of \$45.

National NSSLHA runs on the *calendar year*. Applications received between September 1st and December 31st are processed for the *following* calendar year, and NSSLHA membership applications received between January 1st and August 31st are processed for the calendar year in which they were received.

Some of the benefits of being a National NSSLHA member include:

- NSSLHA's biannual publication *Contemporary Issues in Communication Science and Disorders (CICSD)*
- NSSLHA's biannual newsletter *News and Notes*
- The *ASHA (American Speech-Language Hearing Association) Leader*
- A choice of one ASHA journal
 - *American Journal of Audiology: A Journal of Clinical Practice (AJA)*
 - *American Journal of Speech-Language Pathology: A Journal of Clinical Practice (AJSLP)*
 - *Journal of Speech, Language, and Hearing Research (JSLHR)*
 - *Language, Speech, and Hearing Services in Schools (LSHSS)*
- Reduced registration fees for the annual ASHA Convention
- Significant Savings on dues for your first year of ASHA membership and certification
- Access to ASHA's Employment Referral System and Placement Center

What Professional Organizations exist in the field of Speech-Language Pathology and Audiology?

- **American Speech-Language Hearing Association (ASHA) <http://www.asha.org> Some interesting links on this site for undergraduates include:**
 - Career information about audiology, speech-language pathology and speech and hearing science fact sheets, salary information, information for persons beginning a career, and persons considering a career:
<https://www.asha.org/Students/Learn-About-the-CSD-Professions/>
 - About Academic Programs - includes information about successful entry into

graduate school, CAA accredited programs and historically black and minority emphasis programs. <https://www.asha.org/students/>

- o Financial Aid Resources - <http://www.asha.org/students/financial-aid>
- American Academy of Audiology (AAA) <http://www.audiology.org>
- Minnesota Speech-Language Hearing Association (MSHA)
MSHA offers students membership rates, as well as discounts to their annual fall and spring convention. For more information, contact MSHA at <http://www.msha.net>
*Note: Most states have professional organizations such as MSHA.
- National Black Association for Speech-Language-Hearing (NBASLH)
<https://www.nbasl.org>
Undergraduate students are eligible for some of the scholarship programs offered by NBASLH.
<https://www.nbaslh.org/scholarships>
- Asian Pacific Islander Speech-Language-Hearing Caucus (APISLH Caucus)
<https://www.apislhc.com/>

What volunteer opportunities are available in the Twin Cities?

Within the department?

- Courage Center: (612) 588-0811
- Great Minneapolis Crisis Nursery: Contact the Volunteer Dept. at: (763) 591-0400
- Fraser School: (612) 861-1688
- NSSLHA: Participate in volunteer opportunities with Local U of M NSSLHA members (past events have included: Cooking dinner at the Ronald McDonald House, Runs/Walks for various organizations, Book drive for Toys for Tots)

Contact the Undergraduate Advisor for a list volunteer and observation opportunities our department has compiled.

Department of Speech-Language Hearing Sciences- contact a professor directly to explore volunteer experiences within their respective labs.

What are some websites of organizations of interest/relevance to SLHS?

- Judy Kuster's Homepage: provides numerous links to topics in communication disorders:
<http://www.communicationdisorders.com/>
- National Institute on Deafness and Other Communication Disorders
<https://www.nidcd.nih.gov/>

- National Center for Voice and Speech
<http://www.ncvs.org>
- Websites for Speech-Language Pathologists
<https://onlinespeechpathologyprograms.net/speech-sites/>
- American Institute for Stuttering Treatment and Professional Training
<https://stutteringtreatment.org/>
- International Speech Communication Association
<https://www.isca-speech.org/iscaweb/>
- National Association of Professionals with Language Impairment in Children
<https://www.naplic.org.uk/>

Grievance Policy

1. This policy addresses academic grievances only. Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a University rule, policy, or established practice. This policy does not limit the University's right to change rules, policies or practices.
2. This policy does not apply to conflicts connected with student employment or actions taken under the Student Conduct Code. Also, complaints alleging violation of the University's policies of sexual harassment and academic misconduct are not grievances under this policy. Such claims shall be referred to the appropriate office for investigation and review. Any complaint alleging discrimination in the University/student relationship, other than sexual harassment, may be filed either under this policy or with the Office of Equal Opportunity and Affirmative Action, but not both.
3. Students enrolled at any campus of the University of Minnesota may file academic grievances under this policy.
4. It is the goal of this policy to provide a simple and expeditious process, allowing for both informal and formal resolutions of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not award monetary compensation or take disciplinary action against any employee of the University.

Additional information on the Grievance Policy can be found at <https://policy.umn.edu/education/studentcomplaints-proc02>

Considerations for Students: Applying to Graduate School

Read the Department's Statement of General Expectations for Graduate Students

By the completion of the Master's program, students should acquire independent clinical management skills. To achieve this objective, students will be supervised according to ASHA guidelines throughout their clinical education.

Students are assigned to work with a variety of populations and age groups. Clinical practica will provide students with experience in a broad range of communication disorders in different clinical settings.

Students must demonstrate effective interpersonal and behavioral management skills to work with infants, pre-school and school aged children, and adults of all ages.

