

**UNIVERSITY *of* HOUSTON**

**DEPARTMENT of COMMUNICATION  
SCIENCES and DISORDERS**

**POST BACCALAUREATE LEVELING PROGRAM  
STUDENT HANDBOOK**



**2016-2017**

*University of Houston  
Department of Communication Sciences and Disorders  
4455 Cullen Boulevard, 100 CRS  
Houston, TX 77204-6018  
713-743-2897*

Dear Post Baccalaureate Leveling Student:

Welcome to the Department of Communication Sciences and Disorders at the University of Houston. The faculty and staff are proud of our department and we are delighted that you have chosen to study with us. As you know, a student with a major in Communication Sciences and Disorders is preparing for a career as a speech-language pathologist or audiologist. Professionals in both fields provide diagnostic and treatment services to individuals who exhibit a variety of communication disorders, and our program will expose you to many of these. In addition, a degree in Communication Sciences and Disorders includes in-depth study of normal speech and language development across the lifespan, speech and hearing science, cultural differences in communication, and prevention of speech and hearing disorders. These are exciting and evolving fields of study and you will find yourself constantly challenged to learn new information.

Our department has excellent academic and clinic offerings. The curriculum is designed to provide you with the knowledge needed to pursue an advanced degree in Speech-Language Pathology or Audiology. The University Speech, Language, and Hearing Clinic: A United Way Facility serves a wide range of clients offering you the opportunity to observe individuals with a variety of speech and hearing impairments. Our program also has numerous affiliations with local schools, hospitals, and rehabilitation facilities. Many of our faculty are also engaged in research related activities that may add to your educational experience. We hope that you avail yourself of these opportunities to achieve a well-rounded academic and clinical education that prepares you for further study.

The purpose of this handbook is to provide information about the department and the requirements for your program. It includes essential information that you will need during your course of study, and it is important that you review these materials carefully, including the appendices. This handbook will be augmented by other information from the clinic and specific advisors, and the catalogue of the University of Houston, which can be found on line at our home page at [www.ComD.uh.edu](http://www.ComD.uh.edu). It is your responsibility to know the procedures for this program and university policies, and the faculty will make every effort to work with you to ensure your success. We are looking forward to guiding you in your academic and professional development.

Sincerely,

A handwritten signature in cursive script that reads "Lynn M. Maher". The signature is written in black ink and is positioned below the word "Sincerely,".

Lynn M. Maher, Ph.D.  
Chair and Professor

Dear Students:

Welcome! We are pleased to have you in the Communication Sciences and Disorders Post Baccalaureate Leveling Program at the University of Houston. You have earned your place in our program. The admissions process is competitive and we have selected the best students for our program.

The Post Baccalaureate Leveling Program is designed to prepare you for a graduate program in Communication Sciences and Disorders. The purpose of the Post Baccalaureate Leveling Program is to provide the prerequisite “leveling” classes to apply to graduate school. Admission to graduate school is highly competitive, and one of the critical requirements is a strong grade point average (GPA), particularly in the classes in Communication Sciences and Disorders. Another important factor is performance on the Graduate Record Exam (GRE).

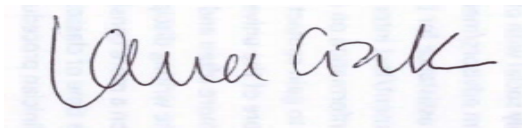
The requirements for completion of the Post Baccalaureate Leveling Program include 31 credit hours of coursework. You will also acquire a minimum of 25 observation hours in speech-language pathology or audiology.

You may have heard that the PB Leveling Program is intense. It is! During your first semester, you will be enrolled in four COMD courses at one time. In the spring semester you will be enrolled in five COMD courses concurrently. The curriculum and course sequence is very challenging and demanding. If you are part-time PB Leveling student, during your first semester, you will be enrolled in three COMD courses at once. The rigors of the Post Baccalaureate Leveling Program will prepare you for graduate school. During the semester breaks, you will likely be retaking the GRE, perfecting your personal statements and collecting letters of recommendations from your instructors. I have confidence that you can do this. The admissions committee chose you because we expect that you can successfully complete the program.

As the Post Baccalaureate Leveling Program Coordinator, I encourage all of you to ask me questions when you have them or express concerns that you may have about the PB Leveling Program.

I look forward to getting to know all of you better as you learn and grow over the next year.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laura Cizek", written in black ink on a light blue background.

Laura Cizek, M.A., CCC-SLP  
Post Baccalaureate Leveling Program Coordinator

<b>TABLE OF CONTENTS</b>
--------------------------

COMD Mission Statement and Program Goals	3
Faculty and Staff	4
Graduate School Admission Process	7
Academic Advising	8
Special Needs	8
Social Media Policy	8
Complaint Policy	9
Post Baccalaureate Program in Communication Disorders	10
Sequence of COMD Courses	11
Course Descriptions	13
Withdrawal from Program	15
Petitioning for Reinstatement	15
FERPA	15
Dropping Courses	15
Professional Organizations	17
Appendix A: University of Houston Policy on Academic Dishonesty	19
Appendix B: Department Communication Sciences and Disorders Grievance Policy	20
Appendix C: Financial Aid	22
Appendix D: Eligibility Requirements and Essential Functions	24

## **COMD MISSION STATEMENT**

The mission of the Department of Communication Sciences and Disorders at the University of Houston is to advance the understanding of normal and disordered speech, language and hearing through teaching, scholarship and service to the community.

## **PROGRAM GOALS**

### ***Goal 1: Teaching***

The educational focus of our mission includes pre-professional training in communication disorders for undergraduate and post baccalaureate students, research and professional training in Speech - Language Pathology for graduate students, and continuing education opportunities for professionals.

**Undergraduate level:** Our goal is to recruit and retain broadly educated individuals from a variety of backgrounds. They will be educated to be: knowledgeable about culturally diverse groups of all ages, especially as they exist in an urban environment, 2) critical thinkers, and 3) well-prepared for graduate study in communication disorders.

**Graduate level:** Our goal is to provide the highest quality instruction, laboratory experiences and clinical practica to prepare students to function competently as speech-language pathologists in all professional settings. Graduates of the program will meet eligibility requirements for licensure by the state of Texas and certification by the American Speech-Language-Hearing Association. Graduates of the program will be prepared to pursue a terminal degree in Communication Sciences and Disorders or a related field.

