

EP.02.01

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



August 29, 2001

Susan A. Lamb, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Lamb

Enclosed are copies of a proposal from the College of Applied Life Studies for a revision of the Bachelor of Science Curriculum in Speech and Hearing Science.

This proposal has been approved by the ALS Educational Policy Committee; it now requires Senate review.

Sincerely,

A handwritten signature in black ink, appearing to read 'Keith A. Marshall'.

Keith A. Marshall
Assistant Provost

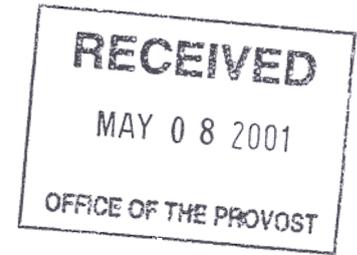
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c: R. Watkins
C. Livingstone

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Applied Life Studies

Office of the Dean
108 Huff Hall, MC-586
1206 South Fourth Street
Champaign, IL 61820



May 7, 2001

Keith Marshall
Assistant Provost
University of Illinois
601 E. John
207 Swanland, MC 304
Champaign, IL 61820

Dear Keith:

I have attached five copies of an undergraduate curriculum revision generated by the Department of Speech and Hearing Science. The proposal is titled "Revision of the Bachelor of Science Curriculum in Speech and Hearing Science, College of Applied Life Studies". The proposal has been reviewed by the College of Applied Life Studies Educational Policy Committee and was approved by that committee on April 27, 2001, pending editorial revisions. Those revisions have been made and thus, I am forwarding the proposal to your office.

Thank you for your assistance with this curriculum revision. Please contact me if any questions arise or additional information is needed.

Best wishes,

Ruth Watkins, Ph.D.
Associate Dean for Academic Affairs
College of Applied Life Studies

RECEIVED

MAY 08 2001

PROPOSAL TO THE SENATE COMMITTEE ON EDUCATIONAL POLICY

Originally submitted: Feb. 23, 2001 (to the ~~ALS Educational Policy~~ ^{Office of the Provost} Committee)

Revised: May 3, 2001

TITLE OF THE PROPOSAL:

Revision of the Bachelor of Science Curriculum in Speech and Hearing Science, College of Applied Life Studies

SPONSOR:

Cynthia J. Johnson, Ph.D.

Associate Professor

Chair, Undergraduate Curriculum Committee, Dept. of Speech and Hearing Science

Speech and Hearing Science Bldg.

Phone: 244-2540

e-mail: cjj@uiuc.edu

BRIEF DESCRIPTION:

This proposal details five major changes in the undergraduate curriculum for a Bachelor of Science degree in Speech and Hearing Science. (Appendix A is a summary of specific deletions, additions, and other minor modifications. Appendix B is a full statement of the revised curriculum for the Programs of Study Catalog. Appendix C is the current description in the Programs of Study Catalog.)

1. *Program requirements are clarified* to better represent the basic science portion of our undergraduate curriculum, by creating a concentration in **Human Communication Science**. This concentration prepares students for careers in fields related to human communication and health (e.g., computer science, human resources, etc.) and graduate or professional education in such fields (e.g., psychology, dentistry, medicine, disability law, etc.)
2. *The curriculum description is reorganized* into requirements for general education, three concentrations, a departmental core, correlate areas for each concentration, and recommended electives. One concentration is in basic science (**Human Communication Science Concentration**) and two are in clinically applied science (**Speech-Language Pathology Concentration** and **Audiology Concentration**).
3. *Several "General Education" and "Major" requirements are adjusted or deleted.* See Appendix A for a list of changes (and Appendix B, pp. 9, 13).
4. *Several departmental requirements and recommendations are added or deleted* in the departmental core, concentrations, or recommendations for State Teacher Certification (formerly, "Professional Education"). See Appendix A for a list of changes (and Appendix B, pp. 10-12, 13-14).
5. *Requirements are listed as areas of study* rather than particular courses. For example, "Statistics 100" is now listed as "an introductory course in statistics," with examples of three acceptable options.

