

Department of Communication Disorders

Undergraduate Student Handbook 2013 - 2014



TABLE OF CONTENTS

	<u>Page</u>
Preface	iii
Mission Statements	iv
The Department of Communication Disorders	1
College and Department Personnel	2
Dean, College of Health and Human Services.....	2
Chairperson, Communication Disorders.....	2
Communication Disorders Faculty.....	2
Administrative Aide.....	4
Graduate Assistant.....	4
Students.....	4
Planning Your Academic Program	5
Your Academic Advisor.....	5
Student Study Plan (SSP).....	5
Transfer of Credit.....	6
Sequence of Courses.....	6
Registration	7
Degree Requirements	8
Lower Division Credit.....	8
General Education Requirements.....	8
Core Requirements	8
Electives.....	9
Requirements for Education Certification.....	9
General Education.....	9
ASHA Certification.....	9
Early Intervention Credentials.....	9
The University Honors Program.....	10
Test of Academic Proficiency (TAP)	11

	<u>Page</u>
Application to Graduate School	15
Application Materials.....	15
Admission Criteria.....	16
Application Timelines.....	17
Application for Graduation	18
Department Policies	19
Academic Performance.....	19
Examinations.....	19
Academic Honesty.....	19
Non-Academic Performance.....	19
Student Review Committee Process.....	20
Students with Disabilities.....	21
Grievance Procedures.....	22
CDIS Department Services and Resources	23
CDIS Department Office.....	23
Student Mailboxes.....	23
Clinical Materials Laboratory.....	23
Communication Disorders Laboratories.....	23
CDIS Department Website.....	23
National Student Speech-Language-Hearing Association	24
University Services and Resources	25
Academic Resource Center.....	25
Counseling Center.....	25
Access Services for Students with Disabilities.....	25
The Writing Center.....	26
Career Services.....	26
University Library.....	26
Financial Assistance.....	26
Academic Computing Services.....	27
Appendix A: ACT + Writing or the TAP?	28

Department of Communication Disorders

Undergraduate Student Handbook **2013– 2014**

Preface

Welcome to the graduate program in the Department of Communication Disorders at Governors State University. To assist you in being a successful student, the faculty has prepared this Student Handbook. The purpose of the Student Handbook is to acquaint you with the materials, resources, policies, and procedures that will help you to be a successful student in the department.

The department also adheres to policies in the official document of the university, the GSU Catalog. You must obtain a copy of the GSU Catalog and read it carefully. It is available on line at <http://www.govst.edu/catalog/>. However, policies in this Handbook apply if the Catalog contains no information, or if department policies are more rigorous than university policies.

The Student Handbook contains much useful information and advice. For example, you will learn how to best use your academic advisor and where to get the appropriate forms that you will need at different stages in your career as a student. A review of the Table of Contents will show you the diverse areas covered. Read the Student Handbook thoroughly and use it well.

Mission Statements

University Mission Statement

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

University Core Values

At Governors State University, our mission includes five core values.

- Provide opportunity and access.
- Serve as an economic catalyst.
- Prepare stewards of our future.
- Demonstrate inclusiveness and diversity.
- Promote quality of life.

College of Health and Human Services Mission Statement

The mission of the College of Health and Human Services is to provide accessible and quality health and human services professions education; foster a commitment to lifelong learning, scholarship, professional ethics, diversity, and social justice; and infuse its programs into the community partnerships for the health and well-being and economic development of the region.

Undergraduate Program in Communication Disorders

The undergraduate program in Communication Disorders endorses the tenets of the mission statements of the University and of the college of Health and Human Services. The mission of the undergraduate program is to offer pre-professional education in communication sciences and disorders.

The Department of Communication Disorders

The Department of Communication Disorders (CDIS), located within the College of Health and Human Services (formerly College of Health Professions), offers two degrees. The undergraduate degree is the Bachelor of Health Science (B.H.S.) in Communication Disorders; the graduate degree is the Master of Health Science (M.H.S.) in Communication Disorders.

Communication Disorders, developed in 1971, was one of the first degree programs at the university. The graduate program was first awarded accreditation in Speech-Language Pathology by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA) in 1987. The current accrediting body is the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA), a semi-autonomous body of ASHA. The graduate program was accredited by CAA in 1999, and recently was reaccredited through October 31, 2015. The graduate program also is approved by the Illinois State Board of Education for meeting the academic and practicum requirements for the Professional Educator License (formerly the Student Service Personnel Certificate, Type-73) endorsed in Non-Teaching Speech-Language Pathology.

