Welcome to the SIUC CDS program! We’re glad you stopped by! Quick!—Bookmark this site NOW so that you can easily come back to it in case you hit a link that takes you away from us…we don’t want to lose you!!

What do you want to know?

1. What is Communication Disorders and Sciences (CDS), speech-language pathology, and audiology?

2. Need to contact us? (faculty and staff, our central office)

3. Interested in employment trends? (Types of clients with whom we are involved, agencies where we work, current employment listings, employment outlook)

4. Interested in student life organizations?

5. Interested in graduate courses and programs, applying to the CDS master's program, and expenses?

6. Interested in the clinical program?
1. **What is Communication Disorders and Sciences (CDS), speech-language pathology, and audiology?**

CDS is a program that trains speech-language pathologists and audiologists. The CDS program offers both bachelor's and master's of science degrees, during which classroom instruction is integrated with practical experience. The undergraduate program is broad in scope and provides the necessary pre-professional background for the academic, clinical and research aspects of the master's level. Professionals in these disciplines are concerned with evaluation, treatment and research in human communication as well as disorders of human communication. Unfortunately, millions of persons in the U.S. have communication disorders.

Those who have disorders of speech, language, voice, and fluency (for example, stuttering) may be treated by speech-language pathologists. If you want to be a speech-language pathologist, then you should plan to attend our undergraduate and graduate program. People who have hearing disorders may be treated by audiologists. If you want to be an audiologist you can attend our undergraduate program, but then you will need to plan to go elsewhere for your advanced degree because there is no graduate program in audiology at SIUC.

**Scope of Practice for Speech-Language Pathologists**
- Speech: articulation, voice, resonance, fluency (stuttering), non-speech communication
- Language: comprehension and expression in oral, written, graphic, and manual modalities
- Cognitive Aspects of Communication: attention, memory, problem solving
- Swallowing
- Persons with a wide variety of diseases/disorders: hearing impairment, autism, cerebral palsy, cognitive impairment (dementia), traumatic brain injury, cancer, laryngectomy, Down syndrome, cleft palate, learning disabilities, degenerative diseases (e.g., Lou Gehrig's disease (ALS), Parkinson's), surgical trauma, infections (e.g., AIDS), inflammatory processes (e.g., encephalitis, meningitis), Guillain-Barre, multiple sclerosis, muscular dystrophy, Rett syndrome…

**Professional Roles and Activities**

| Identify, define, and diagnose disorders | Conduct research |
| Provide direct services to treat disorders | Educate & supervise, future SLPs |
| Train, supervise, and manage speech-language pathology assistants and other support personnel. | Promote healthy lifestyle practices for the prevention of comm., hearing, swallowing disorders. |

**Common Practice Settings**

| Public and private schools | Universities and university clinics |
| Private practice settings | Community and state agencies and institutions |
| Group homes and sheltered workshops | Corporate and industrial settings |
| Research facilities | Correctional institutions |
| Private residences | Government agencies |
| Health care settings (e.g., hospitals, rehabilitation facilities, long-term care facilities, | Neonatal intensive care units, early intervention settings, preschools, and day care centers |
Home Health Agencies

Cooperation with Other Agencies/Organizations

American Speech-Language-Hearing Association (ASHA). The Council on Academic Accreditation of ASHA is the only body that can officially certify that a training program is meeting requirements for adequate preparation of speech-language pathologists, a process known as accreditation. The SIUC CDS program has been accredited by ASHA for many years and is currently accredited. Many of our students apply to become members of ASHA after graduation and the CDS program director certifies to ASHA that each applicant for ASHA membership has completed an educational program at an accredited training program.

Illinois State Board of Education (ISBE). ISBE is the state agency responsible for certifying individuals who want to be employed by public schools in Illinois. Students in CDS may meet the requirements developed by ISBE to work as speech-language pathologists in public schools. They do this by (a) completing the master's degree in CDS, and (b) completing the Teacher Education Program (TEP) through the SIUC College of Education. Students in the SIUC CDS program are not required to complete the TEP, but we advise it because many employment opportunities for speech-language pathologists lie with public schools.

