

# The 2016 ComD Graduate Handbook

(Revised 27 June 2016)

Department of Communication Disorders (ComD), Brigham Young University (BYU)

## **Welcome!**

This handbook describes graduate study in Communication Disorders (ComD) at Brigham Young University (BYU). It is written with two groups of people in mind: students looking into this graduate program as an option, and students who have been admitted to the program.

To those who are thinking about this program, we hope that this handbook will answer some of your questions and that you will contact us with other questions. We want to give you enough information to decide if this program would be a good 'fit' for your background and goals.

To those who have been admitted to the program, we welcome you to graduate study in the ComD department. Thank you for choosing this graduate program. We hope that your time with us will be satisfying, productive, and worth your time and effort.

## **About this handbook**

We, the ComD faculty, wrote this handbook to help you have a successful graduate experience in this department. In this handbook, we have tried to spell out the policies, procedures, resources, and expectations that we have for graduate students in our department. We intend to keep this handbook current and complete, thus this version of the handbook supersedes all previous versions, and its information is subject to correction or change. The current version of the handbook is always available through the departmental web site, <http://education.byu.edu/comd>. The department will attempt to notify you by e-mail or letter of any important changes, however, **you are responsible for meeting current policies and requirements.**

Please contact the ComD Graduate Coordinator, Professor David McPherson [129 TLRB, Brigham Young University, Provo, Utah 84602; (801) 422-6458; e-mail: [david\\_mcperson@byu.edu](mailto:david_mcperson@byu.edu)], regarding information in this handbook or for other information regarding our graduate program.

## **Overview of the graduate program**

The graduate program in ComD at BYU is accredited by the Council of Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA). The program leads to the Master of Science (MS) degree and to completion of all ASHA Certificate of Clinical Competence (CCC) requirements in Speech-Language Pathology (SLP) except for the Clinical Fellowship Year (CFY). Upon completion of the program, you will be eligible to start your CFY and you will have met the requirements for a Utah school license. Upon completion of the CCC, you may obtain a Utah license for work in non-school settings.

Students entering the program with all undergraduate prerequisite courses completed typically take six semesters to complete the program, with spring and summer terms counting together as one semester. All students are required to acceptably complete all required courses and clinical assignments and to write an acceptable thesis. The program workload (but not the credit hour distribution) reflects a division roughly into thirds: about one-third coursework, one-third clinical work, and one-third thesis.

## **Admissions**

The ComD department makes admission decisions once per year; the deadline for having all materials submitted to the BYU Graduate Studies office is February 1st. Application is made on-line at <http://www.byu.edu/gradstudies> and involves submitting (a) an application form & fee, (b)

transcripts from all colleges or universities attended, (c) Graduate Record Exam (GRE) scores, (d) three letters of recommendation, (e) a letter of intent, and (f) an ecclesiastical endorsement. An undergraduate major in ComD is recommended but is not required to apply for admission.

Students are responsible for having the equivalent of BYU's undergraduate ComD major; thus students who did not major in ComD will take those required undergraduate major classes at the start of their graduate program. We do offer non-degree-seeking admission for persons to obtain teacher certification or continuing education credit.

### **Initial Matriculation**

When you apply for admission, you state whether you want to be admitted for either Spring term or Fall semester. If you are admitted for Fall semester, it is possible for you to change and instead start Spring term, which is 4 months earlier. To initiate this change, contact the graduate coordinator. However, if you were admitted for Spring term, you **cannot** start in a later semester or term, unless you re-apply and are admitted for that semester or term.

Whichever semester or term you start, you must register for at least two semester hours, or Graduate Studies will cancel your admission. You'll need to register for at least two hours each semester that you are in the program.

### **Financial Aid Opportunities**

Our department offers two general types of financial aid to students: scholarships, which do not require any work on your part, and assistantships, which are paid at an hourly rate.

**Scholarships:** New students are considered for scholarships as part of the application process; the rankings generated for admissions are used for scholarships. Students in their second year also receive a smaller amount of scholarship money. Scholarship recipients are notified of the dollar amount by e-mail. Unless the student requests otherwise, by working with the department secretary prior to the tuition deadline for the semester(s) or (s) involved, the scholarship award will be applied toward tuition. Scholarship funding comes from two main sources: BYU Graduate Studies and the McKay School of Education.