Students must be able to collaborate with supervisors and other professionals in clinical settings.

Students will be responsible for reporting communication findings and recommendations at interdisciplinary staff or school IEP meetings. Students must communicate information accurately and appropriately to clients, caregivers, and families, in a manner that is respectful of various cultural, educational, and linguistic backgrounds.

Clinical education demands direct application of academic background to an applied setting. For example, many typical clinical settings in speech-language pathology will require a student to be able to:

- Perform a thorough oral mechanism and motor speech examination.
- Interact with a child to gather a language sample.
- Provide visual and auditory perceptual judgments of voice, speech, or swallowing function.
- Observe and interpret non-verbal communicative behaviors.
- Administer, score, and interpret standardized examinations of speech, language, or cognition.
- Keep accurate and timely records of intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries.
- Counsel speech- and language impaired clients and their families.

Some examples in audiology practica are listed below. Typical clinical settings will require a student to:

- Visually inspect the ear canal and tympanic membrane.
- Observe and monitor client responses to sounds.
- Manually fit hearing aids, test probes, ear mold material, and other prostheses in the ear.
- Adhere to standardized hearing assessment protocols.
- Counsel hearing impaired clients and their families.
- Keep accurate and timely records of intervention, including lesson plans, chart notes, formal diagnostic reports, and other written clinical summaries.

Additionally, all students entering clinical practica must complete a criminal background study conducted through the State of Minnesota Department of Human Services.

Clinical Observation Hours

Students who are interested in pursuing a career in Speech- Language-Hearing Sciences should try to observe Speech- Language Pathologists and Audiologists in their work settings as they provide services to clients. Such observations are important for making a career choice. There are specific guidelines from ASHA that you should verify before completing observations hours.

How to arrange observation hours:

Students interested in observing a practicing clinician have a two options.

- Students may set up their own observations. Observations can be arranged if the student has contacts within the professional community.
- Students wishing to complete their observation hours online may subscribe to the Guided Observation Program with Simucase. <https://www.simucase.com/observation>

More information on clinical observation hours can be found on the undergraduate Canvas site.

Pre-health Action Plan

Students are encouraged to use the pre-health action plan for speech-language-hearing sciences at the following web site.

<https://healthcareers.umn.edu/build-your-student-portfolio/health-program-action-plans>

After filling out the action plan, an appointment can be requested to get personalized feedback: <https://healthcareers.umn.edu/make-appointment>

What is the process for applying to Graduate School?

Below is a timetable and tips for applying to graduate school. All times indicated below apply to the senior year of college and are approximate. Students should study deadlines for specific programs carefully since they may vary significantly depending of the program to which they apply.

SUMMER

Go to <http://www.asha.org>. Examine the list of accredited graduate programs and request information and applications from graduate schools you are interested in applying to.

Write a draft of your personal statement. This is one of the most important parts of your application. It will be evaluated for quality of writing as well as for clarity of professional goals.

Sign up for the GRE (Graduate Record Examination). Eddy Hall has information on how to register for the GREs (612-624-5520). The Assessment and Achievement Center (612-626-1055) has exam preparation materials.

OCTOBER

Meet with faculty members to ask for letters of recommendation. Give your professors the forms to fill out or the addresses to which they should send their letters. It is helpful to them if you give them copies of your personal statement and resume/vitae.

NOVEMBER

Order transcripts. Ask if your record's office can send a transcript with your fall semester grades in time to meet the deadlines of programs to which you are applying. Remember to request transcripts from every college/university you have attended.

DECEMBER

Complete applications. Even if deadlines are later, it is better to send the applications early.

Common Criteria for Graduate School Applications:

- a) *Official Transcripts:* Supply transcripts from every college and university you have attended. Allow plenty of time for processing of your transcripts.
- b) *Graduate Record Examination (GRE):* The General GRE consists of three sections: Verbal, Quantitative, and a Writing Sample. Some schools may not require GRE scores.
- c) *Letters of Recommendation:* Ask persons who know your academic and creative capabilities: instructors in courses with whom you have interacted, research project advisor, academic advisor.

Letters from academic faculty are preferred. However, if you are a returning student, it may also be important to ask for letters from people who can attest to your ability to succeed. Inquire to make sure the individuals you plan to list as references are willing to write letters on your behalf. Indicate your application plans (e.g., how many schools will require letters).

Request letters well in advance of application deadlines (1-3 months prior to deadlines).

- d) Prepare a brief statement or vitae of your undergraduate activities, interests, and other pertinent information to provide to letter writers to use in their letters.
- e) *Personal Statement:* Usually, a personal statement is about one page in length, and it is an opportunity for the student to express her/his immediate and long- range career goals. Every institution has specifications concerning what information to provide in the personal statement. Students should follow requirements for each institution.

How Are Application Materials Evaluated?

Applications usually are examined by a committee of faculty members. No single criterion will guarantee admission, nor is there a formula by which admissibility can be calculated.

Common Criteria include:

- Official Transcripts (indicating a student's GPA)
- GRE (Some schools may not require GRE)
- Letters of Recommendation (usually 3)
- Personal Statement (usually 1 or 2 pages)