Illinois Department of Professional Regulation (IDPR). This agency is responsible for certifying that a speech-language pathologist has the credentials necessary to provide clinical speech-language services in Illinois. Once the IDPR has done this they issue the speech-language pathologist a license to practice. We make certain that when a student graduates from our program we have done all that a training program can do to prepare the student for obtaining a license from IDPR.
2. **Need to contact us? (faculty and staff, our central office) Central office points of contact:**

Principle Support Staff for CDS program can be reached at:

**Email:** [commdis@siu.edu](mailto:commdis@siu.edu)

**Telephone:** 618-453-8262

**Office** (SIUC building address): 308 Rehn Hall, SIUC, Carbondale, IL 62901

**Office** (street address—necessary when shipping by FedEx, UPS, etc., or when finding driving directions on MapQuest or other mapping program):

Faculty and staff:

**Academic Program Coordinator:** Kenneth O. Simpson (email: [ksimpson@siu.edu](mailto:ksimpson@siu.edu); phone: 618-453-8262)

**Clinical Coordinator:** Diane Muzio (email: [dmuzio@siu.edu](mailto:dmuzio@siu.edu); phone: 618-453-8262)
3. Interested in employment trends?

3.a. Do Speech-language Pathologists and Audiologists Enjoy Their Work?
Speech-language pathologists often enjoy the following aspects:
- Both are helping professions
- Flexibility in the types of clients (ages and disorder areas) with whom they work
- Flexibility in the types of agencies in which they work
- Salaries and benefits are typically quite good
- Employment has been very strong for many years and the outlook remains strong

3.b. What kinds of work do speech-language pathologists do?
Speech-language pathologists can work with individuals who have many various types of communication impairments, in a wide variety of work sites.

Here is a matrix that shows some of the more common situations:

<table>
<thead>
<tr>
<th>People with…</th>
<th>Common Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schools</td>
</tr>
<tr>
<td>Developmental speech impairments</td>
<td>X</td>
</tr>
<tr>
<td>Acquired speech impairments</td>
<td>X</td>
</tr>
<tr>
<td>Developmental language impairments</td>
<td>X</td>
</tr>
<tr>
<td>Acquired language impairments</td>
<td>X</td>
</tr>
<tr>
<td>Voice impairments</td>
<td>X</td>
</tr>
<tr>
<td>Stuttering</td>
<td>X</td>
</tr>
<tr>
<td>Swallowing disorders</td>
<td>X</td>
</tr>
<tr>
<td>Cognitive-communication impairments</td>
<td>X</td>
</tr>
</tbody>
</table>

Additional practice settings: universities, research agencies, government agencies, corporations/businesses, correctional institutions, home health agencies, group homes and sheltered workshops, and private practice.

There is no limit in terms of ages of persons with whom speech-language pathologists provide professional services.

3.c. What salaries are typical for speech-language pathologists?
The most recent best salary information reports that “The median annual salary for a speech-language pathologist on an academic-year basis (9- or 10-month contract) was $45,000.” And “The median annual salary for a speech-language pathologist on an calendar-year basis (11- or 12-month contract) was $52,600.” (source: American Speech-Language-Hearing Association, 2003 Omnibus Survey Salary Report: Annual Salaries)

3.d. What is the employment outlook for speech-language pathologists?
Strong. Speech-language pathology will be among the hottest professions in the country in the next decade, according to recent employment growth projections in the U.S. Bureau of Labor Statistics’ (BLS) 2002–2003 Occupational Outlook Handbook. Speech-language pathology ranked among the top 30—out of 700—fastest growing occupations over the next decade, with the number of speech-language pathology positions expected
to grow by 39% from 2000–2010, according to the BLS November 2001 Monthly Labor Review.