About two-thirds of the available scholarship money is allocated to first-year graduate students and the other third to second-year students. Generally, the top-ranked incoming students are offered at least half the amount of LDS tuition for Fall and Winter semesters, and all second-year students receive at least about one-fourth the amount of LDS tuition for Fall and Winter semesters. (Second year students typically take far fewer credit hours than first-year students.) Overall, about half of the departmental scholarship money is allocated for Fall semester and half for Winter semester.

**Assistantships:** Two kinds of assistantships are available. Both types are filled by individual faculty selection; if you are interested in working with a particular faculty member, let that faculty member know of your interest. For both types of assistantships, hours worked are recorded on-line; you'll get details on this when you are hired.

1. Departmental assistantships are funded as part of the department's yearly budget and include such duties as grading exams, holding lab or help sessions for classes, assisting in clinic scheduling, etc. These assistants are recruited by individual faculty.

2. Research assistantships are funded as part of faculty research grants or *Mentoring Awards* and include such duties as data collection, language sample transcription, data analysis, etc. Faculty

typically include in the grant proposal a budget for assistants to perform specified duties and select the student(s) to do this work.

### **Between Admissions and Starting the Program**

You are assigned a temporary graduate advisor at the time of admission. You can contact this advisor (or the graduate coordinator) regarding course selection and other questions. This person remains your advisor until you form your advisory committee (as described below).

## **Overview: Coursework**

### **Signing up for Classes**

The required coursework for the MS degree are listed below by the semester offered. In addition, but not listed, you will need six hours of thesis, 699R. If you are not enrolled in courses and working full-time on your thesis, you may petition for equivalent of full-time status as long as you are registered for a minimum of 2 credits during that time period. This petition must be renewed each semester or term. This is accepted by both Brigham Young University and the federal government.

### **Minimal Full-time Requirements**

Both the University and, for those with federal government loans, the full-time academic load for Fall and Winter semesters is a minimum of 8.5 credits per semester. University requirements for Spring/Summer terms are 2 credits and for federal government 4.5 credits. The Spring/Summer credit requirement may be taken in one term, either Spring or Summer, or split between the two terms. Failure to follow the federal government requirements for those student with federal government loans may be required to immediately begin repayment of the loan.

### **Spring 2016**

*(Credit hours are limited to 9 credits, excluding Practicum and Thesis, for Spring terms)*

If this is your first Spring term in the program, you may register for

- 634 Traumatic Brain Injury (2)
- 636 Multicultural Issues in SLP (3)
- 657 Voice and Resonance Disorders (3) [this will not be offered in Spring Term after 2016]
- 674 Autism and Severe Disabilities (3)
- 688R Practicum in SLP (1) (with permission from the clinic director)

If you have been previously registered in the program, in addition to the above, you may register for

- 657 Voice and Resonance Disorders (3) [this will not be offered in Spring Term after 2016]
- 679 School-Age Language Disorders (3)
- 699R Thesis (var)

### **Summer 2016**

- If you have completed ComD 633, 634, 657, 675, and 676 you may apply for a hospital internship.
- 699R Thesis (var)

### **Fall 2016**

- All first-year students take
- 420 Neurofoundations of Language, Speech and Hearing (3) (May be taken Winter semester)
- 600 Research Methods (3) (May be taken Winter semester)
- 610 Assessment and Diagnosis (3)
- 630 Early Child Language Intervention (3)

657 Voice and Resonance Disorders (3)  
 658 Fluency Disorders (3)  
 688R Practicum in SLP (1)  
 690R Seminar in Speech-Language Pathology (2)  
 699R Thesis (var)

**Winter 2017** All first-year students take

600 Research Methods (3; if you didn't take it in the Fall)  
 633 Dysphagia Management (3)  
 675 Motor Speech Disorders (3)  
 676 Aphasia (3)  
 688R Practicum in SLP (1)  
 699R Thesis (var)

**Spring 2017**

*(Credit hours are limited to 9 credits, excluding Practicum and Thesis, for Spring terms)*

If this is your first Spring term in the program, you may register for

634 Traumatic Brain Injury (2)  
 636 Multicultural Issues in SLP (3)  
 674 Autism and Severe Disabilities (3)  
 688R Practicum in SLP (1) (with permission from the clinic director)

If you have been previously registered in the program, in addition to the above, you may register for

679 School-Age Language Disorders (3)  
 699R Thesis (var)

**If your undergraduate degree was in ComD but was not from BYU**, it's important to meet with your temporary advisor (or the graduate coordinator before the start of your first term or semester. This is so that differences between your program (and any possible gaps) may be identified and resolved earlier rather than later. BYU's graduate program must certify to ASHA that the requirements for clinical certification have been met. Thus, the ComD department needs to be convinced that undergraduate courses you took elsewhere are equivalent in breadth, depth, and rigor to BYU's courses. Courses for which equivalence cannot be established are listed on your Plan of Study and are taken as part of your graduate program.