### ***Goal 2: Scholarship***

The scholarship component of our mission consists of fostering an environment that encourages and supports students and faculty to participate in scientific inquiry. The research activities will increase basic and applied knowledge in the areas of normal and disordered speech, language, and hearing sciences.

### ***Goal 3: Service***

The goal of the service component is to provide high quality speech, language and hearing services to the community. Services will be provided on the University of Houston campus and at community outreach centers to individuals from all cultures, ages, and abilities.

The University of Houston is accredited by the Southern Association of Colleges and Schools (SACS), and the UH graduate program in COMD is accredited by the Council on Academic Accreditation in audiology and speech-language pathology (CAA). The standards for accreditation can be found in Appendix F.

## FACULTY AND STAFF

**Lynn M. Maher, Ph.D. CCC-SLP. Professor and Department Chair.** Dr. Maher is Professor and Chair of the Department of Communication Sciences and Disorders at the University of Houston. Dr. Maher has faculty appointments at Baylor College of Medicine, Rice University and the University of Oslo, Norway. She is a Research Health Science Specialist at the Michael E. DeBakey VA Medical Center, Houston and an Investigator in the VA Brain Rehabilitation Research Center of Excellence in Gainesville, FL. Her research interests, funded by the NIH and previously by the VA Rehab R & D, are in the understanding and rehabilitation of aphasia and related disorders.

**Margaret Lehman Blake, Ph.D. CCC-SLP. Associate Professor.** Dr. Blake received her master's degree from Arizona State University and her doctorate from the University of Pittsburgh. She completed a post-doctoral fellowship at the Mayo Clinic. Dr. Blake teaches undergraduate and graduate courses in disorders of communication and cognition in adults. Her primary research interests are cognitive-communication disorders due to right hemisphere brain damage and mild traumatic brain injury. Dr. Blake also serves as advisor to the part-time graduate students.

**Melissa Bruce, MS CCC-SLP, BRS-FD. Clinic Director.** Melissa Bruce has 30 years of clinical and teaching experience. Ms. Bruce began her clinical teaching career at the University of Houston, and after having been Clinic Director at the University of Vermont for eleven years, she returned to the University of Houston in 2007, where she oversees the clinical program, teaches the graduate course in fluency disorders and directs the Fluency Specialty Clinic. Ms. Bruce has presented locally, regionally, and nationally in the areas of family-centered service delivery, clinical training, and stuttering intervention. She is an ASHA Fellow, a Board Certified Fluency Specialist and Mentor, and a charter member of the Lidcombe Program Trainers Consortium.

**Ferenc Bunta, Ph.D., Assistant Professor.** Dr. Bunta received his Ph.D. from Arizona State University, Department of Speech and Hearing Science and completed a postdoctoral fellowship in the Department of Communication Sciences and Disorders at Temple University with a joint appointment in the Bilingual Language Laboratory and the Eleanor M. Saffran Center for Cognitive Neuroscience. His research focuses on bilingual and cross-linguistic phonological acquisition. Dr. Bunta has taught courses on phonetics, phonology, speech and language acquisition, and speech science. He serves as one of the graduate advisors.

**Laura Cizek, MA CCC-SLP. Clinical Assistant Professor and Post Baccalaureate Leveling Program Coordinator.** Ms. Cizek teaches the undergraduate capstone course, Clinical Procedures. She also supervises graduate students at the University Speech, Language and Hearing Clinic: A United Way Facility. Her experiences include supervision as well as diagnosis and treatment of children and adults with various speech and language differences and disorders. Ms. Cizek is the Post Baccalaureate Leveling Program Coordinator.

**Stephanie Daniels, PhD, CCC-SLP. Associate Professor** Dr. Daniels received her Ph.D. from Louisiana State University. She is a research speech pathologist at the Michael E. DeBakey VA Medical Center and has a faculty appointment at Baylor College of Medicine. Dr. Daniels is a Board Recognized Specialist in Swallowing and Swallowing Disorders. Her research, funded by the Department of Veterans Affairs, is

focused on neurogenic dysphagia. She teaches the graduate course in dysphagia and provides supervision in adult communication disorders. She serves as one of the graduate advisors.

**Martha Dunkelberger, Ph.D. CCC-SLP, Clinical Assistant Professor and Undergraduate Program Coordinator.** Dr. Dunkelberger earned her master's degree from Governors State University near Chicago, IL and her PhD from the University of Houston College of Education. She joined the University of Houston Department of Communication Sciences and Disorders in 1997 following eight years of clinical practice. Her research interests concern the developmental progression of phonological systems and literacy skills in preschool and school aged children. Dr. Dunkelberger is a recipient of a 2011 UH Teaching Excellence Award.

**Janet Eckert, MS CCC-SLP, Externship Coordinator & Clinical Educator.** Ms. Eckert earned her B.A. from Baylor University, and her M.S. from Texas Woman's University. Her experience primarily includes public schools and private practice, specializing in the assessment and treatment of the preschool population. Additionally, she is a Hanen certified facilitator addressing both family focused programs for parents and early childhood educators.

**Michelle Ivey, Ph.D., CCC-SLP, Clinical Assistant Professor.** Dr. Ivey received her bachelor and master's degrees from the University of Cincinnati and her doctorate at Georgia State University. She has over 18 years of pediatric therapy experience with a specialty in research and therapy with children who have social pragmatic language disorders such as autism. She is a Clinical Educator in the University Speech, Language and Hearing Clinic: A United Way Facility, and has taught courses in language development and pediatric language disorders.

**Kay James, M.S., CCC-SLP, Speech Language Pathology Certificate Program Coordinator and Clinical Educator.** Ms. James has worked in a variety of settings providing speech, language, swallowing and voice therapy to people of all ages. Currently, she is particularly interested in the area of voice disorders and is working with the University Speech, Language and Hearing Clinic (USLHC) to develop a wide reaching voice specialty program. Ms. James draws on her background in stage and vocal performance when working with voice clients and when mentoring graduate students who are learning to conduct voice therapy.

**Kia Johnson, Ph.D., CCC-SLP, Associate Professor.** Dr. Johnson is an Associate Professor within the Department of Communication Sciences and Disorders at the University of Houston (Houston, TX). She specializes in fluency disorders, with a specific focus on young children who stutter.