Members of the baby boom generation are now entering middle age, when the possibility of neurological disorders and associated speech, language, swallowing, and hearing impairments increases. Medical advances are also improving the survival rate of premature infants and trauma and stroke victims, who then need assessment and possible treatment. Many States now require that all newborns be screened for hearing loss and receive appropriate early intervention services.

Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Federal law guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of speech, language, swallowing, and hearing disorders will also increase employment.

The number of speech-language pathologists in private practice will rise due to the increasing use of contract services by hospitals, schools, and nursing care facilities. In addition to job openings stemming from employment growth, a number of openings for speech-language pathologists will arise from the need to replace those who leave the occupation. (Source: ASHA websites: http://asha.org/students/professions/trends.htm, and http://www.asha.org/about/publications/leader-online/archives/2002/q2/020430b.htm)

Even during the recession of the early 2000s there was very little drop in the demand for speech-language pathologists. We routinely receive several employment offers every week, which are placed in an employment binder that is kept in the area of the CDS student mailboxes in Rehn 307.

3.e. What kinds of work do audiologists do?
Audiologists identify, assess, prevent, and manage disorders related to hearing and balance.

3.f. What salaries are typical for audiologists?
According to the most recent best salary information, audiologists reported a median academic-year (9- or 10-month contract) salary of $50,000. The medial annual salary for a audiologists on an calendar-year basis (11- or 12-month contract) was $55,000.” (source: American Speech-Language-Hearing Association, 2003 Omnibus Survey Salary Report: Annual Salaries)

3.g. What is the employment outlook for audiologists?
Strong. Audiology will be among the hottest professions in the country in the next decade, according to recent employment growth projections in the U.S. Bureau of Labor Statistics (BLS) 2002–2003 Occupational Outlook Handbook. Audiology ranked among the top 30—out of 700—fastest growing occupations over the next decade, with the number of audiology positions expected to climb 45% from 2000–2010, according to the BLS November 2001 Monthly Labor Review.

Because hearing loss is strongly associated with aging, rapid growth in the population age 55 and over will cause the number of persons with hearing impairment to increase markedly. In addition, members of the baby boom generation are now entering middle
age, when the possibility of neurological disorders and associated hearing impairments increases. Medical advances are also improving the survival rate of premature infants and trauma and stroke victims, who then need assessment and possible treatment. Many States now require that all newborns be screened for hearing loss and receive appropriate early intervention services.

Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Federal law guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of hearing disorders will also increase employment.

The number of audiologists in private practice will rise due to the increasing demand for direct services to individuals as well as increasing use of contract services by hospitals, schools, and nursing care facilities. (Source: ASHA websites: http://asha.org/students/professions/trends.htm, and http://www.asha.org/about/publications/leader-online/archives/2002/q2/020430b.htm)
4. **Interested in our student life organization.**

1. The SIUC CDS program sponsors a local chapter of the [National Student Speech-Language-Hearing Association](http://nsslha.org) (NSSHLA....pronounced "nish’ La"). Our local chapter engages in social and learning activities, and provides support to other organizations involved with persons with communication impairments such as Alzheimer’s and cleft palate. You can visit the national NSSHLA web site by clicking [here](http://nsslha.org).
5. Interested in Graduate Courses and Programs of Study, Applying to the CDS Master's Program, and Expenses?

5.a. How to become a CDS graduate student (application processes).

Requirements, forms, and due dates

(A) Minimum 2.7 GPA on a 4.0 scale for the previous 45 or 60 semester credit hours. Send an official copy of each transcript to the CDS program, not to the Graduate School.

(B) The Graduate Record Examination (GRE) is required by the CDS program. We use this information only as one part of the application process, and do not require a minimum level of performance on the GRE in order for an application to be considered. However, in order to apply for a Graduate School Fellowship Grant, a student must have completed a nationally standardized exam.