If your degree was from an ASHA/CAA-accredited program, your advisor will match the classes you took to the equivalent BYU undergraduate class and note the equivalence on your Plan of Study form draft copy, which is kept in your folder.

If your degree wasn't from an ASHA/CAA-accredited program, a more detailed assessment of each class will be necessary. You'll need to meet with the instructor of each BYU equivalent ComD class, prepared with documentation such as texts, syllabus, exams, and notes to allow them to determine course equivalence.

The ASHA standards implemented in 2014 specify that "...the applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences."

You'll want to talk with your advisor about your background classes in these areas, so you can remedy any deficiencies in a timely manner.

Undergraduate classes taken at other universities can't be used to meet graduate class requirements.

### **Graduate orientation meeting**

A graduate orientation meeting is held the first Thursday of the Fall semester for both new and continuing students. We expect you to be there. This is a useful meeting to attend, as introductions are made and revised handbooks, forms, and other information are presented.

### **Setting up your advisory committee**

Soon after the start of your graduate program, we suggest that you meet each member of the graduate faculty and talk with each about their research areas and thesis possibilities. One graduate faculty member will be your advisory and thesis committee chair; you negotiate this role with them.

Potentially, this person will be a mentor to you, especially in learning to do the research that will be the basis of your thesis. You'll need two other graduate faculty members to complete the committee (at least one of whom is from the ComD department); your chair may suggest who these might be. This advisory committee will also function as the oral examining committee for your thesis.

When these faculty have agreed to be on your committee, you make it official by submitting your signed Plan of Study ([Form 3](#)) to the department secretary (contact the department secretary for a pre-filled form rather than obtaining it from Graduate Studies). The Program of Study must be completed by the end of your second semester or term. With advisory committee consent, changes in this plan of study can be made, including changes in advisory committee membership.

### **Minimum registration**

BYU sets a minimum registration level of 6 credit hours per academic year, plus (a) you must register for and complete at least 2 credit hours EVERY semester or term of graduate study. Spring and Summer terms are counted together as being a single term for these registration requirements. Of course, to make good progress through the program, you'll take many more than 6 hours your first year.

### **Maximum registration during Spring term**

During Spring term, a student must not register for more than 9 hours of ComD classes (though clinic and thesis hours may also be taken at this time).

### **Making progress toward graduation**

The graduate program is designed to be completed in 2 years (4 semesters and 2 terms) by students who had a ComD undergraduate major. Students coming from a different undergraduate major usually take 3 years (6 semesters and 3 terms). Our department looks at your progress after each term, so that any concerns can be handled quickly. Progress is defined as acceptably passing classes (with a grade of B- or better), progressing toward thesis and clinic requirement completion, and passing the comprehensive exam.

### **Course performance expectation**

You need to earn a grade of B- or better in any class for the class to count toward degree requirements. Courses with grades lower than B- will require remediation, and your progress for that term will be

rated as *unsatisfactory*. In addition, it may be necessary to work with the instructor to assure competence in the deficient area(s).

### **Clinic course**

Clinical expectations are detailed in the *Speech and Language Clinic Handbook*; here we just give an overview as to how your clinical experiences relate to the rest of your program. The clinical experiences are the "labs" for the academic courses in both disorders and scientific foundations. As mentioned earlier, clinic constitutes about one-third of your graduate workload. You are expected to abide by the *BYU Honor Code* and the *ASHA Code of Ethics* [see Appendix]. Criminal background checks, fingerprinting, and drug tests are required by various practicum placement settings.

During your first term, you meet with the clinic director to formulate a plan for clinical study. This is a term-by-term outline of the clinical program, similar in function to the Plan of Study or the thesis prospectus. The plan for clinical study takes into account your workload, as it varies by term with class and thesis plans. It helps assure that

- you will have high-quality clinical experiences.
- student demand is coordinated with site availability.
- you are not scrambling to "get hours" at the end of your program.
- your individual clinical needs and interests are taken into account.