**Ashwini Joshi, Ph.D., CCC-SLP, Assistant Professor.** Dr. Joshi is an Assistant Professor with the Department of Communication Sciences and Disorders at the University of Houston. Dr. Joshi received her doctorate from the University of Kentucky. Her doctoral research examined the effects of vocal fold paralysis on various brain regions and its corresponding manifestation on parameters of voice assessment. She teaches the undergraduate course in anatomy and physiology.

**Marla Moreno-Jordan, BS. Undergraduate Academic Advisor for Communication Sciences and Disorders and American Sign Language Interpreting.** Ms. Moreno-Jordan received her BS in Psychology from University of Houston Clear Lake with a particular interest in adult learning

styles. Formerly, she was an Instructional Assistant for the School of Business at the University of Houston-Clear Lake.

**Byron Ross, Ph.D., CCC-SLP, Clinical Assistant Professor and Graduate Program Coordinator.** Dr. Ross earned his M.S. from the University of Central Arkansas, and his Ph.D. from the University of Nebraska. His interests include school aged children, adolescents, and young adults with autism spectrum disorders. He also has an interest in assessment and intervention using augmentative/alternative communication with individuals with severe disabilities.

**Amber Thiessen, Ph.D., CCC-SLP, Assistant Professor.** Dr. Thiessen received her master's degree and Ph.D. from the University of Nebraska-Lincoln. She teaches graduate courses in augmentative and alternative communication (AAC) and cognition in adults. Dr. Thiessen's primary research focus is on augmentative and alternative communication for adults with neurological conditions.

<b>ADJUNCT FACULTY</b>
------------------------

**Kenyetta Bolling, M.S., CCC-SLP, Clinical Educator.** Ms. Bolling is a part-time Clinical Educator at the University Speech, Language and Hearing Clinic (USLHC). Her expertise is in the areas of Autism, Early Childhood Language and Oral/Aural Rehabilitation. She has worked in a variety of settings including schools, private clinics and home health. Ms. Bolling is active in city and state wide professional organizations that promote the field of Speech and Language Pathology. She has also conducted numerous trainings and workshops with students, parents and other related professionals. Currently, Ms. Bolling is the Supervising Speech Pathologist at an ABA clinic and provides clinical education/supervision at USLHC and other off-campus sites.

**Rachel Ezell, M.C.D., CCC-SLP, Clinical Educator.** Ms. Ezell is a Clinical Educator at the University Speech, Language and Hearing Clinic. She also supervises graduate students in our community outreach settings. She has experience working in early childhood intervention, private practice, and public schools. Her areas of interest are pediatric speech and language disorders and adult accent modification.

**Rebecca Gonzalez, M.S., CCC-SLP, Clinical Educator.** Ms. Gonzalez is a part-time Clinical Educator at the University Speech, Language and Hearing Clinic. Her area of expertise is the evaluation and treatment of speech and language disorders in children and adults who are culturally and linguistically diverse. Ms. Gonzalez' experience comes from working in the public schools and private practice. In addition, she served on the TSHA Financial Advisory Committee from 2008-2011 and participates on TSHA's CLD Task Force.

**Dena Linda, M.A., CCC-SLP, Clinical Educator.** Ms. Linda is a part-time Clinical Educator in the Language Learning Group at the University Speech, Language and Hearing Clinic: A United Way Facility. She has experience working with Alternative and Augmentative Communication Systems in addition to working with the preschool population.

**Patricia Reed, M.A., CCC-SLP, Clinical Educator** Ms. Reed is a part-time Clinical Educator at the University Speech, Language and Hearing Clinic: A United Way Facility. . She is working in the



fluency specialty Clinic. The majority of her experience is in public schools working with all ages 3-21. Areas of interest include fluency, language disorders and social communication.

**Frankie B. Sims, M.S., CCC-SLP, Clinical Educator.** Ms. Sims is a part-time Clinical Educator at the University, Speech, Language and Hearing Clinic (USLHC). Her expertise is in the areas of cochlear implants, aural rehabilitation and post-stroke language recovery. She was a Clinical Supervisor at Texas Tech University Health Sciences Center before coming to U of H. She currently provides clinical education for assessment and treatment of pediatric and adult clients at the USLHC and at the Sunnyside Multi-Service Center.

**Stefanie Trachtenberg, M.A., CCC-SLP, Clinical Educator.** Mrs. Trachtenberg is a part-time Clinical Educator at the University of Houston Speech, Language, and Hearing Clinic and at various community outreach settings for the University. She has experience working in public and private schools, and private practice settings. Her primary area of interest is treatment of speech and language disorders in preschool and school-age populations.

**Kristina Wilson, Ph.D., CCC-SLP. Adjunct Assistant Professor.** Dr. Wilson serves as an adjunct professor in the Department of Communication Sciences and Disorders at the University of Houston. She is also the lead speech pathologist on the Cleft Palate and Craniofacial Team at Texas Children's Hospital. Dr. Wilson also has a faculty appointment at Baylor College of Medicine within the Division of Plastic Surgery. She is involved with the Americleft Speech Project, which is a multi-center study looking at factors that influence speech outcomes in children with cleft lip and palate. She is currently a member of ASHA's Coordinating Committee for Special Interest Group 5—Speech Science and Orofacial Disorders and she is an active member of the American Cleft Palate Craniofacial Association.

<b>EMERITUS FACULTY</b>
-------------------------

**Martin Adams, Ph.D. CCC-SLP. Professor Emeritus.** Dr. Adams is former Chair of the program in Communication Sciences and Disorders, with an area of expertise in fluency.

**Lynn S. Bliss, Ph.D. CCC-SLP. Professor Emeritus.** Dr. Bliss was chair of the Communication Sciences and Disorders Department from 1997-2006. Dr. Bliss' research focuses on the oral personal narratives of children with language impairments. She has published articles on the cultural influences of narration. She is the author of two books, *Discourse Impairments* and *Narrative Patterns*. Dr. Bliss is an ASHA Fellow and was a Fulbright Scholar on the Island of Cyprus.

**Susann Dowling, Ph.D. CCC-SLP. Professor Emeritus.** Dr. Dowling taught in the areas of anatomy and physiology, phonology and supervision. Her research focused on phonological disorders, the supervisory process and clinical training. Dr. Dowling is an ASHA Fellow, a teaching award winner and recipient of the Supervisor of the Year Award.