Faculty in CDIS are all ASHA-certified speech-language pathologists or audiologists. Full-time faculty teach the great majority of the undergraduate required courses; the department also employs adjunct professors, all of whom are experienced and appropriately credentialed in their professional area.

The undergraduate program in Communication Disorders is unique in the region in that it enables students to complete their education on a part-time basis. All required courses are offered at least twice each academic year, giving students flexibility in scheduling.

The undergraduate major in CDIS offers pre-professional education in speech-language pathology, audiology, and related areas. The curriculum includes courses in fundamental areas necessary to understand normal aspects of speech, language, and hearing. Courses also are offered to give you basic knowledge concerning disorders of speech, language, and hearing, and approaches to their assessment and remediation. Education at this level is considered prerequisite to a graduate degree program.

College and Department Personnel

Dean, College of Health and Human Services

Elizabeth Cada, Ed.D. (708) 534-7295; bcada@govst.edu

Chairperson, Department of Communication Disorders

Catherine Balthazar, Ph.D., (708) 534-4592; cbalthazar@govst.edu

Communication Disorders Faculty

Jennifer Armstrong- Assistant Professor
(708) 534-4593; jarmstrong@govst.edu

Ph.D., University of Illinois at Urbana-Champaign, 2006
(Speech-Language Pathology)
M.A., Hampton University, 1997 (Speech-Language Pathology)
B.A., Hampton University, 1992 (English Education)
Certificate of Clinical Competence, Speech-Language Pathology.

Catherine Balthazar- Professor and Chair
(708) 534-4592; cbalthazar@govst.edu

Ph.D., Indiana University, 1995 (Speech-Language Pathology).
M.A., Indiana University, 1990 (Speech-Language Pathology).
B.A., University of Iowa, 1987 (Linguistics).
Certificate of Clinical Competence, Speech-Language Pathology.

Jessica Bonner- Associate Professor
(708) 534-4591; jbonner@govst.edu

Ph.D., University of Massachusetts, 1992 (Communication Disorders).
M.S., Howard University, 1984 (Speech-Language Pathology).
B.S., Xavier University, 1982 (Speech-Language Pathology).
Certificate of Clinical Competence, Speech-Language Pathology.

Eileen M. Brann- Assistant Professor
(708) 534-4594; ebrann@govst.edu

PhD. University of Illinois, Chicago, 2013 (Special Education)
M.Ed., University of Illinois, Chicago, 2011 (Measurement, Evaluation,
Statistics, Assessment)
M.S., Illinois State University, 1976 (Speech Pathology)
M.S., Illinois State University, 1975 (Speech Pathology)
Certificate of Clinical Competence, Speech-Language Pathology

Lidia Huerta- Senior University Lecturer
(708) 534-7345; luherta@govst.edu

M.H.S., Governors State University, 2000 (Communication Disorders)
B.H.S., Governors State University, 1997 (Communication Disorders)
Certificate of Clinical Competence, Speech-Language Pathology

(708) 534-3191; rnigam@govst.edu

Ph.D., Purdue University, 1999 (Speech-Language Pathology, AAC)
M.Sc., University of Mysore, 1988 (Speech and Hearing)
B.Sc., University of Mysore, 1983 (Speech and Hearing)
Certificate of Clinical Competence, Speech-Language Pathology.

Judy L. Platt- Director of Clinical Education
(708) 534-4595; jplatt@govst.edu

M.H.S., Governors State University, 1980 (Communication Disorders)
B.S., Southern Illinois University, Carbondale, 1975 (Speech Pathology and
Audiology)
Certificate of Clinical Competence, Speech-Language Pathology.

Kim Prokes- University Lecturer (Clinical Practicum Supervisor)
(708) 955-8000; kazip05@aol.com

M.A., Western Illinois University, 1974 (Speech Language Pathology)
B.S., Western Illinois University, 1973 (Speech-Language Pathology)
Certificate of Clinical Competence, Speech-Language Pathology.

Claire Thompson- University Lecturer (Clinical Practicum Supervisor)
(708) 567-2095; clthompson5@comcast.net

M.A., Governors State University, 2000 (Educational Administration)
M.H.S., Governors State University, 1978 (Communication Disorders)
B.S., Elmhurst College, 1974 (Speech Language-Pathology)
Certificate of Clinical Competence, Speech-Language Pathology.