(C) Letters of recommendation/reference. Download.

  a. The minimum number is three, but four or five may be necessary to provide a complete description of your experience and abilities.

  b. Ask people who have directly observed your performance to write for you.

  c. We expect at least 2 academic letters from instructors of recent courses preferably in the CDS major.

  d. You may ask instructors in current courses to write you a letter. Some will project your final grade, which is especially critical if you are re-taking a course.

  e. Include for the writer a list of the courses you have taken from that instructor, copies of papers/tests you have from the writer, and anything else that helps the writer recall your specific achievements.

  f. Discuss the letter with the person who is writing for you. Rather than just as IF a person will write a letter you should discuss the degree of strength of a letter they could write for you.

  g. Provide the writer with the dates that the letter is due (hint: make it earlier than true due date)

  h. Provide the writer with important information you would like included:

    i. Primary type of contact (academic, clinical, professional) they have had with you.

    ii. Their explanation of your questionable performance.

    iii. Your volunteer/other professional-type work.
i. Complete as much of the request form as you can & do not leave blanks for the writer to complete.

j. Give the writer a minimum of 2 weeks to write the letter.

k. Follow up and make sure the writer actually wrote and sent the letter.

l. Ask the writer for a copy of the letter. (This is optional)

(D) SIUC Graduate School application form. We recommend completion of the on-line Graduate School application form, which can be accessed here. Alternatively, applicants may submit a paper version of the Graduate School application, which may be requested from the CDS program or from the SIUC Graduate School. Submit paper version directly to the CDS program, not to the Graduate School. If you complete an on-line Graduate School application you can also monitor, on-line, progress in completion of your application file. If you have not completed an on-line Graduate School application you will need to contact our support staff in order to find out the status of your application (for example, whether your file is complete or not).

(E) CDS program application form. We recommend that you download the CDS application form here. You may also request the form from the CDS program. The completed CDS application form should be submitted directly to the CDS program, not to the Graduate School.

(F) Letter of intent.

   a. Do not write in longhand. Use a high quality printer. The paper need not be fancy.

   b. The letter should contain NO typographical or grammatical errors. Ask several people to read your letter to check it for errors and clarity of meaning.

   c. Typical length is 2 pages.

   d. You may BRIEFLY describe your initial motivation for entering the field.

   e. The majority of the letter of intent should describe your accomplishments in academics, clinic, extra-curricular activities, and work settings (whether they be employment or volunteer activities).

   f. You MAY want to explain aspects of your history that could be construed as deficiencies.

(G) Resume.

   a. Include items that do not easily fit into the letter of intent, but that you still want reviewers to know.

   b. Do not include a statement of objectives, or about references ( references available upon request ) or a list of reference names. These are simply unnecessary when applying to a graduate program.
c. Some names of agencies/organizations do not indicate their purpose. Feel free to describe briefly the nature of the agency or organization when it would otherwise be unclear.

d. Organization of the resume. Include the following sections if you have information to provide. However, if you do not, for example, have any awards or honors then exclude that category.

   i. Education

      1. Do not include information about high school

      2. Indicate colleges you have attended, and name and date of the degree(s) you have obtained (or will obtain)

      3. Include your cumulative undergraduate GPA

      4. Include your GPA in courses in the communication disorders and sciences major, and the number of semester credit hours completed in the major.

      5. Indicate the number of semester credit hours in the major in which you are currently enrolled.

      6. If you have completed or are currently enrolled in any CDS graduate courses then you should also indicate the number of semester credit hours and the GPA for these courses.

   ii. Clinical Experience: Include the name of the site, whether this was an observation experience or whether you provided direct services, the duration of the experience, and the number of clinical hours in which you engaged.

   iii. Volunteer Experience: Include name of the site, your primary duties, the duration of the experience, and the total number of volunteer hours you worked.

   iv. Employment: Include the name of the site, your duties, the duration of the experience, and indicate whether it was full or part-time employment.

   v. Awards/Honors

      1. Memberships in honor societies. Provide the name of the society and describe the nature and purpose of the organization.