## GRADUATE SCHOOL ADMISSION PROCESS

Admission to graduate school is a competitive process. There are generally more applicants than there are available positions. The COMD Department must maintain a small student-faculty ratio in order to maintain its accreditation by the Council on Academic Accreditation. We admit approximately 40 new graduate students each fall.

In order to be considered for admission to the graduate program by the COMD admissions committee, you must at least have a 3.0 in the last 60 hours of course work and in the major. ***Meeting these minimal requirements does not, however, guarantee admission into the program.***

The course work for the graduate program is very intensive. The goal of the Department of Communication Sciences and Disorders is to admit the most highly qualified candidates to the graduate program. Quantitative factors, such as grade point averages and GRE scores, as well as qualitative factors, such as letters of recommendation and a writing sample are all considered. Less tangible factors also contribute to admission decisions. These may include the potential 1) for communicating effectively and interacting constructively in a clinical and/or supervisory relationship and 2) for contributing to the profession of speech-language pathology.

Successful completion of the graduate program requires satisfactory acquisition of the knowledge and skills set forth by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (See Appendix E). To meet these standards necessitates acquisition of knowledge in basic communication science and processes typically achieved in an undergraduate program in Communication sciences and Disorders. The following classes or their equivalent must be obtained prior to beginning of the graduate program:

COMD 2338 Phonetics  
COMD 2339 Normal Language Development  
COMD 2376 Anatomy and Physiology for Communication  
COMD 3371 Speech Development and Disorders  
COMD 3375 Language Disorders in Children  
COMD 3381 Audiology  
COMD 4333 Neuroscience for Communication Disorders  
COMD 4385 Speech Science  
COMD 4382 Aural Rehabilitation  
COMD 4489 Clinical Procedures

As part of the standards for certification, the American Speech-Language Hearing Association also requires a minimum of 3 credits of statistics, biological science and physical science, and behavioral science.

Incoming graduate students must complete 25 hours of guided observation under the direction of an ASHA certified speech-language pathologist, and must complete a speech, language and hearing proficiency exam prior to the start of clinic.

Applicants with a bachelor's degree in a field other than Communication Disorders must complete the Post Baccalaureate (PB) Leveling Program and may apply for admittance to the graduate program only after completing at least one semester of the PB coursework.

### **ACADEMIC ADVISING**

There are specific coordinators and advisors for each COMD program. Dr. Dunkelberger is the Undergraduate Coordinator and Ms. Marla Moreno is the Undergraduate Advisor. Dr. Ross is the Graduate Coordinator. Drs. Ross, Blake, Bunta, Daniels and Ivey are the graduate advisors. Ms. Cizek is the Coordinator and Advisor for the Post Baccalaureate Leveling Program. All advisors will have set office hours which will be posted.

Post Baccalaureate leveling students are required to attend group advising meetings for initial information and orientation to the COMD programs and professions. Additional advising times are available by appointment. It is the obligation for every student to see an advisor at the beginning of the program.

### **SPECIAL NEEDS**

If you are a person with a disability and you need accommodations to perform successfully in the program, you are required to contact the Center for Students with DisAbilities, (713) 743-5400. The Center will evaluate each student and identify his or her needs. Appropriate paperwork related to accommodations must be given to each instructor at the beginning of each semester for which you are requesting accommodations. Accommodations are negotiated between the person making the request, the instructor and the Center for Students with DisAbilities.

### **SOCIAL MEDIA POLICY**

"Social media" is an umbrella term that encompasses the various activities that integrate technology, social interaction, and content creation. Social media encompasses many technologies and forms, such as blogs, wikis, photo and video sharing, podcasts, social networking, mashups, and virtual worlds.

Students should use caution and good judgment when posting information to electronic communications and social networking sites, both personal and those that are related to the University of Houston and/or the Department of COMD. Per HIPAA regulations, no information, pictures, videos or descriptions of clients/families can be posted on social media sites. Violation of HIPAA regulations may result in appropriate disciplinary action being taken by the University against the student. Please visit the following link and become familiar with the University social media policy. Sections 3 and 4 were designed specifically for students. <http://www.uh.edu/policies/social-media/index.php> UH is committed to fostering a learning environment that allows for freedoms of speech and expression in accordance with the First Amendment to the U.S. Constitution (See MAPP 13.01.01 - Freedom of Expression at <http://www.uh.edu/mapp/13/130101.pdf>). Please be aware, however, that UH will not tolerate any activity or posting that loses First Amendment protection such as any unlawful, defamatory, or obscene activity or posting. UH reserves the right to remove any such posting without notice.

Currently many employers and clinical supervisors review Facebook and other social media pages as part of the screening process. A good practice is to make sure the persona you present online is one that you are proud to share with current faculty and future employers.

Finally, please use social media responsibly. Remember, there is no such thing as a “private” social media site. A good rule of thumb is to assume that anyone, anywhere, can get access to anything you put on the internet at any time, no matter what privacy settings you use. This includes fellow students, UH faculty and staff, clinical supervisors, and prospective employers.

## **COMPLAINT POLICY**

Complainants are expected to file complaints at the appropriate level so that all due process procedures may be followed.

- Students should take issues regarding grades and class policies to the course instructor first. It is always important to begin with the “offending person” so that she or he can have the opportunity to rectify the situation or to provide an explanation or rationale. If the student is not satisfied after talking with the “offending person,” the student may appeal to the next higher level within the administrative structure. For academic issues that would be the Post Baccalaureate Leveling Program Coordinator. If the student is still not satisfied, the student may appeal to the Department Chair. If the issue continues to be unresolved, the student may file a formal grievance with the department. The details of the formal grievance process for the Department of Communication Sciences and Disorders can be found in Appendix B of this handbook. If the student is not satisfied with the outcome of the grievance process, the student may file a formal grievance with Dean of the College of Liberal Arts and Social Sciences (CLASS). Information on the CLASS formal grievance policy can be found on the CLASS website: [http://www.class.uh.edu/advising\\_grad\\_gpolicy.html](http://www.class.uh.edu/advising_grad_gpolicy.html) The Dean and the Provost are final levels of appeal at the University.
- Other non-grade related complaints or suggestions should be directed to the Chair of ComD. There is also a suggestion box in the ComD computer lab for anonymous complaints or suggestions.
- Complaints about the program related to the Standards of Accreditation should be made in writing to the Council on Academic Accreditation in Audiology and Speech-Language Pathology.
  - Such complaints must meet the following criteria:
    - be against an accredited graduate education program or program in candidacy status in audiology and/or speech language pathology,
    - relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech Language Pathology,
    - clearly describe the specific nature of the conduct being complained about, which must have occurred at least in part within 5 years of the date the complaint is filed, the relationship of the complaint to the accreditation standards, and provide supporting data for the charge.
  - Procedures for filing a complaint with the CAA can be found at: <http://www.asha.org/academic/accreditation/accredmanual/section8.htm#complaint1>

