

MS Spch-Lang Path

Master of Science in Speech-Language Pathology

Under Review | Fall 2025

Proposal Information

Status

Active

Workflow Status

In Progress

Refresh  **Form Submission, Proposer**

collapse ▼

Submitted for Approval | Proposer

✓ Wendi Wettin | 10/23/2024 2:17 PM

Department Chair Approval, Speech & Hearing Sciences

Approved | Department Chair

✓ Phyllis Palmer | 10/23/2024 2:58 PM

Registrar Technical Check Approval, Registrar Technical Check

Approved | Registrar Technical Check

✗ Michael Raine

✓ Maggie Sumruld | 10/28/2024 4:03 PM

Notification, Arts & Sciences College Committee

Notification Sent | College-level Curriculum Committee Member

✗ Lisa Broidy

✗ Derek Hamilton

✗ Anita Obermeier

✗ Marlene Sanchez

✗ Eva Rodriguez Gonzalez

✗ Brisha Cruz-Garcia

✗ C. Tyler Johnson he.him

✗ Dawn Nordquist

✗ Satya Witt

College/School Approval

Approved

Error: There are no users in the College or School approver role of College of Arts & Sciences

College/School Approval, College of Arts & Sciences: Natural Sciences & Mathematics

Approved | College or School approver

✓ Peter Fawcett | 10/30/2024 2:47 PM

Library Approval, Main Campus Library

Approved | Library Approval

✓ Sever Bordeianu | 10/31/2024 7:25 AM

SGPC Approval, Faculty Senate Graduate and Professional Committee

Approved | Chair

✓ Robben Brown | 2/06/2025 11:27 AM

FSCC Member notification, Faculty Senate Curriculum Committee

Notification Sent | Faculty Senate Curriculum Committee Member

- ☑ Antoinette Abeyta
- ☑ Joe Anderson
- ☑ Randi Archuleta
- ☑ Laura Belmonte
- ☑ Justin Bendell
- ☑ Isabella Goss
- ☑ Sara Ice
- ☑ Megan Jacobs
- ☑ Joan Lucas
- ☑ Justine Ponce
- ☑ Mary Rice
- ☑ John Russell
- ☑ Jennifer Schneider
- ☑ Julia So
- ☑ SueNoell Stone
- ☑ Jonathan Wheeler

Faculty Senate Curriculum Committee Approval, Faculty Senate Curriculum Committee

Approved | Faculty Senate Curriculum Committee Chair

- Janet Vassilev
- ✓ Nicole Capehart

This is approved. Thank you!

4/02/2025 6:18 PM

Provost Approval, Main Campus Provost

Approved | Provost

- ✓ Pamela Cheek | 4/15/2025 1:24 PM

Faculty Senate Approval, Faculty Senate

Waiting for Approval | Faculty Senate Approval

Nancy Middlebrook
Theresa Sherman

External Review - HED CIP code approval, External Review

Approval | HED CIP code approval

Michael Raine
Anna Gay

Reg. Final Approval/Processing, Registrar

Approval | Registrar final approval

Michael Raine
Maggie Sumruld

Notification, Proposer

Notification | Proposer

Wendi Wettin

Notification, Faculty Senate Graduate and Professional Committee

Notification | Chair

Robben Brown

EMRT notification, EMRT users

Notification | EMRT user

Enrollment Mgt Reporting Team

Notification, LoboTrax Team

Notification | LoboTrax Staff

Sherri DeLeve

Paula Freitag

Hannah Epstein

Allie Martinez

Glenda Johnson

Changes

- College
- participants
- Proposed Effective Term and Year
- Sponsoring faculty/staff member
- Sponsoring faculty/staff email

Show All ▼

Proposal Information

Proposed

Sponsoring faculty/staff member

Wendi Wettin

Proposed

Sponsoring faculty/staff email

wwettin@unm.edu

Existing

Sponsoring faculty/staff member

Amy Neel

Existing

Sponsoring faculty/staff email

atneel@unm.edu

Proposed

College

College of Arts & Sciences:
Natural Sciences &
Mathematics

Department

Speech & Hearing Sciences

Campus

Main Campus

Existing

College

College of Arts & Sciences

Effective Term and Year

Proposed

Proposed Effective Term and Year

Fall 2025

Existing

Proposed Effective Term and Year

Fall 2023

Justification

Proposed

Program Justification

SHS has been approved for a Bilingual Concentration and the concentration requirements need to be updated in the program description.