Eileen Truskowski- University Lecturer

M.H.S., Governors State University, 2003 (Addiction Studies)
B.A., Governors State University, 1992 (Board of Governors)
A.A.S., Wabauunsee Community College, 1987 (Interpreting for the Deaf)

William S. Yacullo- Professor
(708) 534-4597; wyacullo@govst.edu

Ph.D., University of Iowa, 1982 (Audiology/Hearing Science)
M.A., Northwestern University, 1976 (Audiology)
B.S., Elmhurst College, 1974 (Speech Pathology/Psychology)
Certificate of Clinical Competence, Audiology.

Administrative Aide

The department's administrative aide is Mrs. Brenda Parham, 708/534-4590, bparham@govst.edu. The program administrative aide is your most important link to the faculty when you cannot reach them directly. She will relay messages between you and faculty members and ensure that your papers are delivered to them. The program administrative aide is here to answer questions, provide forms and information needed, maintain student files, and to set appointments for tests and laboratory use. When in doubt about class times, contact her.

Graduate Assistant

A graduate assistant is employed by the department faculty to assist in the operation of classes and other academic activities. She/he is here to assist you in the laboratory, or in any other ways related to your classes. If you require assistance with items in the CDIS Laboratory, please call the office administrator to find out when the graduate assistant will be available. The graduate assistant can be reached at 708-534-7392 and cdis1@govst.edu.

Students

The department would not exist without students, and you are an indispensable part of it. You should consider yourself as such. For that reason, it is important that department faculty and staff be able to contact you easily. Therefore, **it is imperative that you inform the office administrator of any changes in your name, address, phone number, and e-mail address.** Outside of classes, much of the contact between you and department staff will be via e-mail.

Planning Your Academic Program

Your Academic Advisor

To facilitate your progress, the College has assigned one academic advisor to undergraduate students in the communication disorders program. Your academic advisor is Pam Stipanich, pstipanich@govst.edu, 708-235-2840 (phone), 708-534-8958 (Fax), Room G184. More information is available at http://www.govst.edu/chhs/dcd/bhs_cd/default.aspx?id=42465. Ms. Stipanich is available to help you in all aspects of your academic program, including selecting courses, interpreting department policies, and planning for the future. Consult with her at least once each term. The best time to do this is during the Advance Registration period, usually two months before the term begins. At this time you should review your Student Study Plan (see below), decide on your courses for the coming term, and review your progress through the program.

It is important for you to go to Ms. Stipanich with any questions about the department, courses, or policies that are not answered in this Handbook. Asking fellow students may result in incorrect or confusing information. It is your advisor's intention to ensure your academic and professional progress. Any faculty member also is available to answer your questions. You may see a faculty member during their posted office hours, or you may call them for a special appointment to assist you with special issues.

Student Study Plan (SSP)

The SSP is the formal document specifying what is required for you to complete your degree. Contact Ms. Stipanich to begin preparing your SSP. Changes in the SSP can only be made by you and Ms. Stipanich jointly. If you have any questions about what is required, you must contact her. Failure to complete requirements outlined on the SSP will impede progress toward graduation.

Copies of the Student Study Plan and accompanying Student Study Plan Grid are available in the CDIS Office. You must develop an SSP in consultation with Ms. Stipanich no later than the first term of enrollment. It will specify the amount of transfer credit accepted, the total credit hour requirements for the degree, required courses, and other requirements. Carefully read and follow the instructions provided. Do not hesitate to ask your advisor for assistance.

The Student Study Plan Grid is a term-by-term projection of your course enrollments until you graduate. You should use the projected CDIS Schedule of Courses for Academic Years 2013-2014 and 2014-2015 when developing your study plan grid. The course schedules are posted outside the CDIS department office. In addition, the projected course schedules and planning grid are available on the department's website at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=15360.

Because this grid is only a projection, it may change as you progress through the program.

Each time you vary your enrollments from those you projected, you and Ms. Stipanich should complete a new grid. Each time you do that, the old grid will be removed from your file, and the new one inserted.