## **POST BACCALAUREATE LEVELING PROGRAM**

This program is designed for students who have earned a bachelor's degree in a field other than Communication Sciences and Disorders. The course work begins in the fall and continues in the spring and summer semesters consecutively. There are specific required courses. In addition to the COMD course work, the following course work is required by the American Speech-Language-Hearing Association: statistics, biological science, physical science, and psychology or sociology.

The Department of Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The program meets the standards established by the CAA. The courses that you take as a post baccalaureate leveling student contribute to your achieving the competencies required for certification. The standards for the Certificate of Clinical Competence are found at <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>. The standards for accreditation of graduate education programs in audiology and speech-language pathology are found at <http://asha.org/academic/accreditation/accredmanual/section3.htm>.

**Please be aware that you cannot practice as a speech-language pathologist assistant (SLP-A) or speech-language pathologist in Texas without a license. Licensure information is at <http://www.dshs.state.tx.us/speech/default.shtm>.**

**The purpose of the PB leveling program is to provide you with the prerequisite "leveling" classes to apply for graduate school. Admission to graduate school is highly competitive, and one of the critical requirements is a strong GPA, particularly in the classes in the major. Another important factor is performance on the Graduate Record Exam (GRE). Therefore we require that our PB leveling students demonstrate the potential for graduate work in their PB leveling program.**

- 1) Students who receive a grade of less than B- will be dismissed from the program.
- 2) PB students will not be allowed to repeat a course in COMD.
- 3) Applicants are not considered for admission to the graduate program if their GPA in the major is less than 3.0, or if their GPA in the last 60 hours is less than 3.0.

**PB students will not be allowed to repeat a course in COMD.**

**If you receive a grade of less than B-, you will be dismissed from the program.**

**The Post Baccalaureate Leveling Program is offered as a one-year or two-year program. There are no extensions to either of these programs. In other words, a one year program cannot become a two year program, and a two year program cannot be extended. Courses must be taken in the sequence listed on the PB curriculum. If you do not take the courses in sequence, or in the time allotted, you will be dismissed from the program.**

**All course content in the PB Leveling Program curriculum must be completed, whether it be in the PB Leveling Program curriculum or completed prior to beginning the program. Verification in the form of transcripts, course descriptions and/or syllabi may be requested.**

**DEPARTMENT of COMMUNICATION SCIENCES and DISORDERS**  
UNIVERSITY of HOUSTON  
POST BACCALAUREATE CURRICULUM

**One Year Plan starting FALL 2016**

**Semester 1 – Fall 2016**

COMD 2338 Phonetics  
COMD 2339 Normal Language Development  
COMD 2376 Anatomy and Physiology for Communication  
COMD 3381 Audiology

**Semester 2 – Spring 2017**

COMD 3371 Speech Development and Disorders  
COMD 3375 Language Disorders in Children  
COMD 4333 Neuroscience for Communication Disorders  
COMD 4382 Aural Rehabilitation  
COMD 4385 Speech Science

**Semester 3 – Summer 2017**

COMD 4489 Clinical Procedures

American Speech-Language-Hearing Association Requirements:  
Statistics  
Biological science  
Physical science  
Social science

**DEPARTMENT of COMMUNICATION SCIENCES *and* DISORDERS**  
UNIVERSITY of HOUSTON  
POST BACCALAUREATE CURRICULUM

**Two Year Plan starting Fall 2016**

**Semester 1 – Fall 2016**

COMD 2338 Phonetics  
COMD 2339 Normal Language Development  
COMD 2376 Anatomy and Physiology for Communication

**Semester 2 – Spring 2017**

COMD 3371 Speech Development and Disorders  
COMD 3375 Language Disorders in Children  
COMD 4385 Speech Science

**Semester 3 – Fall 2018**

COMD 3381 Audiology  
COMD 4489 Clinical Procedures

**Semester 4 – Spring 2018**

COMD 4382 Aural Rehabilitation  
COMD 4333 Neuroscience for Communication Disorders

American Speech-Language-Hearing Association Requirements:

Statistics  
Biological science  
Physical science  
Social science

## ***Course Descriptions:***

### **Required Courses:**

#### **2338: Phonetics COMD CORE**

Cr. 3. (3-0). Analysis of spoken English in articulatory, perceptual, and acoustic terms, with emphasis on general American dialect and its phonetic transcription.

This course has no prerequisites.

#### **2339: Normal Language Development COMD CORE**

Cr. 3. (3-0). Normal acquisition of speech and language structure including dimensions of hearing from the period of infancy through early adolescence.

#### **2376: Anatomy and Physiology for Communication COMD CORE**

Cr. 3. (3-0). Structure and function of the neuromuscular systems involved in phonation, speech and respiration.

This course has no prerequisites.

#### **2385: Speech Science**

Cr. 3. (3-0). Theoretical and physiological aspects of speech production and perception.

Contributions of respiratory, laryngeal, velopharyngeal and articulatory systems to speech production; physical and speech acoustics; speech across the life span.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

#### **3371: Phonological Disorders**

Cr. 3.(3.0) Theories and research related to phonological development and disorders in pre-school children. General diagnostic and remedial approaches for children with phonological problems.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

#### **3375: Language Disorders in Children**

Cr. 3.(3.0) Theories and research related to language development and disorders in pre-school children. General diagnostic and remedial approaches for children with language-based problems.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

#### **3381: Audiology**

Cr. 3. (3-0). Techniques and instrumentation used for evaluation of hearing. Rationale for audiometric tests, practice in testing, and nonmedical interpretation of results.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.