1. Update Master of Science SLP program description to include amended bilingual concentration graduation requirements. SHS562 replaces SHS539 (T:Bilingual Assmt & Intervnt). SHS520 is the graduate equivalent of SHS459. SPED560 is an alternative to SHS520 if taken as an undergraduate (SHS459).

SHS has made minor modifications to the following courses.

2. Remove SHS507L and update SHS507 to 4 credits due to addition of lab component to course.
3. Update SHS 425 - Aural Rehabilitation as a double number UG/G course
4. Add graduate level SHS511 - Aural Rehabilitation (in workflow for approval)
5. Update SHS 321 - Introduction to Audiology as a double number UG/G course
6. Add graduate level SHS521 - Introduction to Audiology (in workflow for approval)
7. Update SHS523 course title to Craniofacial Disorders
8. Add SHS562 - Bilingual Assessment and Intervention to course list
9. Update SHS606 course title to Research Questions and Methods in Human Research

Existing

Program Justification

The requested revisions to the M.S. degree in Speech-Language Pathology reflect changes in clinical practice over the last decade. In particular, our revisions address alterations to the American Speech-Language Hearing Association Speech-Language Pathology Certification Standards (KASA standards), the set of knowledge and skill standards that must be attained by our students during their master's program in order to apply for national certification after graduation. The revisions also resulted from several years of in-depth curriculum analysis and discussion by the entire faculty.

****Reg note:** removed list of required courses from program text description as it is duplicative of degree requirements section. The following new courses are in the workflow: SHS 505 (1 credit), SHS 507 L (1 credit), SHS 508 (2 credits), SHS 509 (1 credit), SHS 523 (1 credit), SHS 524 (3 credits), SHS 540 (2 credits), SHS 541 (2 credits)

The following existing courses are in workflow and will contribute 10 credit hours total once approved, bringing program total to 54 hours:

CURRENT CLASSES whose credit values will be changed include:

SHS 506 will change from 3 credit to 2 credits

SHS 517 will change from 3 to 4 credits

SHS 531 will change from 3 credits to 2 credits

SHS 538 will change from 3 credits to 2credits

Graduate program revision

No

Program Category and Level

Program Category

Program

Program Level

Graduate

Degree, Minor, or Certificate Name

Master of Science in Speech-Language
Pathology

Degree Type

Master of Science

Degree/Certificate Level

Graduate

Plan Options

Plan I (Thesis)

Plan II (Non-thesis)

Proposed

Is this program also offered online?

No

Existing

Is this program also offered online?

--

Associated Forms

Proposed

Select any associated course forms that exist

SHS 509 - Counseling in Communication Disorders (1)

SHS 524 - Social Communication and Developmental
Disabilities (3)

SHS 540 - Language Disorders in Early Childhood (2)

SHS 506 - Fundamentals of Evidence-Based Practice (2)

SHS 517 - Swallowing and Feeding Disorders (4)

SHS 531 - Motor Speech Disorders in Adults (2)

SHS 538 - Stuttering and Fluency Differences (2)

SHS 518 - Neural Basis of Communication (3)

SHS 519 - Preclinical Training (3)

SHS 520 - Culturally Responsive Practices in Speech,
Language and Hearing Sciences (3)

Proposed

Select any associated program forms that exist

MS Spch-Lang Path

Existing

Select any associated program forms that exist

SHS 561 - Bilingual Language Acquisition: Clinical Implications (3)
SHS 562 - Bilingual Assessment and Intervention (3)
SHS 520 - Culturally Responsive Practices in Speech, Language and Hearing Sciences (3)
- |SHS 321 - Introduction to Audiology (3)- |
SHS 425 - Aural Rehabilitation (3)
SHS 523 - Craniofacial Disorders (1)
SHS 606 - Research Questions and Methods in Human Research (3)
Existing

Select any associated course forms that exist

SHS 509 - Counseling in Communication Disorders (1)
SHS 524 - Social Communication and Developmental Disabilities (3)
SHS 540 - Language Disorders in Early Childhood (2)
SHS 506 - Fundamentals of Evidence-Based Practice (2)
SHS 517 - Swallowing and Feeding Disorders (4)
SHS 531 - Motor Speech Disorders in Adults (2)
SHS 538 - Stuttering and Fluency Differences (2)

Shared Credit and Dual Degree information

Interdepartmental Program

No

Catalog Information

Program Description

Application Deadline Fall semester: February 1

Only applications received by this deadline are assured of consideration.