Changes in the program requirements do not include additional requirements in the form of prerequisite courses.

JUSTIFICATION:

1. *Program requirements are clarified* in order to encourage more undergraduate majors in Speech and Hearing Science to pursue a basic science course of study. That course of study was described well in the B.A. degree we awarded when our department was in the College of Liberal Arts and Sciences. With our move to the College of Applied Life Studies our B.A. degree was eliminated. We assumed the same course of study could be accommodated by retention of the B.S. degree, however its description in the “Programs of Study” catalog continues to address primarily a preprofessional program in speech-language pathology.
2. *The curriculum description is reorganized* into categories (concentrations, cores, and correlates) which are more current in ALS and on campus. The reorganization also clarifies that certain topics of study or particular courses are required only for students wishing to obtain State of Illinois Teacher Certification in Speech-Language Pathology. Previously these requirements were infused throughout the program and difficult to distinguish from university general education and departmental requirements. The Teacher Certification option is not pertinent to the new **Human Communication Science and Audiology Concentrations**, nor to the **Speech-Language Pathology Concentration** when it leads to careers in hospitals or private clinics.
3. *Several “General Education” and “Major” requirements are adjusted or deleted.* Recently the State of Illinois has eliminated its particular general education requirements for State Teacher Certification. Furthermore, Teacher Certification has always been optional for Speech and Hearing Science majors and awarded only after completion of a Masters degree. Consequently, we have deleted a number of requirements that were previously infused in these sections of the curriculum, due to its emphasis on preparation for Teacher Certification. These deletions bring the description of the department’s general education requirements into conformity with those of the university.
4. *Several departmental requirements and recommendations are added or deleted* (see Appendix B). With respect to the departmental *core*, hiring of an undergraduate academic advisor by the college several years ago makes possible a new advising course for incoming freshman (SPSHS 198X, p. 10, a 0-credit, 8-week orientation course), in keeping with other units in the college. Movement of another course from the graduate to the undergraduate level (SPSHS 290N, p. 10) strengthens basic science in the undergraduate curriculum and brings us in line with the discipline at other major universities. The previous requirement for LING 200 has been eliminated because that course was prerequisite to a departmental course that we plan to offer at the 200-level (currently SPSHS 383 Development of Spoken Language). This is part of a general plan to move some of our 300-level courses down to the 200-level, to create a curriculum more central to the university’s undergraduate education mission and to make more departmental courses available to sophomores majoring in Speech and Hearing Science.

With respect to the new clinical *concentrations* (see Appendix B, p. 11-12), undergraduates have always been able to begin clinical training at the undergraduate level. The addition of SPSHS 199A allows our current staff of academic instructors to teach a companion classroom course separate from our longstanding clinical participation experience. A course in stuttering (e.g., SPSHS 384 Introduction to Stuttering) has been offered for many years but previously was an elective. It is particularly appropriate to the new concentration in **Speech-Language Pathology**.
5. *Requirements are listed as areas of study* to allow future flexibility in course offerings and selection by students.

BUDGETARY AND STAFF IMPLICATIONS:

- a. *Additional staff and dollars are not needed*, because the new departmental core and concentrations primarily involve reorganization of current courses. In addition, the department is in the process of acquiring one and possibly two tenure-track faculty members, a full-time clinic director, and a full-time teaching associate for fall 2001. They will be able to assist in offering new departmental courses. The orientation course will be offered by a full-time academic adviser already serving the department. The course in neural bases will be moved to the undergraduate level and taught by the current instructor.
- b. *Internal reallocations* will primarily entail changes in class size and increased student-to-faculty ratios in the departmental core courses, due to anticipated increases in the number of students enrolled in the **Human Communication Science Concentration**. This should generate greater revenue, however, through an increase in the number of students majoring in Speech and Hearing Science. Teaching loads should not increase, due to the three or four new faculty hires for fall 2001.
- c. Decreases in *course enrollment in other departments* may occur due to the elimination of some required hours in the biological and physical sciences (6 hours), speech communication or rhetoric (3 hours), foreign language (4 hours), health or physical education (3 hours), LING 200 (3 hours), and psychology (3 hours), for a total reduction of 22 hours. Department heads in Speech Communication, Rhetoric, Community Health, Linguistics, and Psychology are currently being notified by letter about particular courses that will no longer be required. It should be noted that students might still take some of these courses in the correlate area for the **Human Communication Science Concentration** or as electives.