**4333: Neurogenic Communication Disorders**

Cr. 3. (3-0). Foundations of neuroanatomy and neurophysiology relevant to speech, language, cognition, and swallowing.

Only students who have completed COMD 2376, 2385, and completion of or concurrent enrollment in 3380 (COMD Core (2139, 2338, 2339, and 2376) are eligible for this course.

**4382: Aural Rehabilitation**

Cr. 3. (3-0). Principles, methodology, and procedures used with children and adults living with hearing impairment. Includes amplification devices, communication skills training, educational programming and current issues.

Only students who have completed COMD Core (2139, 2338, 2339, and 2376) and COMD 3381, or consent of the instructor, are eligible for this course.

**4489: Clinical Procedures**

Cr. 4. (4-0). Conceptual models and application strategies for clinical management.

This course requires completion of 22 hours of COMD Major classes.

**Elective Courses:****COMD 2396: Selected Topics in COMD**

Cr. 3. (3-0). Prerequisites: COMD major and consent of department chair. Exploration of specific interests such as bilingual speech and language development, language science, and research in communication sciences and disorders.

**3301: Deaf Culture**

Cr. 3. (3-0). Deaf culture: behaviors, beliefs, psychology, education, language, myths, history and attitude toward others, from the perspective of deaf people and those who work with them.

**COMD 3396: Selected Topics in COMD**

Cr. 3. (3-0). The undergraduate research seminar introduces students to scientific inquiry in communication sciences and disorders. The course also provides hands-on research experience and demystifies the process of scientific inquiry. Students will be engaged in the discovery process by actively collaborating on actual research projects. Selected topics will be chosen from communication sciences and disorders.

This course requires permission from the department chair as a prerequisite.

**COMD 3399;COMD 4399 Senior Honors Thesis in Communication Disorders**

Cr. 3. (3-0). Prerequisite: consent of department chair. Both COMD 3399 and 4399 must be taken before credit is received for either, and the courses must be taken in sequence.

**COMD 4398: Special Problems in Communication Sciences and Disorders**

Cr. 3. (3-0). senior standing, COMD major and consent of department chair. Offered to advanced COMD majors who wish to explore specific interests such as bilingual speech and language development, language science, and research in communication sciences and disorders.

### **COMD 4399: Senior Honors Thesis in Communication Disorders**

Cr. 3. (3-0). Prerequisite: consent of department chair. Both COMD 3399 and 4399 must be taken before credit is received for either, and the courses must be taken in sequence.

#### ***WITHDRAWAL FROM PROGRAM***

Upon beginning the program, continuous enrollment is expected for the fall, spring and summer semesters until the program is completed. (Exception: Two-Year Plan students who will not enroll during the first summer.) Leaves from the program for medical or other exceptional reasons must be submitted in writing to the Post Baccalaureate Leveling Program Coordinator and approved by the faculty and the college. Requests are considered on an individual basis. Students who receive medical withdrawals must provide medical documentation indicating they are able to return, and obtain permission from their college Dean to enroll again at the University of Houston.

#### ***PETITIONING FOR REINSTATEMENT***

If a student is dismissed from the Post Baccalaureate Leveling Program, (s)he has the right to petition the faculty to reverse the decision. A written petition must be submitted to the faculty within approximately three weeks of the initial notice (a specific deadline will be given in the dismissal letter, so that a decision may be made prior to the beginning of the subsequent semester). Ideally, the petition should contain the following: the student's view of what led to his/her poor performance, a request to be re-admitted to the program, and what changes the student will make to improve performance.

The petition will be discussed and voted on by a majority of the faculty. Each petition is considered individually. Conditions for reinstatement, if approved by the faculty, will be determined on an individual basis. The student will be informed of the faculty's decision in a written letter. If the student is not satisfied with the decision, (s)he may file a formal grievance, following the procedures described in Appendix B.

#### ***FERPA***

The Family Education Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records and FERPA requires that institutions adhere strictly to these guidelines. FERPA restricts faculty and staff from the releasing student information to parents. This information often surprises parents since they are paying college tuition. If you would like to allow your parents access to your records refer to the following link:

<http://www.uh.edu/legal-affairs/contract-administration/pdf-documents/OGC-SF-2006-02%20FERPA%20Authorization%20Form.pdf>

## **DROPPING COURSES**

The University policies concerning dropped courses are as follows:

- The last day to drop or withdraw from a course without receiving a grade is before the Official Reporting Day (ORD). Please see the academic calendar for the exact date.  
<http://publications.uh.edu/content.php?catoid=21&navoid=5786>
  
- The last day to drop or withdraw from a course with a grade of **W** or **U (in the case of S/U grade) will be the last day to drop a course for each semester (i.e.** four weeks prior to the last class day of a fall or spring semester, six class days prior to the last class day of summer I, II, or IV, and three weeks prior to the last class day of summer III). Consult the academic calendar for specific dates, <http://publications.uh.edu/content.php?catoid=21&navoid=5786>
  
- Enrollment in a course may be terminated by students in one of the following ways:
  - An instructor may drop students through the last day for dropping courses for the following reasons: excessive absences; if the prerequisites or co-requisites for the course listed in the current catalog have not been met; or for causes which tend to disrupt the academic process (except those actions involving academic honesty which come under the jurisdiction of the Academic Honesty Policy).
  - Students may not receive a W for courses in which they have been found guilty of a violation of the Academic Honesty Policy. If a W is received prior to a guilty finding, the student will become liable for the Academic Honesty penalty, including F grades.

For more information on the University policy on dropping courses, visit:

<http://publications.uh.edu/content.php?catoid=21&navoid=5539>

Students are expected to commit themselves to courses as early as possible in order to succeed in their courses.

**PB students will not be allowed to repeat a course in COMD.**

## **PROFESSIONAL ORGANIZATIONS**

### ***ComD ALUMNI NETWORK***

The Communication Disorders Alumni Network (ComDAN) was created to fund scholarships; promote networking among alumni; provide continuing education opportunities; and to support the program, its faculty and students. All graduates, former students and friends of the ComD Program are eligible for membership. For more information, contact the Houston Alumni Organization at 713 743-9548.