Submit your SSP and Student Study Plan Grid to Ms. Stipanich, who will review it. If there are problems with it, she will contact you. Also, faculty members may review transfer credits for courses they teach, and decide whether the courses are acceptable to meet the department's requirements. When it is unclear, you may be asked to provide course descriptions or syllabi, and sometimes course materials. In some cases, proficiency examinations may be given to determine whether you need to take a certain course. Difficult decisions are often made by consensus of all faculty. Refer to the section on "Transfer of Credit" in this Handbook for more detailed information.

Once Ms. Stipanich approves the SSP, she will sign it, and mail a copy to you, with a letter indicating that your SSP has been approved. The original will be kept in your file in the CDIS Office.

Transfer of Credit

Undergraduate courses judged by the CDIS faculty to be comparable to those in the curriculum will be accepted for transfer provided that:

1. You received a grade of "C" or better
2. The course is not more than ten years old.*

*NOTE: There are some exceptions to this policy depending upon the content area of the course, the grade you received, and your work experience in the area.

Sequence of Courses

Many of the courses in the undergraduate CDIS curriculum have other undergraduate courses as prerequisites. Therefore, you should enroll early in the prerequisites (e.g., CDIS 3300, CDIS 3400, CDIS 3500, and CDIS 3600). Later on, enroll in the courses that focus on disorders of speech, language, and hearing. Do not attempt to enroll concurrently in a course and its prerequisite. The following CDIS courses have prerequisites:

<u>Course</u>	<u>Prerequisites</u>
CDIS 4100	CDIS 3400
CDIS 4150	CDIS 3400
CDIS 4200	CDIS 3400
CDIS 4300	CDIS 3600
CDIS 4400	CDIS 3500
CDIS 4500	CDIS 3300
CDIS 4600	CDIS 3300

Registration

Registration for all courses is completed online. Be sure to visit the Registration link on the GSU website at <http://www.govst.edu/register/>. Here you will find all the information you need about registration including the Schedule of Classes and Registration Instructions.

Currently, undergraduate lecture/discussion courses are limited in enrollment to 30 students. If you know you will need a course at a particular time in your academic career, register as early as you are allowed. If a course you want is full, continue trying to register during the first week of classes, when students frequently drop courses. It is your responsibility to keep checking for openings. Although students with more credit hours have registration priority, the parameters are broad. Within a credit hour range, registration is on a first come, first served basis.

Degree Requirements

Bachelor of Health Science in Communication Disorders

Lower-Division Credit

Governors State University will allow a maximum of 75 lower division semester credits to be applied toward the bachelor's degree.

General Education Requirements

You must meet the university's general education requirements. See the [GSU Catalog](#) for details.

Core Requirements (54 Hours)

Students must complete the Professional Education Requirements equivalent to those for the Initial Special Certificate. These requirements are included in the Core Requirements.

The following courses or their equivalents may be taken at either the lower-division or upper-division level:

- CDIS 2100 Introduction to Sign Language (3)
- CDIS 3300 Introduction to Communication Disorders (3)
- CDIS 3400 Phonetics (3)
- CDIS 3500 Speech and Hearing Science (3)
- CDIS 3600 Anatomy and Physiology of Speech and Hearing (3)
- CDIS 4100 Language Development: Early Stages (3) (Prereq. CDIS 3400)
- CDIS 4150 Language Development: Later Stages (3) (Prereq. CDIS 3400)
- CDIS 4200 Sociolinguistics (3) (Prereq. CDIS 3400)
- CDIS 4300 Neuroscience for the Study of Communication Disorders (3)
(Prereq. CDIS 3600)
- CDIS 4400 Introduction to Audiology (3) (Prereq: CDIS 3500)
- CDIS 4500 Introduction to Assessment and Intervention in Communication Disorders (3) (Prereq. CDIS 3300)
- CDIS 4600 Augmentative and Alternative Communication (3)
(Prereq. CDIS 3300)

- EDUC 2310 Foundations of Education (3)
- EDUC 4440 Educational Psychology (3)
- SPED 4100 Survey of Students with Exceptionalities (3)
- PSYC 3101 Principles of Psychology (3)
- PSYC 3201 Developmental Psychology (3)
- STAT 4720 Statistics (3)

Electives

You may have the opportunity in your program of studies to enroll in elective courses. You should decide on those with your academic advisor as you complete your Student Study Plan. The CDIS faculty highly recommends elective courses in cognitive or developmental psychology, or in computer applications in education.