Increases in *course enrollment in other departments* will occur due to the correlate area for the new **Human Communication Science Concentration**. This increase (24 hours) is distributed across many departments, however. It also is offset by the 22 hour decrease described above and by the change from listing specific required courses to required topic areas with several course options, as in “an introductory course in statistics.” In this case the departments of Statistics, Psychology, and Educational Psychology will be notified of the potential for a decrease (STAT 100) and increases in enrollment (PSYCH 235, EDPSY 290).

- d. The *impact on libraries, computers, laboratories, and equipment* will be increased use—primarily within the college and department—due to the new concentration in **Human Communication Science**. This year, however, a new departmental laboratory, which educates undergraduates in research, has been established at Children’s Research Center, and the new tenure-track hire (or hires) will bring an additional laboratory (or laboratories) to the department.

GUIDELINES FOR UNDERGRADUATE EDUCATION:

Change to the existing undergraduate curriculum in Speech and Hearing Science adheres to the three guidelines for undergraduate education. The concepts expressed in these guidelines are at the heart of the discipline of Speech and Hearing Science:

- The departmental core focuses on basic science. Core courses encourage *critical* and *creative* listening, reading, and thinking; pursuit of *curiosity*; *quantification of evidence*; and consideration of opposing points of view. Furthermore, the topic of study for all three concentrations is *communication*, namely *intelligent reading and listening*, as well as

fulfill requirements for Teacher Certification in the State of Illinois by completing a specified set of courses in addition to curriculum requirements. For further information, contact the Department of Speech and Hearing Science, College of Applied Life Studies, 220 Speech and Hearing Science Building, 901 South Sixth Street, Champaign, IL 61820-6206, (217) 333-2230.

EFFECTIVE DATE: August 21, 2001

Appendix A

Summary of Deletions, Additions, and Minor Modifications to the Undergraduate Curriculum

1. *Several “General Education” and “Major” requirements are adjusted or deleted. See Appendix B, pp. 9, 13. These requirements include:*

Requirements for “General Education” or the “Major”

Current	Reorganizational Changes
<ul style="list-style-type: none"> • 6-8 hours of Biological Science and • 6-8 hours of Physical Science ◊ with the stipulation that one course include a lab 	<ul style="list-style-type: none"> • 6 hours of Natural Science/Technology ◊ without the stipulation
<ul style="list-style-type: none"> • 6-8 hours of Social Science ◊ with the suggestion to take a course covering the state and federal constitutions 	<ul style="list-style-type: none"> • now 6 hours of Behavioral/Social Science ◊ without the suggested course
<ul style="list-style-type: none"> • 6-8 hours of Humanities ◊ with the suggestion to take a course in U.S. history and a course in British or American literature 	<ul style="list-style-type: none"> • now 6 hours of Humanities/Arts ◊ without the suggested courses
<ul style="list-style-type: none"> • 4 years of high school or 4 semesters of college Foreign Language 	<ul style="list-style-type: none"> • completion of a 3rd semester college-level Foreign Language course (satisfied by three years of foreign language in high school), in compliance with current campus and college policy
<ul style="list-style-type: none"> • 3 hours of Health and/or physical education 	<ul style="list-style-type: none"> • deleted
<ul style="list-style-type: none"> • 3 hours of PSYCH 238 or 250 and • 3 hours of PSYCH 224 or 248 	<ul style="list-style-type: none"> • a 3 hour course in normal or abnormal psychological perception or function (see p. 13)