      2. Scholarships. Provide the name of the scholarship and describe the nature of the scholarship.

      3. Awards for GPA (Dean’s lists, etc.)
vi. Publications

vii. Activities

1. Organizations to which you belong, your role, and the duration of your involvement

2. Examples of organizations: Social/fraternal/religious organizations, professional organizations, advisory boards

viii. Skills: Special skills you have that the average student does not have. For example: foreign language fluency, ability to program augmentative communication devices, or training in a novel clinical approach.

(H) Application fee. Send a check or money order in the amount of $40.00 made out to SIUC. Send this fee to the CDS program, not to the Graduate School.

(I) Graduate assistantship form (optional). This form is only for those who wish to apply for a graduate assistantship. To download this form click here.

Due Dates. The SIUC CDS program admits graduate students twice each year. If the date falls on a weekend then the due date is the following Monday.

   February 1 is the due date for completed applications for fall admission.

   October 1 is the due date for completed application for spring admission.

Prerequisites

Completion of bachelor’s degree.

Applicants who have not completed the typical undergraduate CDS course work may still be accepted into the graduate program, but will need to complete necessary undergraduate-level courses before completing the graduate program. The graduate program advisor will meet with applicants to design a program of study.

Suggestions and Notes for Applicants

(A) Applications that are incomplete as of the due date may not be considered.

(B) The admission committee is influence in a positive direction by:

   a. Evidence of volunteer, shadowing, or paid experience if those experiences involved persons with communication disorders or other disorders.

   b. Applicants who have engaged in professional extra-curricular activities, such as pre-professional organizations (NSSHLA).

(C) The Admissions Committee does not expect perfection in all areas, but to only consistently meet, rather than exceed, requirements may not make one stand out above other applicants.
(D) Develop a product-oriented special interest area:

a. Professionally recognized products such as a conference presentation, a research presentation, an article in a peer-reviewed journal, or a grant application.

b. Something professional in nature that you do that indicates to the panel that you are self-motivated, not just meeting standard academic requirements. These experiences usually result in applicants developing more contact with particular faculty, which they may then use as a strong reference.

(E) Requests for financial assistance will not alter an applicant’s chances for admittance.

(F) Several rounds of selection may occur, so an applicant who is not selected on an earlier round may be selected later; they should not give up or drop out.

5b. How much will it cost? (graduate tuition and fees, financial aid, graduate assistantships, scholarships)

Graduate tuition and fees are available at http://www.siu.edu/gradschl/

Graduate Financial Assistance

SIUC has many varieties of financial assistance available to students.

Financial Aid

The SIUC Financial Aid Office is available for all students to discuss their financial situations and to help in determining qualifications for grants, loans, scholarships, federal work-study, and regular student employment. See http://www.siu.edu/gradschl/

Graduate Assistantships

Graduate assistant positions are usually available through either the Communication Disorders and Sciences (CDS) program, or our department, the Rehabilitation Institute. These can vary substantially from one year to the next in terms of the total number of assistant positions and their assignments. Most graduate assistant positions are either 25% or 50% positions. The 25% positions require 10 hours of work per week in return for approximately $550/month stipend (9 months) and tuition reimbursement for 9 semester credit hours during the fall and spring semesters and tuition reimbursement for 8 semester credit hours during the summer semester. The 50% positions require 20 hours of work per week in return for approximately $1100/month stipend (9 months) and tuition reimbursement for 15 semester credit hours during the fall and spring semesters and tuition reimbursement for 8 semester credit hours during the summer semester. (Summer scholarships are given only to those who maintain their graduate assistant positions during both the fall and spring semesters). To request a graduate assistantship in the CDS program you should complete a Request for Graduate Assistantship Form. To download this form click here. You can also obtain the form from the CDS office.
Below is a list of graduate assistantship sources at SIUC that are often available to our students:

Morris Library. This is the main campus library. Contact the Morris Library Personnel Director at 618-453-2681.

Disability Support Services. An office on campus that provides a variety of services to students with disabilities. Phone: 618-453-5738.