Total - 120 Hours

Requirements for Education Certification

You are required to complete the academic requirements for the Professional Educator License endorsed in Non-Teaching Speech-Language Pathology (formerly the School Service Personnel Certificate, Type-73). To qualify, you must complete a master's degree in communication disorders from an approved institution, and complete the required general and professional education requirements. These latter courses typically are completed during the student's undergraduate program.

General Education

Meeting GSU's general education requirements will suffice for the Professional Educator License. If you have an Associate of Arts or Associate of Science from an Illinois community college, you are considered to have met the university's general education requirements, and, thus, the Professional Educator License.

All courses applied toward general education requirements must be completed with a grade of "C" or above. Pass/fail grades will not be accepted.

ASHA Certification

You are not eligible for clinical certification by the ASHA until you complete your master's degree. However, it is typical to complete the general education requirements for the ASHA certificate during undergraduate education. General education requires transcript credit in (1) statistics, (2) biological science, (3) physical science, and (4) behavioral/social science.

Early Intervention Credentials

In Illinois, one must possess Early Intervention credentials to serve children aged birth through three years. The credentialing process is managed through the Illinois Department of Human Services (IDHS) by its designee STAR*NET/Provider Connections. Credentialing involves completing a series of training and workshop sessions, once the bachelor's or master's degree is completed. Those who have completed a bachelor's degree in communication disorders may seek a credential as a speech/language pathology associate (*i.e.*,

Speech-Language Pathology Assistant, “speech” assistant, etc.) in Early Intervention.

For information and application packets, call Provider Connections at 1-800-701-0995 or e-mail them at p-connections@uiuc.edu.

The University Honors Program

While recognizing academic excellence, the University Honors Program is designed to give undergraduate students an opportunity to pursue an enriched education while attending Governors State University. In so doing, honors students develop greater depth within their academic major by completing advanced work within their existing curriculum. Additionally, honors students obtain greater breadth by taking an interdisciplinary honors seminar in which guest speakers from across the university’s campus address a common integrative theme. Having been exposed to a rich diversity of academic perspectives, students then complete projects relevant to their academic majors. Lastly, students work on their final honors project in cooperation with a faculty mentor.

Curricular Components:

- One course within the student’s major in which they “contract” with the instructor to do advanced work;
- One advanced interdisciplinary Honors Seminar; and
- An honors thesis/project/internship which is completed under the supervision of a faculty mentor.

Beyond the above enriched academic program, honors students also have the combined benefits of a speakers series, the support and guidance of a faculty mentor, participation in special social events, and membership in a community of scholars and learners. This will be reflected on the student transcripts and with a letter of commendation by the president of the university.

For more information, contact your academic advisor or the office of the director of the University Honors Program at 708.534.4578.

Test of Academic Proficiency (TAP)

The Test of Academic Proficiency (TAP) is one of the examinations required for the Professional Educator License (formerly the School Service Personnel Certificate, Type 73) endorsed in Non-Teaching Speech-Language Pathology. A license is required for speech-language pathologists employed in Illinois public schools. The graduate program in Communication Disorders prepares students for this school license; students are eligible for this credential upon graduation from our graduate program.

Effective July 1, 2012, the Illinois Licensure Board now requires the following: “No candidate may be fully admitted into an educator preparation program at a recognized Illinois institution until he or she has passed a test of basic skills.” (105 ILCS 5/21B-30, School Code).

Undergraduate students are encouraged strongly to take and pass the Test of Academic Proficiency (i.e., basic skills test) during their undergraduate programs if they plan to apply to graduate schools in the state of Illinois. In fact, some graduate schools may require evidence of successful completion of the TAP in order to be considered for admission to graduate school. At the very least, students would be required to pass the TAP very early in their graduate programs. Please be aware that the results of the TAP are valid for a period of ten years following successful completion of the exam.

Effective February 1, 2012, the Basic Skills Test (300) will be replaced with the Test of Academic Proficiency (400). Both tests are equivalent. The Test of Academic Proficiency (TAP) will be administered only as a computer-based test.

The Illinois Certification Testing System (ICTS) recently changed its name to the Illinois Licensure Testing System (ILTS) based on recent updates to the state teacher licensure regulations. The current registration bulletin is available at the website for the Illinois Licensure Testing System (ILTS) at <http://www.il.nesinc.com/>. Registration and test preparation information are provided in the bulletin. Multiple test dates are available throughout the year. More information about preparation for the Test of Academic Proficiency is available at http://www.govst.edu/coe/t_coe_resources.aspx?id=3709. Be sure to consult with CDIS faculty if you have any questions about the TAP.