You need to meet with the clinic director to have any changes in the clinical plan approved.

### **Clinical hours**

A minimum of 400 clinical hours are required by ASHA and for BYU graduation. The first 50 of these hours must be completed on-site at BYU before qualifying for any externship sites. Students then earn their remaining hours in at least two externship sites, generally one adult (typically a hospital or rehabilitation center) and one pediatric setting (which is typically a public school).

A site (extern site or BYU clinic) is a complete experience. You do not "get hours" at your convenience; you work as a professional at a site on that site's terms until the experience is complete. Your cooperation with site requirements helps the ComD department to maintain harmonious relationships with the various sites, and it also helps you have a less fragmented, more satisfying and useful experience.

Your clinical progress is assessed by the clinic director, with input from on- or off-site supervisors. Progress ratings are based on a list of global and specific competencies, as described in the *Speech and Language Clinic Handbook*.

You are responsible to insure that your practicum hours are safely recorded in the ComD department office.

### **A reminder about client confidentiality**

You must have a signed Client Confidentiality Agreement form in your file in the ComD department office before doing any observation, assessment, or treatment hours. Client confidentiality is mandated by law and the code of ethics of the American Speech-Language-Hearing Association.

All client records at the BYU Speech-Language and Audiology Clinics are confidential. All information regarding clients is privileged communication. You are granted access to clinic information for only those individuals that you are treating. Client files must be checked out of the Records/Materials Center. Clinic reports must be written on dedicated servers and computers within the John Taylor

building. Reports should not be written or transmitted over the internet. At no time may client reports or files (paper or electronic) be taken outside of the Clinic. Files, videos, tapes, language sample transcriptions, data sheets, and anything else pertaining to your client are stored in the file cabinet located in room 120. If you need to check files out over the weekend, the files must be kept in the file cabinet in room 120. Files or other sensitive material are not to be kept in student lockers. You may check files out for an extended period of time as long as you keep the files in room 120. Videos of clients may not leave the building. Shred all paperwork regarding clients when it is no longer required. A shredding machine is located in Room 136 and at the receptionist's desk.

Discussions of a client's case should never take place in the hallways or other unsecured locations. Please use a therapy room or office. Client names should only be used when absolutely necessary. Clients should never be discussed with roommates, family, or others not directly associated with the client's case. Do not invite friends, family members, or others to observe you.

If you must leave a message for a client over the phone, leave only your name, state you are calling from the BYU speech-language clinic, and your phone number. Do not mention the client's name or why you are calling; the person receiving the message will usually understand why you are calling. When requesting files from the Records/Materials Center, if you do not know the client number, write the name down to give to the personnel rather than speaking the client's name for others to hear.

Information regarding a client, including the fact that the client is receiving treatment at the clinic, can only be released to an outside agency with the written permission of the client or a person responsible for the client.

### **Remediation Policies**

One of our goals as a preparation program for SLP clinicians is to insure that each student is capable in all of the important knowledge and skill areas covered in each course. Sometimes concern may arise that a student isn't mastering the skills or foundational knowledge covered in a course, and so a procedure known as remediation is undertaken. This remediation typically consists of extra study and/or demonstration tasks that indicate that the necessary knowledge or skills have now been acquired. These tasks may include such activities as retaking a test, taking an alternate form of a test, redoing a project or oral report, writing a paper, rewriting a paper, or retaking the class; however, the particular procedures and tasks differ for each course and are specified in the course syllabus.

### **Student Evaluation**

You will be evaluated after each semester, with spring and summer terms considered together as one term. The faculty meet and for each student consider progress made during the term in terms of courses taken and grades received, reports from clinical settings, and work on the thesis. Your progress is rated as *satisfactory* or *unsatisfactory*. You will receive a letter summarizing each progress evaluation.

If corrective advice is given in the evaluation summary letter, try to remedy things as soon as possible. If you do not, a *satisfactory* rating could become an *unsatisfactory* rating upon the next evaluation. An *unsatisfactory* progress evaluation may result from

- (a) poor performance in a class, such as a grade less than a *B-*. Remediation will be specified by the instructor as is described above in *Remediation Policies*.
- (b) poor performance in a clinical setting. This may require an additional turn in that or a similar setting.
- (c) the cumulative graduate GPA falling below 3.0.