2. *Several departmental requirements and recommendations are added or deleted in the departmental core, concentrations, or recommendations for State Teacher Certification (formerly, “Professional Education”). See Appendix B, pp. 10-12, 13-14. These changes include:*

Changes to requirements in the departmental *core* are:

- addition of a course orienting students to the department (SPSHS 198X, p. 10)
- addition of a course in the neural bases of speech and language (SPSHS 290N, p. 10)
- deletion of a required course: LING 200 Introduction to Language Science

Changes to requirements in the clinical *concentrations* are:

- addition of a course in stuttering (required in the **Speech-Language Pathology Concentration**, satisfied by SPSHS 384 Introduction to Stuttering, see p. 11)
- addition of a course introducing students to clinical issues in communication disorders, preparatory to clinical participation (required in the **Speech-Language Pathology Concentration** and **Audiology Concentration**, satisfied by SPSHS 199A, Pre-Practicum in Speech Language Pathology and Audiology, see pp. 11-12).

Changes to recommendations for the *Teacher Certification* option update the curriculum to fit the current standards of the State of Illinois:

- addition of alternatives to E P S 201 and EDPSY 211 (Appendix B, p. 14), as currently accepted by the State of Illinois
- deletion of SPED 308 and 324, which the State of Illinois no longer requires

3. There are no *additional requirements in the form of prerequisite courses* in this revision of the undergraduate curriculum.

Nevertheless, in Appendix B on p. 9, Footnote 2 under “Requirements including General Education” does state that a course in human physiology and one in the physics of sound are strongly recommended. Courses that would meet this recommendation—PHYCS 101 General Physics (Mechanics, Heat, and Sound) and PHYSL 103 Introduction to Human Physiology—do have prerequisites such as trigonometry, or recommend high school chemistry and/ or basic biology.

4. *The description of the departmental honors program is modified* (see Appendix B, p. 15, “Departmental Distinction”). It has more flexibility in that students are now allowed to begin an honors research project during their junior year. Departmental honors are relabeled as “High Distinction” and “Highest Distinction,” to distinguish them from the college honor system (“High Honors” and “Highest Honors”).

Hours	Speech and Hearing Science Core Requirements
3	An introductory course in communication science (e.g., SPSHS 102 Human Communication: Systems, Processes, and Disorders).
0	A course orienting students to the department of Speech and Hearing Science (e.g., SPSHS 198X Orientation to the Department of Speech and Hearing Science).
3	A course in general phonetics (e.g., SPSHS 201 General Phonetics).
4	A course in anatomy and physiology of the speech mechanism (e.g., SPSHS 375 Speech Science I).
3	A course addressing the auditory system (e.g., SPSHS 290D Introduction to Sound and Hearing Science).
3	A course in spoken language development (e.g., SPSHS 383 Development of Spoken Language).
4	A course in physiology and acoustics of speech (e.g., SPSHS 376 Speech Science II).
3	A course in phonological development and disorders in several languages or dialects (e.g., SPSHS 385 Speech Pathology I).
4	A course addressing hearing loss and measurement (e.g., SPSHS 390 Introduction to Hearing Disorders and Audiometry).
4	A course in the neural bases of speech and language (e.g., SPSHS 290N Neural Bases of Speech and Language).
31	Total

1. Courses taken as core requirements must be approved by the Department of Speech and Hearing Science. These courses also satisfy the professional certification requirement of the American Speech-Language Hearing Association (ASHA) for 27 hours in the study of "Basic Science." General Education courses in the areas of

Natural Science and Technology, Behavioral and Social Sciences, and Quantification I also satisfy the ASHA "Basic Science" requirement.