Please be aware of recent changes related to processes and procedures for the test of basic skills.

1. Effective July 24, 2012, ACT/SAT scores can be used in lieu of a passing score on the Test of Academic Proficiency (TAP):
 - a. ACT Plus Writing composite score of 22, or
 - b. SAT composite score of 1030 (critical reading, mathematics) with writing.

Official ACT/SAT score Reports will not be accepted unless they arrive at ISBE in a sealed envelope from ACT/SAT and reflect a writing component. **Do not request that ACT or SAT forward a score report to ISBE unless you are certain you achieved the minimum score allowable on the respective test for program admission or licensure.**

2. Effective December 19, 2012, ISBE can now accept score reports for the ACT Plus Writing and SAT that are not more than ten years old at the time of application/submission to ISBE.

(Note that the writing subtest must be have been taken for each test; however, the writing score is not included in the composite score requirement for either test.)

The IBSE website has been updated with this information at <http://www.isbe.net/certification/pdf/act-sat-grade-use-notice0113.pdf>. Be sure to review this important information.

Please note the following:

ISBE will accept a composite **ACT Plus Writing** score of at least 22; or a composite (mathematics and critical reading) **SAT (with writing)** score of 1030 under the following conditions:

- The applicant cannot have failed the TAP five times.
- The official score report cannot be more than ten years old at the time of application and submission to ISBE (e.g., at the time of admission to the graduate program,).

Applicants who wish to use an ACT or SAT official score report must complete and submit appropriate ISBE forms. The two relevant ISBE forms – Form 73-54 and Form 73-60 -- have been updated and are located at <http://www.isbe.net/certification/html/forms.htm>.

Renee Zdych, Director of Academic and Student Services, College of Education, at Governors State University can assist you when completing the required forms. You should contact Ms. Zdych 1) if you already have passed either the ACT and SAT and need to determine if the test falls within the validity period of 10 years; or 2) if you are planning to take or recently passed either the ACT or

SAT. She will assist you in the process of completing the required forms for ISBE and assist you with the process necessary for substitution of the TAP. Ms. Zdych can be reached at

Office: G249
Phone: 708-534-6979
E-mail: rzdych@govst.edu

Because Renee Zdych is the chief certification officer at GSU, it is essential that you communicate with her regarding policies and procedures regarding the use of the ACT/SAT in lieu of the Test of Academic Proficiency (TAP).

NOTE: Please remember that if you have a current school credential in the state of Illinois (e.g., a teaching certificate/professional educator license), you are not required to complete a test of basic skills. You already have met this requirement during the process of applying for your current school certificate/license. When completing our graduate program, you simply will be adding an endorsement (i.e., non-teaching speech-language pathology) to your license. You do not want to let your current teaching credential lapse. You will be required, however, to successfully complete the content exam in Non-Teaching Speech-Language Pathology.

You can register for the ACT and SAT through the following links:

ACT <http://www.actstudent.org/>
SAT <http://sat.collegeboard.org/register>

If you need to take a test of basic skills, which one should you take? The TAP or the ACT/SAT?

Remember that ISBE permits you to take the TAP no more than 5 times. When you take the TAP exam, the results are automatically submitted to ISBE. You do not have a choice in this matter. However, whenever you take either the ACT or SAT, you must request that the results be submitted to ISBE. And you only should submit the test results if you achieve the criterion level of performance. Consequently, there is no limit on the number of attempts on the ACT/SAT. Failing of the test does not count toward the five attempts allowed for taking a test of basic skills.

There is some evidence that the ACT/SAT may be a more straightforward test. It is designed for high-school students. The TAP, however, is designed for college-level students. Also keep in mind that you must pass all four subtests of the TAP. However, a composite score is used when determining performance on the ACT and SAT.

Please be sure to review the information presented in Appendix A (ACT + Writing or TAP?)

The current registration bulletin is available at the website for the Illinois Certification Testing System (ICTS) at <http://www.il.nesinc.com/>. Registration and test preparation information are provided in the bulletin. Multiple test dates are available throughout the year. More specific information about procedures for obtaining the Illinois State Board of Education Professional Educator License is available on the department's website in the "Current Student Resources" web link (click on "Credentialing Basics") at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6430. ASHA's certification website also includes useful information about teacher requirements in speech-language pathology not only in the state of Illinois (<http://www.asha.org/advocacy/state/info/IL/>), but for other states as well (<http://www.asha.org/advocacy/state/>).