Evaluation and Developmental Center (EDC). A program that is connected with the Rehabilitation Institute. Phone: 618-453-2331.

Achieve Program. A program that provides services to SIUC students with learning disabilities. Coordinator: Ms. Sally DeDecker. Phone: 618-453-2595.

General University graduate assistantship positions are listed on a board outside of Room B114 in Woody Hall (this is a room in the hallway where the Graduate School is located).

Student Recreation Center. The hours of operation for the SIUC Intramural-Recreational Sports Administrative Office are Monday through Friday 8:00am-4:30pm. No appointment is necessary. Phone: 618-536-5531. Web site:

http://www.siu.edu/~oirs/information/employmentopp/employment_frameset.html

Scholarships.

The State of Illinois is currently funding several scholarship programs available to speech-language pathology majors:

Illinois Future Teacher Corps Program
http://www.collegezone.com/giftassist/753_1225.htm

Special Education Teacher Tuition Waivers
http://www.collegezone.com/giftassist/753_1212.htm

Minority Teachers of Illinois Scholarships
http://www.collegezone.com/giftassist/753_1231.htm

David A. DeBolt Teacher Shortage Scholarship Program. This is a State of Illinois program that provides funds to academically talented students, with a priority given to minority students, to pursue careers as public preschool, elementary and secondary school teachers in disciplines that have been designated as Teacher Shortage Disciplines in the State of Illinois. This program has applied to those on speech-language pathology in the past. It is funded on an annual basis, so there is no guarantee that it will continue each year. DeBolt Teacher Shortage Scholarships are designated for tuition and fees and room and board charges, or commuter allowance, if applicable. The annual scholarship awarded to a qualified applicant must not exceed a maximum of
$5,000. For more details, such as eligibility information and to download the application form, go to http://www.isac1.org/ilaid/DeBolt.html

If interested in applying at SIUC for Illinois residency you should see http://www.registrar.siu.edu/or http://registrar.siu.edu/records/residency.htm

5.c. What courses are required to complete a master's degree in CDS? (i.e., the curriculum)

The first three-digit number is the course number, which is followed by a dash then a single digit, which is the number of semester credit hours.

CDS 485.001-3 Special Topics: Central Auditory Processing. Language disorders due to processing impairments at the level of the brain.

CDS 485.002-3 Special Topics: Medical Speech-Language Pathology. The focus of this course is on those disorders that commonly occur in medical/health care settings. Disorders include laryngectomy, tracheostomy and dysphagia (swallowing disorders).

CDS 485.401-3 Counseling Interventions in Communication Disorders. Focuses on those interventions that emphasize counseling of clients and significant others when clients have communication disorders.

CDS 500-3 Research Design in Speech Pathology and Audiology. Evaluation of the strategies and procedural tactics of behavioral research.

CDS 505-3 Phonological Acquisition. A course on linguistic, physiological and acoustic variables which affect language production at the segmental and supra-segmental level of language, as well as phonetic (speech sound) production assessment and intervention.

CDS 507-3 Language Disorders. Discussion of disorders involving semantics, morphology, syntax, and pragmatics, especially diagnostic and therapeutic models applicable to language disorders.

CDS 510-3 Stuttering: Behavior Assessment and Therapy. Explores the assumptions underlying diagnosis and assessment. Procedures specific to the differential assessment of fluency are examined, evaluated and related to therapeutic strategies and the tactics of behavior change.

CDS 512-3 Voice Disorders. An intensive study of the voice impairments that result from impaired structures and function of head and neck.

CDS 517-3 Seminar: Language Disorders Birth to Three. Methods of identifying children from birth to 36 months who have communication disorders or are at-risk for developing disorders.