AREAS OF CONCENTRATION

One of three areas of concentration should be determined at least by the Junior year:

(1) Human Communication Science, (2) Speech-Language Pathology, or (3) Audiology. The

Human Communication Science Concentration requires no coursework in Speech and

Hearing Science beyond the core requirements. The **Speech-Language Pathology**

Concentration and the **Audiology Concentration** require additional courses in Speech and

Hearing Science, as follows:

HOURS SPEECH-LANGUAGE PATHOLOGY CONCENTRATION

1-3	A course in clinical issues in communication disorders (e.g., SPSHS 199A Pre-practicum in Speech-Language Pathology and Audiology).
1	An introductory clinical participation course in speech-language pathology (e.g., SPSHS 199B Clinical Participation in Speech-Language Pathology).
3	A course in stuttering (e.g., SPSHS 384 Introduction to Stuttering)
3	A course in language disabilities in children (e.g., SPSHS 386 Language Disorders in Children)
3	A course in voice disorders (e.g., SPSHS 388 Speech Pathology II).
3	A course in the diagnosis of speech-language disabilities in children (e.g., SPSHS 389 Appraisal in Speech-Language Pathology)
3	A course in rehabilitative audiology (e.g., 393 Aural Habilitation and Rehabilitation).
17-19	Total

HOURS AUDIOLOGY CONCENTRATION

1-3	A course in clinical issues in communication disorders (e.g., SPSHS 199A Pre-practicum in Speech-Language Pathology and Audiology)
1	An introductory clinical participation course in audiology (e.g., 199C Pre-practicum in Speech-Language Pathology and Audiology)
3	A course in language disabilities in children (e.g., SPSHS 386 Language Disorders in Children).
3	A course in voice disorders (e.g., SPSHS 388 Speech Pathology II).
3	A course in the diagnosis of speech-language disabilities in children (e.g., SPSHS 389 Appraisal in Speech-Language Pathology).
3	A course in rehabilitative audiology (e.g., 393 Aural Habilitation and Rehabilitation)
2-3	A course in manual communication or sign language (e.g., SPSHS 302 Manual Communication)
16-19	Total

CORRELATE AREAS

Each student will complete a correlate area that is a planned program of courses taken primarily outside the department, designed to be supportive of the area of concentration.

HOURS HUMAN COMMUNICATION SCIENCE CORRELATE

24	Courses selected with approval of a faculty mentor, the Department of Speech and Hearing Science, and the undergraduate academic adviser. Courses may be selected from areas such as computer science, education, engineering, law, library and information science, linguistics, mathematics, medical sciences, music,
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neuroscience, physics, physiology, psycholinguistics, psychology, special education, and speech communication.

HOURS	SPEECH-LANGUAGE PATHOLOGY OR AUDIOLOGY CORRELATE
3-4	An introductory course in psychology (e.g., PSYCH 100 Introduction to Psychology or PSYCH 103 Introduction to Experimental Psychology)
3	A course in child psychology or child development (e.g., PSYCH 216 Child Psychology or EDPSY 236 Child Development for Elementary Teachers)
3	A course in normal or abnormal psychological perception or function (e.g., PSYCH 224 Cognitive Psychology, PSYCH 230 Perception and Sensory Processes, PSYCH 238 Abnormal Psychology, or PSYCH 248 Psychology of Learning and Memory). ¹
9-10	Total ²

-
1. Currently, students wishing to apply for State Teacher Certification (see next section) should take PSYCH 238 Abnormal Psychology.
 2. In order to meet the professional certification requirement of the American Speech-Language-Hearing Association for 27 hours of study in "Basic Science," students will need to take these 9 hours of psychology in addition to courses that satisfy the university's General Education requirement of 6 hours in Behavioral and Social Sciences (rather than using 6 of the 9 hours in psychology to meet the Behavioral and Social Sciences requirement).