(d) a violation of the BYU Honor Code or the ASHA Code of Ethics.

**Students are dropped from the graduate program by the office of Graduate Studies if they receive two consecutive *unsatisfactory* ratings. Also, students are dropped from the graduate program by the ComD department the third time they receive an *unsatisfactory* progress evaluation.**

### **The ASHA NTE Praxis Exam in Speech-Language Pathology**

Students should take the exam early enough that they can send the PDF of their passing score to the ComD department secretary prior to the university deadline for graduation.

## **Overview: Thesis**

A thesis is a written document that describes a completed research project which represents an original contribution to the knowledge of the field. This document describes the study's rationale, hypotheses, relevant literature, methods, findings, and conclusions. It is written to allow others to learn how and why the study was done, what was found, and what these findings might mean for the field.

Your thesis is a result of your close collaboration with one or more faculty members. Upon completion, an electronic copy of the thesis (in PDF format) is submitted to the university library. This allows the thesis to be read by --and be of use to-- people around the world. Assistance on electronic submission may be obtained from the Graduate Studies ETD (Electronic Theses & Dissertations) website, the ComD 600 course instructor, or the ComD graduate coordinator.

You select your thesis chair from among the ComD graduate faculty, subject to the chair's agreement. Currently, the graduate faculty are (in alphabetical order) Drs. Brinton, Channell, Culatta, Dromey, Fujiki, Harris, McPherson, Nissen, and Tanner. Chair selection is made mainly on the basis of your interest in doing a thesis in a faculty member's area of research expertise. When chosen, the thesis chair takes over as your general academic advisor as well. The selection of a thesis chair is made official by having that person sign (as chair) on your Plan of Study (Form 3). If circumstances such as major changes in thesis topic, preference, or faculty availability arise, you may select a different chair.

A **prospectus** is a formalized plan for carrying out your thesis research. It describes the topic to be studied, justifies the study of a topic in light of published studies, and specifies the subjects, instruments, and procedures to be used in the study. Its preparation and the negotiation for its approval helps clarify your thinking about the proposed research. The prospectus is essentially the thesis minus the Results and Discussion sections and appendices containing data.

The prospectus serves as a contract between you and your advisory committee. It says in effect that if the student carries out the study as described and approved, the advisory committee will accept it no matter what it may find, when the thesis is written and formatted acceptably. The prospectus is also a description of the study to those who review it for human subjects guideline compliance (the Institutional Review Board) or to those who can grant access to subjects.

At least one meeting of the advisory committee is designated as the **prospectus defense**. In this meeting, you present your prospectus and answer any questions about the study or the document. Your goal is to convince the committee that the study is doable, important, and that -in general- you know what you are doing.



A prospectus defense may be held as soon as the advisory committee agrees to hold one. After the defense, you make any necessary changes to the prospectus, obtain the approval signatures of committee members, and give the prospectus approval form and a copy of the final prospectus to the department secretary, who places these items in your folder in the ComD office.

The university requires that you take a cumulative total of (at least) 6 hours of thesis credit (ComD 699R).

### **The sections of the thesis**

- **University pages:** Several pages at the front of the thesis are mandated by Graduate Studies, such as a title page, an abstract page, and an optional acknowledgments page. The [etd.byu.edu](http://etd.byu.edu) site has guidelines and template for these pages available in electronic format.
- **TABLE OF CONTENTS:** A table of contents is required. The titles of the table of contents, the list of tables, etc. should be in all uppercase characters.
- **DESCRIPTION OF THESIS STRUCTURE:** Describes that your thesis is in the format of a journal article with an annotated bibliography in an appendix. This section may also mention that your thesis is part of a larger project that may result in publications upon which you may be listed as a co-author.
- **Body of the Thesis:** The body of the thesis consists of sections called Introduction, Method, Results, Discussion, and References. The References section includes the articles, books, and so on that were cited in the thesis body (that is, the journal article manuscript).
- **Appendices:** An annotated bibliography is included as an APPENDIX of the thesis. The content, organization, and format of the annotated bibliography are specified by your advisory committee. Your committee may also specify the inclusion of raw data, additional tables or figures, the informed consent form, etc. as additional appendices. Appendix items do not need to be in "APA format" as described below.