CDS 540-3 Neurogenic Disorders of Communication I. Focus on aphasia and neurolinguistic science, including the related disorders of dementia and right hemisphere pathologies. Clinical aspects will focus on assessment and treatment of aphasia and related disorders.
CDS 541-3 Neurogenic Disorders of Communication II. Focus on the role of the pyramidal and extrapyramidal motor systems in speech production and speech disorders related to abnormalities in these motor systems. Discussion of the neurological basis and clinical management of the dysarthrias and verbal apraxia.

CDS 593-1 to 3 Research Problems in Speech-Language Pathology and Audiology. Individual work on selected problems for research.

CDS 594-1 to 18 (1 to 3 per semester) Advanced Clinical Practice Therapy/SLP. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures. Overview of clinical practice in various settings, federal legislation and standards of ethical practice.

CDS 596-1 Advanced Clinical Practice: Hearing Diagnostics. Advanced clinical practice in hearing diagnostics. Emphasis will be placed on diagnostic techniques used in the preparation of basic and advanced audiological reports.

CDS 597-12 Public School Practicum. Public School internship provides the student with clinical experience under the supervision of a school-based certified speech-language pathologist. The student should receive experience with the disorders of fluency, articulation, voice, and language.

CDS 598-6 to 12 Internship in Communication Disorders. Internship in a selected medical center, hospital clinic, community agency, or private clinic. The internship provides the student with an intensive, professional, clinical experience under supervision of qualified and certified resident staff members.

5.d. What is a typical program of study (sequence of courses) for students who enter the CDS master’s program after having completed bachelor’s degree in CDS?

First Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>CDS 505: Phonological Disorders</td>
<td>CDS 485.001: Special Topics: Central Auditory Processing</td>
<td>CDS 485.401: Special Topics: Counseling in CDS</td>
</tr>
<tr>
<td>CDS 507: Language Disorders</td>
<td>CDS 485.002: Special Topics: Medical SLP</td>
<td>CDS 500: Research Design in CDS</td>
</tr>
<tr>
<td>CDS 510: Stuttering</td>
<td>CDS 517 Disorders: Birth to Three</td>
<td>CDS 512: Voice Disorders</td>
</tr>
<tr>
<td>CDS 540 Neurogenic Disorders of Communication I (acquired language disorders)</td>
<td>CDS 541: Neurogenic Disorders of Communication II (acquired speech disorders)</td>
<td>Traumatic Brain Injury</td>
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<tr>
<td>CDS 594: Advanced</td>
<td>CDS 594: Advanced Clinical</td>
<td>CDS 594: Advanced</td>
</tr>
</tbody>
</table>
5.e. What is a typical program of study for students who begin the CDS master’s program without first completing a CDS bachelor’s degree (that is, they have a bachelor’s degree & just not in CDS)?

### First Year

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Summer</th>
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<tr>
<td>CDS 105: Introduction to Communication Disorders and Sciences</td>
<td>CDS 302 Voice and Articulation</td>
<td>CDS 485.401: Special Topics: Counseling in CDS</td>
</tr>
<tr>
<td>CDS 300: Phonetics</td>
<td>CDS 303: Language Development</td>
<td>CDS 500: Research Design in CDS</td>
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<tr>
<td>CDS 301: Speech-Language-Hearing Science</td>
<td>CDS 422 Aural Rehabilitation</td>
<td>CDS 512: Voice Disorders</td>
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<tr>
<td>CDS 314 Anatomy &amp; Physiology of the Speech and Hearing</td>
<td>CDS 492 Diagnostic Procedures</td>
<td>CDS 593: Research Paper, or CDS 599: Thesis</td>
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<td>CDS 420 Audiological Disorders</td>
<td>CDS 493: Basic Clinical Practice</td>
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### Second Year

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<td>CDS 540 Neurogenic Disorders of Communication I (acquired language disorders)</td>
<td>CDS 541: Neurogenic Disorders of Communication II (acquired speech disorders)</td>
<td>CDS 594: Advanced Clinical Practice: Therapy</td>
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### Third Year

| Fall                                      | Spring                                                  |
| ---                                       |                                                        |
| CDS 597: Public School Practicum          | CDS 598: Internship in Communication Disorders          |
| CDS 593: Research Paper, or CDS 599: Thesis |                                                         |
6. Interested in the clinical program?