RECOMMENDATIONS FOR STATE TEACHER CERTIFICATION IN

SPEECH-LANGUAGE PATHOLOGY¹

In addition to the general education requirements for all speech and hearing undergraduates, and the speech and hearing science core requirements described in the preceding sections, students pursuing certification to practice speech-language pathology in the public schools are advised to include 9 hours of the following courses in their undergraduate program:

HOURS	RECOMMENDED COURSEWORK
3	Coursework pertaining to the psychology, identification, and teaching of exceptional children, including children with learning disabilities (e.g., SPED 117 Exceptional Children, or SPED 205 and 305)
3	Select one of the following: E P S 201, 300, 301, 302, 303, 304, 305, 309, 311, 312, or 315
3	Select one of the following: EDPSY 211, 311, 312, 314, 315, 316, 320, or 391
9	Total ²

-
1. Because the State of Illinois is currently revising requirements for certification to practice speech-language pathology in the public schools, it is important that students consult with the undergraduate academic adviser for the latest description of requirements.
 2. Certain courses in E P S and particularly EDPSY may satisfy the professional certification requirement of the American Speech-Language-Hearing Association for 27 hours of study in "Basic Science."

Recommended Elective Areas for All Concentrations. To reach the 128 semester hours required for a degree, students are encouraged to choose electives in areas such as computer science, education, engineering, law, library and information sciences, linguistics, mathematics, medical sciences, music, neuroscience, physics, physiology, psycholinguistics, psychology, special education, and speech communication. They also are encouraged to take additional courses in speech and hearing science (e.g., SPSHS 399 Quantitative Reasoning in Speech and Hearing Science). Electives can be chosen to prepare for graduate or professional programs in dentistry, education, engineering, law, library and information science, medicine, music, physical therapy, physiology, psychology, occupational therapy, speech and hearing science, special education, and so on. Students planning to pursue graduate or professional programs in fields related to speech and hearing science should consult with the undergraduate academic adviser for sample undergraduate preparatory programs for those fields.

Departmental Distinction. Students whose overall grade point average is 3.5 or higher are eligible to enroll in the departmental honors program. Qualified students will be able to earn departmental distinction by successfully completing a significant independent research project, such as a senior thesis or other project. Students are expected to register for two hours of credit in SPSHS 291 Honors Course for at least two semesters during their junior and/or senior years and to complete significant work as part of the course. A detailed statement of these requirements, including specifications for earning “High Distinction” or “Highest Distinction,” is available in the department office.

SUMMARY OF DEGREE REQUIREMENTS

**HOURS REQUIREMENTS FOR HUMAN COMMUNICATION SCIENCE
CONCENTRATION**

- 33 General Education Requirements
- 31 Speech and Hearing Science Core (Required)
- 0 Area of Concentration (none required)
- 24 Correlate for **Human Communication Science** (Required)
- Electives to total hours required for graduation
- Total Minimum Required for Graduation

**HOURS REQUIREMENTS/RECOMMENDATIONS FOR SPEECH-LANGUAGE
PATHOLOGY CONCENTRATION**

- 33 General Education Requirements
- 31 Speech and Hearing Science Core (Required)
- 17 Area of Concentration in **Speech-Language Pathology** (Required)
- 9 Correlate for **Speech-Language Pathology or Audiology** (Required)
- 9 Coursework for State Teacher Certification (Recommended)
- Electives to total hours required for graduation
- Total Minimum Required for Graduation

HOURS	REQUIREMENTS FOR AUDIOLOGY CONCENTRATION
33	General Education Requirements
31	Speech and Hearing Science Core (Required)
16	Area of Concentration in Audiology (Required)
9	Correlate for Speech-Language Pathology or Audiology (Required)
	Electives to total hours required for graduation
128	Total Minimum Required for Graduation

Appendix C

Current Description in the Programs of Study Catalog 1997-1999

(the most recently printed version)

CURRICULUM IN SPEECH AND HEARING SCIENCE¹

The curriculum in speech and hearing science is a preprofessional degree program for those individuals who plan to work as speech-language pathologists or audiologists in clinical or school settings. The master's degree is the minimum level of academic preparation required by the American Speech-Language-Hearing Association (ASHA) for certification as a speech-language pathologist or as an audiologist. The curriculum is designed to prepare students to continue their studies and enter professional training at the graduate level in any major graduate program in speech-language pathology or audiology. Students who desire certification for work in the public schools can fulfill certification requirements by meeting entrance requirements for the Graduate College and completing the master of arts degree.