### **Specific guidelines regarding thesis format**

The body of the thesis is written using the *Publication Manual of the American Psychological Association, 6th edition*, commonly known as the APA Manual or APA6, which specifies APA Style. However, the ComD department specifies a few changes from APA6's style:

1. Do not include a second, journal article title page; use only the University title page.
2. "Running heads" (APA6 p. 230) are not used.
3. Tables may be single spaced, but they must be either all single spaced or all double spaced; do not mix spacing styles. Have the same spacing around the spanner lines as is used between the rows in the table. If a table continues on to another page, do not have a bottom spanner line until the end of the table. You may put a line saying "(table continues)" at the bottom right of the first page(s) of the table, but this line is optional. Shorter tables are embedded in the text.
4. Use a decimal tab to align columns of numbers in a table.
5. The top of sideways tables should be on the left, whether it is on an odd- or even-numbered page.
6. Tables and figures are mixed into the text, or if large enough to be on separate pages, should be collated into the text so as to be the next page after the page of first mention. The title should be kept with the table or figure.
7. Text must be double spaced. References must be double-spaced. Appendices may be single spaced.
8. Turn "widow/orphan" control on.

The McKay School of Education (MSE) may make other format or content requirements for theses.

### **The Thesis Defense**

The thesis defense is a public meeting in which you present and defend the thesis by answering questions regarding the background, motivation, method, findings, and implications of it.

You schedule your thesis defense at least two weeks in advance by filling out the *Departmental Scheduling of Final Oral Examination* form 8c available from the ComD secretaries, and obtaining the necessary signatures. The process involves

1. Your thesis chair decides that the thesis is ready for the other committee members to evaluate.
2. The committee members are given at least 5 working days to read the thesis. Committee members typically suggest revisions or corrections. You make these changes in the thesis.
3. The thesis chair reads the corrected thesis and ascertains that it is in *final form*. For the thesis to be in final form means that its format, citations, and bibliographic style are consistent, acceptable, and fulfill university style requirements, and that illustrative materials including figures, tables, and charts are in place.
4. The date for the defense must be a time when the university is in session (i.e., during class or final exam days). You work with the advisory committee to find a mutually acceptable date and time.
5. After insuring that your thesis meets all format and style expectations, you or your thesis chair gives a copy of the thesis to the graduate coordinator. The graduate coordinator takes up to 5 days to examine the thesis and confirm that the thesis is in final form. If the graduate coordinator notes any format errors, the copy is returned to you or your thesis chair. When your thesis is error free, the graduate coordinator signs the scheduling form.
6. You give the signed Form 8c to the ComD secretary, who enters the form's information into the Graduate Studies computer system.

The committee specifies the manner in which you present the thesis. This may involve an oral narrative or a multimedia presentation. Committee members ask questions about the study and the thesis. When finished, the student and any observers are excused and the committee votes on the student's performance.

### **Possible Thesis Defense Outcomes**

The committee vote specifies one of four possible outcomes

1. Pass: no changes are necessary; the thesis is accepted, Form 8d is signed, and the thesis is sent to the graduate coordinator and the MSE for review.
2. Pass with qualifications: The thesis needs minor changes. The committee chair holds up the results of the defense until the changes have been satisfactorily completed. Then you "pass." This is the typical outcome.
3. Recess: The thesis needs revision, further writing, or other fixing. Another defense is necessary but must be held at least one month later.
4. Fail: The student's degree program is terminated immediately.

We do not let you schedule a defense if we think that outcome 3 or 4 might occur.

### **After the Thesis Defense**

After passing the thesis defense (which included making any changes mandated by the committee):

1. Your committee members sign Form 8d ("*Department Approval...*") if they have not already done so.
2. You submit a print-out of the thesis to the ComD graduate coordinator. This version gets reviewed as to format and content. Corrections might be specified; when the thesis has been corrected, the ComD graduate coordinator signs Form 8d.
3. The student sends a MS Word version of the thesis to [amber\\_richardson@byu.edu](mailto:amber_richardson@byu.edu), who is the secretary to the Dr. Tina Dyches, the associate dean in charge of theses. You also campus mail or deliver Form 8d and a copy of the MSE checklist to the MSE Dean's Office (301 MCKB). The Dean's

Office is allowed up to 10 work days for this review. Corrections to the thesis might be specified at this level of review; if there are to be changes, the committee chair and the ComD graduate coordinator should also be notified. When the student has made any recommended changes, Form 8d is signed, and the pdf of the thesis is submitted as an ETD through Graduate Studies (see their web page regarding ETD submission). The ETD is reviewed at the department and college level before being approved and sent to the library. When that happens, you should receive an email, at which time you take Form 8d to the Graduate Studies office.