### ***AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)***

The American Speech-Language Hearing Association is the professional organization for speech-language pathologists and audiologists (the American Academy of Audiology also serves audiologists). One function of ASHA is to offer an accreditation program for academic and clinical institutions. The academic accreditation agency is called the Council on Academic Accreditation. It examines academic programs and determines their eligibility for accreditation. The Communication Disorders Program of the University of Houston is accredited by this Council. This means that the program must adhere to guidelines in administering the academic and clinical programs. If you wish to contact the Council on Academic Accreditation you can write to them at ASHA, 10801 Rockville Pike, Rockville MD 20501. The phone number is (310) 987-5700. There are certain academic requirements that students must fulfill as well as clinical requirements that are mandatory. ASHA also has a public code of ethics. It is the responsibility of every student and professional to follow the code of ethics. It will be discussed in several of your classes. Please read it. [www.asha.org](http://www.asha.org)

### ***NATIONAL STUDENT SPEECH-LANGUAGE-HEARING ASSOCIATION (NSSLHA)***

The National Student Speech-Language-Hearing Association is affiliated with ASHA. There is a National NSSLHA chapter, as well as local, university-based chapters. At the University of Houston, there is a local chapter which is very active. It is an excellent way to learn about professional issues and have fun, too. Students are encouraged to participate in this association. Activities that UH NSSLHA has sponsored include: providing opportunities to visit professional work settings, presenting lectures from professionals in the community, and raising funds for tests for the clinic and scholarships for clients in the clinic and the students. One advantage to membership is reduced ASHA certification fees if you have been a National NSSLHA member for 2 consecutive years prior to applying for ASHA certification. Additionally, as a National NSSLHA member, you are able to access all member-only areas of the ASHA website, which includes on-line access to all ASHA journals. To get the most out of these benefits, students are strongly encouraged to join the National chapter early in their program, as there can be some delays in account activation.

### ***TEXAS SPEECH-LANGUAGE-HEARING ASSOCIATION (TSHA)***

The Texas Speech-Language-Hearing Association is the state professional organization. Students are encouraged to join at a reduced student rate. TSHA offers excellent educational and professional opportunities for students at its annual convention. Conventions are held in Houston, Dallas, Corpus

Christi and Austin on a rotating basis. TSHA offers financial support to students for research and education. [www.txsha.org](http://www.txsha.org)

***HOUSTON ASSOCIATION FOR COMMUNICATION DISORDERS (HACD)***

The Houston Association for Communication Disorders is the local professional organization. HACD currently numbers almost 500 members and is an active organization. The main mission is to provide continuing education for its members. It maintains a student focus through mentoring programs and scholarships for COMD students. HACD is a useful network for students, a way to meet and know local professionals. [www.hacd.org](http://www.hacd.org)

***ASSOCIATION OF HOUSTON AUDIOLOGISTS (AHA)***

The Association of Houston Audiologists is a professional organization for audiologists living in the greater Houston Gulf Coast area. Meetings are held approximately bi-monthly for networking and socializing. The major continuing education events are the Fall and Winter conferences when nationally known speakers in audiology are invited to present current research and clinical information.

**APPENDIX A**  
**UNIVERSITY OF HOUSTON POLICY ON ACADEMIC DISHONESTY**

The information below came from the UH online catalogue at:  
<http://publications.uh.edu/content.php?catoid=8&navoid=1352>, Article 3. Categories of Academic Dishonesty

**APPLICATION of the ACADEMIC HONESTY POLICY:** This policy applies only to those acts of dishonesty performed while the student is enrolled in the university.

**ACADEMIC DISHONESTY PROHIBITED:** “Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the University of Houston or a course instructor to fulfill academic requirements. Academic dishonesty includes, but is not limited to, the following:

*Plagiarism*

- a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). This would include submitting substantially identical laboratory reports or other materials in fulfillment of an assignment by two or more individuals, whether or not these used common data or other information, unless this has been specifically permitted by the instructor;

*Cheating and Unauthorized Group Work*

- b. Openly cheating in an examination, as copying from another’s paper;
- c. Possessing on one’s person during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless such possession is expressly permitted by the instructor;
- d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
- e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
- f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

*Fabrication, Falsification, and Misrepresentation*

- g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
- h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
- i. Falsifying results in laboratory experiments;
- j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;

*Stealing and Abuse of Academic Materials*

- k. Stealing, as theft of tests or grade books, from faculty offices or elsewhere; this includes the removal of items posted for use by the students;
- l. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

*Complicity in Academic Dishonesty*

- m. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

*Academic Misconduct*

- n. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

**APPENDIX B  
GRIEVANCE POLICY**

The following procedures will be used concerning a grievance:

- The Department Chair will be responsible for conducting all stages of the process, except as noted below. If the Department Chair is named in the grievance, the Post Baccalaureate Leveling Program Coordinator will take over these responsibilities.
- The student must file official notice of an intention to grieve within 30 days of the point in time when the grievant has knowledge or should have had knowledge of the problem being grieved. Within 60 days of filing the intent to grieve notice, the grievant must submit a formal grievance.
- In filing the formal grievance, the grievant must state 1) when he/she discovered the issue being grieved, 2) what issue is being grieved and provide evidence to support the grievance, 3) what is the desired resolution.
- Upon receipt of the formal grievance, the Department Chair will inform the person(s) to whom the grievance is directed and provide them with a confidential copy of the formal grievance.
- The person(s) to whom the grievance is directed will have 21 days to produce a written response to the grievance.
- The grievant will receive a copy of the response.
- A grievance panel will be constructed by the Department Chair, who also will assign a panel chairperson.
- The Grievance panel will include:
  - 3 ComD faculty members
  - 1 faculty from outside ComD
  - 1 student from outside the department
  - One of the faculty members will serve as the Chair of the grievance panel.

A hearing will be scheduled within four weeks of receipt of the formal grievance. The Departmental secretary will arrange a date, time and place for the hearing.

All members of the grievance panel will have access to the formal grievance, the written response, and any evidence provided, one week prior to the hearing.

The following hearing guidelines will be in effect:

- The grievant may invite an advocate to accompany him/her.
- The grievant, an advocate, the person(s) to whom the grievance is directed, and the full panel will be present at the hearing.
- The grievant, the advocate, the person(s) to whom the grievance is directed may speak at the hearing.
- The panel members only will be allowed to ask questions
- Recording of the hearings is allowed.



The amount of time each party is allowed for presentation will be determined by the chair of the panel, and all involved will be informed of the procedures prior to the date of the hearing. Each party is to direct their comments to the panel only. Discussion between grievant, advocate and the person(s) to whom the grievance is directed is prohibited.