The Bachelor of Science degree in Speech and Hearing Science requires at least 128 hours, excluding military training.

For further information, contact the Department of Speech and Hearing Science, 220 Speech and Hearing Building, 901 S. Sixth Street, Champaign, IL 61820, (217) 333-2230.

1. Students are advised that the curriculum is currently being reviewed and revised. Therefore it is important that the undergraduate academic adviser be contacted for the most current curriculum information.

REQUIREMENTS INCLUDING GENERAL EDUCATION

HOURS	REQUIREMENTS
6-7	SPCOM 111 and 112, or RHET 105 and SPCOM 101, or RHET 108 and SPCOM 101
3	Course in advanced writing (Composition II)
6-8	Biological Science ¹
6-8	Physical Science ¹
3	STAT 100—Statistics
6-8	Social Science ²
6-8	Humanities ²
0-16	Foreign language ³
3	Non-western cultures and traditions
3	Health and/or physical education
42-67	Total

1. At least one course in either the biological or physical sciences must include a lab.
2. If the student is interested in the school speech-pathology program courses from these areas should include one course in political science covering the state and federal constitutions, one course in U.S. History, and one course in British or American Literature.

3. Requirement may be satisfied if the student has: (1) completed either four years of one foreign language in high school, or (2) completed the equivalent of four semesters of the same foreign language in college, or (3) completed three years of one foreign language in high school and three semesters of a different language in college.

HOURS	REQUIREMENTS FOR THE MAJOR
3	LING 200—Introduction to Language Science
4	PSYCH 100—Introduction to Psychology or PSYCH 103—Introduction to Experimental Psychology
3	PSYCH 216—Child Psychology or ED PSY 236—Child Development
3	PSYCH 238—Abnormal Psychology or PSYCH 250—Psychology of Personality
3	PSYCH 224—Cognitive Psychology or PSYCH 248—Psychology of Learning and Memory
16	Total

HOURS	SPEECH AND HEARING SCIENCE CORE REQUIREMENTS
3	SPSHS 102—Human Communication: Systems, Processes, and Disorders
1	SPSHS 199—Pre-Practicum in Speech Pathology
3	SPSHS 201—General Phonetics
8	SPSHS 375 and 376—Speech Science, I and II
3	SPSHS 378—Hearing Science
3	SPSHS 383—Development of Spoken Language
6	SPSHS 385 and 388—Speech Pathology, I and II
3	SPSHS 386—Language Disorders in Children
3	SPSHS 389—Appraisal in Speech Pathology
4	SPSHS 390—Introduction to Hearing Disorders and Audiometry
3	SPSHS 393—Aural Habilitation and Rehabilitation
40	Total

PROFESSIONAL EDUCATION

For students planning to pursue the school speech and hearing science program, the following are recommended:

HOURS	RECOMMENDED
3	SP ED 117—Exceptional Children
3	SP ED 308—Teaching Students with Learning and Behavior Problems in the Regular Classroom
2	SP ED 324—Tests and measurements in Special Education
8	Total

RECOMMENDED FOR ILLINOIS CERTIFICATION

HOURS	RECOMMENDED FOR ILLINOIS CERTIFICATION
3	E P S 201—Foundations of American Education
3	ED PSY 211—Educational Psychology
6	Total

Recommended Elective Areas. To reach the 128 semester hours required for degree, students are encouraged to choose electives in the following areas: math, computer science, physics, psychology, education, physiology, linguistics, psycholinguistics, special education, and additional courses in speech and hearing sciences

Departmental Honors. Students whose overall grade-point average is 3.5 or higher are eligible to enroll in the Departmental Honors Program. Qualified students will be able to choose the level of Departmental Honors for which they wish to strive, Honors or Highest Honors. To enter the Honors program, qualified students will be expected to register for two hours of credit in SPSHS 291 during each of their last two undergraduate semesters and to complete significant work as part of that course. A detailed statement of these requirements, as well as requirements for graduation with high honors and highest honors, are available in the department office.