## Other Useful Information

### The Exit Interview

Each student must have an exit interview with the department chair. This interview is scheduled in advance of the graduation deadline (but after completion of your thesis defense) to allow a review of your file, including the checking of clinical requirement completion. The department chair interviews you about the quality and appropriateness of your graduate experience and collects any suggestions you wish to offer.

### Graduation

Students who have passed the ASHA-Praxis exam and their thesis oral defense prior to the graduation ceremony may walk in the MSE Convocation and have their names read, even if they have not met the university deadline for graduation that term.

**Everything** must be done by the graduation deadlines for the term you plan to finish, including your thesis being approved and submitted to the library, or you'll have to pay for two hours registration in the **subsequent** term.

### Current Ecclesiastical Endorsement

A student's ecclesiastical endorsement must be current throughout their program. Note that if your graduation is delayed, an additional endorsement may need to be filed to remain current.

### How long records are kept?

Student files are archived indefinitely. Student files older than 8 years will not be reviewed for certification compliance; however, former students may request copies of non-confidential information in their file. A fee may be charged for this.

### Faculty access and availability

Faculty are typically under contract for Fall and Winter Terms and for Spring Term. Faculty should advise their thesis students of longer (one week or more) planned absences. You need to take faculty availability into account in your planning and scheduling. Generally, the **faculty are not available Summer term.**

### Babies

Please do not bring your baby or child or children to class or the clinic. This is a professional setting; faculty, staff, and other students do not deserve the disruption that bringing children causes. Consult with faculty members regarding childcare emergencies, but these should be rare.

### Student mailboxes

Mailboxes are provided in room 154 TLRB. Do not leave valuables or any confidential material in these mailboxes as the hall is open to the public.

### Lab access and TLRB access

Access to labs is gained through ComD faculty; the ComD secretary can submit your ID number to the University to let you use your Student ID card to open the outside entry doors to the Taylor building when the building is locked (for example, on holidays.)

### **Student Organizations and Representation**

NSSLHA, the National Student Speech Language Hearing Association, is the student branch of ASHA. Membership in national NSSLHA currently costs about \$60 and includes on-line access to all ASHA journals as well as a discount on the cost of joining ASHA. NSSLHA membership also allows a reduced price on registration for the annual ASHA national convention, access to a job placement service, etc. Members of the local NSSLHA chapter elect a president, who is invited to attend ComD faculty meetings, where they get information, present concerns, advise the faculty, etc.

One graduate student is elected by graduate student peers to attend ComD faculty meetings to represent the graduate students in the same way the NSSLHA president represents ComD students in general. This election process is carried out by the graduate coordinator.

You may also participate in the BYU Graduate Student Society (GSS), which unites and assists graduate students throughout the university, publishes a newsletter, and sponsors graduate student social events, student travel awards, and other workshops and speakers throughout the year. If there is interest, a student can be elected as the ComD representative to the GSS. The GSS can be reached at [www.byu.edu/gss](http://www.byu.edu/gss)

### **Graduate Student Input**

The ComD department actively solicits graduate student input; such input is the primary function of the graduate student representative. Students may also make suggestions (orally or in writing, anonymously if desired) to the department chair or graduate coordinator. Each student is also asked for feedback and suggestions as part of the exit interview. Student suggestions are discussed in faculty meetings and will be implemented when they will improve the quality of the graduate program.

### **Grievances**

Concerns or grievances may be general (i.e., changes needed in the curriculum, policies, etc.) pertaining to all students, or they may be specific to a student or exist between a student and faculty member. General concerns should be voiced to the graduate student representative (or the NSSLHA president), who may present the issue in ComD faculty meeting.

For specific concerns, we follow the university Grievance Policy: <http://saas.byu.edu/catalog/2013-2014ucat/GeneralInfo/Records.php> (scroll down just a bit). Students may also contact the CAA, the accrediting affiliate of ASHA. The address of the CAA is: Council on Academic Accreditation, 2000 Research Boulevard #310, Rockville, Maryland 20850-3289, 1-800-498-2071.