6.a. What do we mean by “the clinical program”?

The clinical program is that part of a graduate student’s educational experience where they provide speech and language therapy to clients. This experience is supervised by our staff.

6.b. Want more information about the clinic staff and facilities (rooms, equipment)?

CDS Clinical Supervisors.

All faculty and staff in the SIUC CDS program provide clinical supervision. All of our CDS clinical supervisors are employees (mostly full-time) of the CDS program, and our average length of tenure with the CDS program is over 8 years. All supervisors have their professional certification (CCC-SLP or CCC-A) through the American Speech-Language-Hearing Association (ASHA).

The Clinical Center

The Center in which we provide on-campus speech and hearing services is not like most clinical centers associated with communication disorders programs, which are typically administered directly by the communication disorders and sciences program. Instead, at SIUC, the Clinical Center is administered by the University. The CDS program is the heaviest user of the Clinical Center, but other programs that use the facilities include Counseling Psychology, Reading, and Behavior Analysis and Therapy. The advantage to our program through this administrative arrangement is that we have much larger and well-appointed facilities than would be possible if the clinical services were funded fully from our CDS program. In terms of facilities, we have access to (a) 12 therapy rooms, six of which have DVD recording capability and adjacent observation rooms, (b) one large classroom, (c) the Materials Room that is well-stocked with assessment and intervention materials, (d) a room containing a Visi-Pitch for voice analysis, (e) an audiology testing suite, and (f) a very large student lounge containing study space, computers, and additional intervention materials. The Materials Room has personnel to help in finding materials, and uses a check-out procedure so that those who borrow materials must return them. This is a distinct advantage over those programs that have an open “on-your-honor” type of materials room, which are typically poorly organized and replete with missing materials. In terms of personnel, the University provides a clinical center director, office manager, receptionist, materials room supervisor, two billing/office support personnel, and several graduate students. The Clinical Center is open from 8 a.m. until late afternoon or early evening Monday-Friday.

The Clinical Center has its own website at http://www.siu.edu/offices/clinical/

6.c. What is our connection with the autism program?

SIUC CDS students can engage in intensive, specialized training in the area of autism. Special courses and clinical experiences are provided for students who wish to have this specialization. For additional information, please contact us or see their web site (Center for Autism Spectrum Disorders)

6.d. What is the experience for students in our graduate clinical program, and how is our clinic different from clinics at most other universities?
We designed our program to allow each graduate student 4-5 hours of contact each week with the clinical supervisors, which is in stark contrast to the ASHA minimum requirement, which would mandate only one hour of supervisory observation, given the typical amount of client contact that our graduate clinicians experience. Unlike some CDS programs that rely on doctoral students to provide clinical supervision to the master’s students, all of our CDS clinical supervisors are employees (mostly full-time) of the CDS program.

6.e. What are internships, and what do they involve? The last two semesters of the program students are assigned to internships. These internships offer real-life experiences in schools and health care settings, allowing students engage in clinical practice. One internship must be one involving adults, the other with children. If a student’s program of study includes the teacher education component, then the child-oriented internship will fulfill the requirement for student teaching and will take place in a public school. We have many sites across the country with which we currently have contractual agreements. Students may request a site where we do not currently have an agreement and we will try to assist them in obtaining that site. The SIUC CDS program does not require that all students complete their internships at sites within a particular geographic area; if the faculty agrees that a student is sufficiently prepared, the student may go to any site, so long as the student is supervised by an ASHA-certified speech-language pathologist (i.e., the supervisor must have a current CCC-SLP). We maintain supervisory contact with students on internships through direct observation, or indirectly through written and oral reports from the student and the student’s site supervisor at the site. When the site is more than about 60 miles from SIUC, we maintain contact with the student and the student’s site supervisor primarily through telephone, email, and fax.