The Department of Speech and Hearing Sciences awards the Master of Science degree in Speech-Language Pathology under both Plan I (thesis) and Plan II (non-thesis) according to regulations set forth in the Graduate Program section of this Catalog. The Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) accredits the program. All students must fulfill the academic and practicum requirements for the Certificate of Clinical Competence set forth by ASHA and specified by the department. Students must also comply with the requirements set forth in the Speech and Hearing Sciences Graduate Student Handbook. Persons with a bachelor's degree in a field other than Speech and Hearing Sciences are encouraged to apply. Advisement materials specifying admission requirements and related material are available upon request from the department and on the Department of Speech and Hearing Sciences Web site. All applicants should obtain and review these materials prior to initiating the admission process.

The Speech-Language Pathology program includes the basic sciences requirements (see above) and SHS 300- and 400-level courses listed above as well as the following 500-level courses listed in the degree requirements section below. Note SHS 500 requires at least 4 enrollments to include no more than 2 summer sessions). Six credits of 500-level electives that may be selected from either department course offerings or from course offerings from a variety of departments (subject to approval by the SHS graduate advisor) or six credits of thesis. SHS 505 and SHS 506 must be taken in the first year of enrollment in 500-level classes. A minimum grade of "B" is required for all 500-level coursework.

Admissions Requirements

Students applying to the graduate program must hold a Bachelor's degree and have completed a minimum of **12 credits in speech and hearing sciences or communication sciences/ disorders** with a **3.4 GPA or higher in speech and hearing sciences or communication sciences disorders courses**. See the department website for details regarding admission documentation.

Students entering the graduate program must have earned grades of at least "C" in the courses used to meet the American Speech-Language-Hearing Association (ASHA) certification requirements of 3 credit hours in Biological Sciences, 3 credit hours in Physical Sciences, 3 credit hours in Social/Behavioral Sciences, and 3 credit hours in Statistics. These courses may be the same courses used to meet other college or university requirements. They may not include remedial coursework. Students who have not completed these requirements are required to do so within the first 3 semesters after acceptance into the graduate program in order to continue their enrollment.

All students entering the graduate program are responsible for completion of the following undergraduate courses or their equivalent, with a grade of at least "B": SHS 303, 310, 321, 330, 425, 428, 430, 431, 450, 458, and 459. These courses reflect requirements for ASHA certification and can be used to satisfy the 12 credits for admission to the program. Courses or their equivalents that were taken more than six years before entering the graduate program, or courses for which grades lower than "B" were received, cannot be used to fulfill this requirement. The graduate advisor, in consultation with the Curriculum and Advisement Committee, determines whether a course may be considered equivalent and decide how the requirement must be fulfilled: by taking or re-taking the course, by testing out or by auditing.

Proposed

Graduation Requirements

In addition to the above admission requirements, students will complete a minimum of 54 graduate credit hours and 400 clinical clock hours.

For students who have been accepted into the Bilingual Concentration program, the following courses must be completed: SHS 561 or LING 562, SHS 562, SHS520 or SPED560 advanced grammar in the selected language, and 75 clinical clock hours in the selected language.

Existing

Graduation Requirements

In addition to the above admission requirements, students will complete a minimum of 54 graduate credit hours and 400 clinical clock hours.

For students who have been accepted into the Bilingual Concentration program, the following courses must be completed: SHS 459, either SHS 561 or LING 590, SHS 539, advanced grammar in the selected language, and 75 clinical clock hours in the selected language.

Professional Credential/Licensure Program Information

Proposed

License/Certification associated with program

Yes

Existing

License/Certification associated with program

No

Proposed

Licensure Information

Pre-licensure

Existing

Licensure Information

--

Proposed

Licensure requirements met in the following states:

New Mexico

Existing

Licensure requirements met in the following states:

Licensure requirements not met in the following states:

Licensure requirements undetermined in the following states:

Proposed

For each state selected, is there a state or regional licensing board that oversees Professional Licensure?

Yes

Proposed

State or Regional Licensure Information

New Mexico Regulation and Licensing Department

<https://www.rld.nm.gov/>

Existing

For each state selected, is there a state or regional licensing board that oversees Professional Licensure?