### **Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours); or contact the Honor Code Office at 801-422-2847.

## Students With Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete a course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and course instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, located in D-382 ASB.

## Equitable Treatment Statement

In our clinic, services are provided on equitable basis without regard to gender, sexual orientation, age, race, creed, national origin, or disability.

ASHA Code of Ethics may be viewed at the following URL:

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

## Plan of Study

(Please see the Graduate Secretary, Sandy Alger, in 136 TLRB for current the current forms. Do not print the form from this handbook. It is for informational purposes only)

Prerequisites for non-ComD majors or students entering from other programs  
(See the Graduate Coordinator for a complete evaluation)

| PREREQUISITES (undergraduate courses) |       |        |     |               |                           |
|---------------------------------------|-------|--------|-----|---------------|---------------------------|
| Type                                  | Dept  | Crse N | Hrs | Trm           | Course Description        |
| PRQ                                   | STAT  | 121    | 3   | F,W,<br>Sp,Su | PRINCIPLES OF STATISTICS  |
| PRQ                                   | PDBIO | 220    | 3   | F,W,<br>Sp,Su | ELEM HUM ANAT             |
| PRQ                                   | ComD  | 320    | 3   | F,W           | SPEECH ANATOMY            |
| PRQ                                   | ComD  | 330    | 3   | F,W           | LANGUAGE DEVELOPMENT      |
| PRQ                                   | ComD  | 331    | 3   | F,W           | CLINICAL PHONETICS        |
| PRQ                                   | ComD  | 332    | 3   | F, W          | LANGUAGE STRUCTURE        |
| PRQ                                   | ComD  | 334    | 3   | F,W           | HRNG,SCI,ACOUSTICS        |
| PRQ                                   | ComD  | 350    | 3   | F,W           | LANGUAGE IMPAIRMENT       |
| PRQ                                   | ComD  | 351    | 3   | F,W           | DIS OF ARTIC & PHONOLOGY  |
| PRQ                                   | ComD  | 420    | 3   | F,W           | NEURO LANG., SPCH, &HRNG. |
| PRQ                                   | ComD  | 421    | 3   | W             | SPEECH SCIENCE            |
| PRQ                                   | ComD  | 438    | 3   | F,W           | HEARING TESTS & MEASURES  |
| PRQ                                   | ComD  | 442    | 3   | F,W           | AURAL REHABILITATION      |

Plan of study for all students

(Please see the Graduate Coordinator for any questions)

**Note: ComD 420 will be required of all incoming students entering Spring or Fall 2016**

| GRADUATE COURSE REQUIREMENTS |      |      |   |               |                          |
|------------------------------|------|------|---|---------------|--------------------------|
| MAJ                          | ComD | 600  | 3 | F,W           | RESEARCH METHODS         |
| MAJ                          | ComD | 610  | 3 | F             | ASSESSMENT AND DIAGNOSIS |
| MAJ                          | ComD | 630  | 3 | F             | ERLY CHLD LANG INTER     |
| MAJ                          | ComD | 633  | 2 | W             | DYSPHAGIA MANAGEMENT     |
| MAJ                          | ComD | 634  | 2 | Sp            | TRAUMATIC BRAIN INJURY   |
| MAJ                          | ComD | 636  | 3 | Sp            | MULTCRTL ISSUES IN SLP   |
| MAJ                          | ComD | 657  | 3 | F             | VOICE & RESON DISORS     |
| MAJ                          | ComD | 658  | 3 | F             | FLUENCY DISORDERS        |
| MAJ                          | ComD | 674  | 3 | Sp            | AUTSM & SEVERE DISAB     |
| MAJ                          | ComD | 675  | 3 | W             | MOTOR SPEECH DISORDERS   |
| MAJ                          | ComD | 676  | 3 | W             | APHASIA                  |
| MAJ                          | ComD | 679  | 3 | Sp            | SCHL-AGE LANG DISOR      |
| MAJ                          | ComD | 688R | 5 | F,W,<br>Sp,Su | PRACT IN COM DISOR       |
| MAJ                          | ComD | 690R | 2 | F             | SEMI IN SPCH-LANG PATH   |
| THS                          | ComD | 699R | 6 | F,W,<br>Sp,Su | THESIS                   |

[Copyright ©2015, All Rights Reserved](#)