After both sides have presented their cases and all questions from the panel have been answered to the satisfaction of the panel members, the grievant, advocate, and opposing party (parties) will be excused and the panel will discuss the findings. The panel's discussion will not be recorded unless agreed upon by the panel.

The outcome of the grievance process will be a written report from the panel which articulates, at a minimum, a brief summary of the allegations made and the respondent's rebuttal, the findings of the panel (i.e., the panel's judgment of the facts), and the recommendations of the panel. The report will be completed within one week after the hearing has been conducted. The decision will be sent to the grievant, the opposing party, and the Department Chair.

The grievant has the right to appeal the decision of the departmental grievance panel. This must be done in accordance to college procedures ([http://www.class.uh.edu/advising\\_grad\\_gpolicy.html](http://www.class.uh.edu/advising_grad_gpolicy.html))

## **APPENDIX C**

### **STUDENT FINANCIAL AID**

#### **Introduction**

Despite budget cuts and increased competition for scarce financial resources, funds are available to students determined to explore every avenue in pursuit of an education. The application process can be frustrating and the information on funding sources is scattered. For these reasons, UH has prepared general information on financial aid at: <http://www.uh.edu/financial/undergraduate/forms/index.php>.

#### **Helpful Hints**

The process of applying for financial aid can be confusing and time consuming, especially for the first-time applicant. You can increase your chances of receiving aid by doing the following:

- n Apply to as many sources as you can find.
- n Ask for information and help.
- n Apply as early as possible.

#### **Sources of Information**

Academic Job Announcements

H-Net: <http://www.h-net.org>

Chronicle of Higher Education: <http://chronicle.com/section/Jobs/61/>

Many valuable sources of information on grant and fellowship support for education are easily available on-line. Some of the most useful are:

1. **Fastweb** (free scholarship searches): [www.demo.studentservices.com/fastweb/](http://www.demo.studentservices.com/fastweb/)  
A searchable database of more than 180,000 private sector scholarships and grants.
2. **The Financial Aid Information Page:** [www.finaid.org/](http://www.finaid.org/)  
Comprehensive information about sources of student financial aid.
3. **The Foundation Center:** [www.fdncenter.org/](http://www.fdncenter.org/)
4. **Foundations On-Line:** [www.foundations.org/](http://www.foundations.org/)
5. **Mach25:** [www.collegenet.com/mach25/](http://www.collegenet.com/mach25/)  
CollegeNet's database of scholarships.
6. **Scholarship and Fellowship Databases:** <http://www.finaid.org/scholarships/>  
Links to many scholarship databases.
7. **Student Guide:** <http://www2.ed.gov/fund/landing.jhtml>  
The Department of Education's guide to all major federal aid programs.

**For information on Texas and federal assistance, consult the following guides and databases:**

1. **Texas Guaranteed Student Loan Corporation:** <http://www.tgslc.org/students/>
3. **The Scholarship Database:** <http://www.aie.org>  
The Web's most comprehensive, up-to-date, no fee, searchable database of student financial aid.
4. **Texas Higher Education Coordinating Board WebSite:** [www.thecb.texas.gov](http://www.thecb.texas.gov)  
Information regarding state loan, work and grant programs for Texas residents.

More than a dozen federal agencies fund fellowship and traineeship programs. The amounts and types of assistance vary considerably.

One of many federal initiatives is the **Jacob Javits Fellowship Program**, which provides grants to students in the arts, humanities and social sciences. Application requests should be addressed to the Director, Jacob Javits Fellowship Program, U.S. Department of Education, Mail Stop 3327, 400 Maryland Ave., SW, ROB-3, Washington, DC 20202, (202) 732-4415.

The G.I. Bill of the past has been replaced by a series of programs. Veterans may use their educational benefits for training at the graduate level and should contact their regional Veterans Administration Office.

UH's Office of Grants and Contracts provides information about federal direct subsidized and unsubsidized loans and federal work-study programs.

### **Funding for Minority Students**

The foundations listed below are only a few examples of the types of funding sources available to minority students.

**Bureau of Indian Affairs** offers aid to students who demonstrate financial need, who are at least one-fourth American Indian or Alaskan native, and who are from a federally recognized tribe. To obtain more information, contact the Bureau of Indian Affairs, PO Box 8327, Albuquerque, NM 87198. The BIA Higher Education Program has need-based scholarships and loans. Contact the Indian Resource Center, PO Box 1788, Albuquerque, NM 87103.

**National Hispanic Scholarship Fund** provides scholarships for undergraduate and graduate students of Hispanic background. The application period is June 5 to October 5 each year. Send a self-addressed, stamped envelope to Selection Committee, National Hispanic Scholarship Fund, PO Box 738, San Francisco, CA 94101.

### **Additional Useful Internet Resources**

1. **Academe This Week**, A service of the Chronicle of Higher Education: <http://chronicle.com/section/Home/5>
2. **Fund Finder Scholarship Search**: [www.finaid.org/finaid/expan.html](http://www.finaid.org/finaid/expan.html)
3. **Search for Scholarships by Major**: [www.studentservices.com](http://www.studentservices.com)
4. **Grants Search** through Carnegie Mellon University: [www.cs.cmu.edu](http://www.cs.cmu.edu)

**APPENDIX D**  
**ELIGIBILITY REQUIREMENTS AND ESSENTIAL FUNCTIONS**

*Adapted from a draft document of the  
Council of Academic Programs in Communication Sciences and Disorders (2007)*

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (\*), however, are skills that are more inherent and should be present when a student begins the program.

**COMMUNICATION**

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. \*
- Possess reading and writing skills sufficient to meet curricular and clinical demands.\*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.\*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served. \*
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

**MOTOR**

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.\*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.\*
- Access transportation to clinical and academic placements.\*
- Participate in classroom and clinical activities for the defined workday.\*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

**INTELLECTUAL / COGNITIVE**

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.\*

- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.
- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

### **SENSORY/OBSERVATIONAL**

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered: fluency, articulation, voice, resonance, respiration characteristics; oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology; hearing and balance disorders; swallowing; social interaction; and cognition related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

### **BEHAVIORAL/ SOCIAL**

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.\*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.\*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.\*
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.\*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.