--

Existing

State or Regional Licensure Information

Proposed

National licensing board

No

Existing

National licensing board

--

Degree Information

Degree Hours

54

Minimum Major Hours

Professional Accrediting Bodies

The Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) accredits the program

Degree Requirements

Requirements

- Complete all of the following
 - Earn at least 8 credits from the following:
 - SHS500 - Clinical Practice (2)
 - Complete the following:
 - SHS501 - Clinical Foundations (1)
 - SHS502 - Medical and School Practice Issues (1)
 - SHS503 - Low-incidence Disorders (1)
 - SHS504 - Audiology Clinic (1)
 - SHS507 - Adult Neurogenic Communicative Disorders (3)
 - SHS525 - Voice Assessment and Treatment (3)
 - SHS532 - Augmentative Communication (3)
 - SHS557 - Professional Issues in Speech-Language Pathology (1)
 - SHS505 - Principles of Assessment in Communication Disorders (1)

- SHS558 - Clinical Internship (3)
- SHS507L - Adult Neurogenic Communication Disorders Lab (1)
- SHS508 - Assessment and Intervention for Children with Speech Sound Disorders (2)
- SHS509 - Counseling in Communication Disorders (1)
- SHS523 - Craniofacial Disorders (1)
- SHS524 - Social Communication and Developmental Disabilities (3)
- SHS540 - Language Disorders in Early Childhood (2)
- SHS542 - Language Disorders in School-Age Children (2)
- SHS506 - Fundamentals of Evidence-Based Practice (2)
- SHS517 - Swallowing and Feeding Disorders (4)
- SHS531 - Motor Speech Disorders in Adults (2)
- SHS538 - Stuttering and Fluency Differences (2)
- Earn at least 6 credits from the following types of courses:
Thesis (Plan I) or electives (Plan II)

Grand Total Credits: 54

Concentrations

Program Concentrations

Code	Title
CON Biling Spch Lang Path	Bilingual Speech Language Pathology

Concentration Required

No

Emphases

Emphasis required	Emphasis Hours
No	

Emphasis Rules

No Rules

Program Learning Outcomes

Proposed

Learning Outcomes

The following SLOs are assessed for students in our speech-language pathology program

BROAD GOAL 1: By completion of the graduate program in SLP, students are expected to demonstrate knowledge and skills to effectively diagnose an individual with a communication and/or swallowing disorder and differences

- Student Learning Outcome 1a: Students will be able to select and administer appropriate assessment tools, and interpret findings to diagnose speech, language, and swallowing disorders in patients/clients across the life span.
- Student Learning Outcome 1b: Student will be able to apply prerequisite academic coursework to clinical service delivery

BROAD GOAL 2: By completion of the graduate program in SLP, graduate students are expected to exhibit knowledge and skills to effectively formulate an intervention plan for an individual with a communication and/or swallowing disorder and or difference.

- Student Learning Outcome 2b: Students will be able to *write* intervention goals and objectives for a patient/client with a communication and/or swallowing disorder or difference.

BROAD GOAL 3: By completion of the graduate program in SLP, graduate students are expected to develop knowledge and skills to effectively apply the principles of (a) the International Classification of Functioning, Disability, and Health, (b) evidence-based practice, and (c) multicultural competency in clinical service delivery.

Existing

Learning Outcomes

The following SLOs are assessed for students in our speech-language pathology program

BROAD GOAL 1: By completion of the graduate program in SLP, students are expected to demonstrate knowledge and skills to effectively diagnose an individual with a communication and/or swallowing disorder and differences

- Student Learning Outcome 1a: Students will be able to select and administer appropriate assessment tools, and interpret findings to diagnose speech, language, and swallowing disorders in patients/clients across the life span.
- Student Learning Outcome 1b: Student will be able to apply prerequisite academic coursework to clinical service delivery

BROAD GOAL 2: By completion of the graduate program in SLP, graduate students are expected to exhibit knowledge and skills to effectively formulate an intervention plan for an individual with a communication and/or swallowing disorder and or difference.

- Student Learning Outcome 2b: Students will be able to *write* intervention goals and objectives for a patient/client with a communication and/or swallowing disorder or difference.

BROAD GOAL 3: By completion of the graduate program in SLP, graduate students are expected to develop knowledge and skills to effectively apply the principles of (a) the International Classification of Functioning, Disability, and Health, (b) evidence-based practice, and (c) multicultural competency in clinical service delivery.