Application to Graduate School

Education at the undergraduate level in communication disorders is considered prerequisite to a graduate degree program. Most students will apply to graduate school to complete their professional education in speech-language pathology. To apply to GSU's graduate program, you should be familiar with the following.

Application Materials

You will need to submit an application for graduate school. Procedures for application are available online at the department's website at http://www.govst.edu/chhs/dcd/mhs_cd/default.aspx?id=6424.

All applicants must complete **two** applications:

1. CSDCAS (Communication Sciences and Disorders Centralized Application Service)
2. GSU Supplemental Application

NOTE: If you are reapplying to the graduate program at GSU from a previous year, please be aware that ALL applicants will be required to create a new application for the 2013-2014 application cycle and have new references, personal statements, and transcripts sent to CSDCAS.

Step 1

Application to the graduate program in Communication Disorders at Governors State University is now made through a centralized application service: CSDCAS. To apply to our program, you should access the **Communication Sciences and Disorders Centralized Application Service** at <http://www.csdcas.org/>.

The CSDCAS application cycle for Fall 2014 enrollment opens in September 2013. Students are encouraged to begin the application process early during the application cycle.

- The following information must be submitted directly to CSDCAS in order to complete your application.
 - **Official Transcripts**. You are required to provide official transcripts from every accredited U.S. institution attended. Your official transcripts should be sent from the Office of the Registrar directly to CSDCAS.
 - **Personal Statement/Essay**. A personal essay is intended to give you the opportunity to submit a narrative describing your past education, experience, and current professional career objectives.

- **References.** You are required to submit a minimum of three (3) letters of reference. You should use three qualified recommenders who can attest to your academic and professional abilities. A minimum of two letters of recommendation should be provided by faculty members and/or instructors in communication disorders who can address your academic abilities and potential to succeed in graduate school.

Step 2

Complete the **GSU Supplemental Application.**

The graduate program in Communication Disorders at GSU is designed to serve both full-time and part-time students. Students accepted to the program on a full-time basis can be authorized for a maximum of three graduate academic courses (9 credit hours) each term. Students accepted to the program on a part-time basis can be authorized for a maximum of two graduate academic courses (6 credit hours) each term. It should be noted that the distinction between full-time versus part-time students relates only to enrollment in academic graduate courses. During the last year of enrollment in the graduate program, all students participate in external clinical practicums on a full-time basis.

The GSU Supplemental Application serves the primary purpose of identifying your enrollment preference (e.g., part-time, full-time). All students are required to complete this brief form in order to complete the application process.

Admission Criteria

Current minimum criteria for acceptance to the graduate program include (1) an undergraduate degree in communication disorders or its equivalent, (2) an cumulative GPA of 3.00 or higher for all undergraduate work attempted, (3) a cumulative GPA in communication disorders courses of at least 3.00, and (4) highly supportive letters of recommendation, particularly from faculty in the communication disorders major. The faculty also judges the quality of your personal statement.

Application Timelines

All application materials are due by January 15th of the year you wish to begin graduate school (e.g., January 15, 2014 for admission in Fall 2014).

Notifications of admission status through CSDCAS (i.e. admit, waiting list, or denied admission) are made in late March.

Application for Graduation

You are required to apply for graduation. Graduation applications now are available online at GSU website.

Graduation applications are processed twice each year.

- Students planning to graduate at the end of Spring and Summer terms are required to submit an graduation application by early January.
- Students planning to graduate at the end of the Fall term are required to apply for graduation by late August.

It is critical that you adhere to these important deadlines.

Information about graduation and commencement is available at www.govst.edu/graduation.

Here you will find information about the process for graduation application. Deadlines for submission of graduation applications also are provided. Be certain to read these instructions carefully.

Commencement takes place once each year during the month of May. Summer graduates are permitted to march in the May commencement prior to completing their degree requirements.

Department Policies

GSU has established academic policies on such matters as grading, student conduct, *etcetera*. These are detailed in the GSU Catalog and Student Rights and Responsibilities at Governors State University. CDIS adheres to these policies. In addition, the Communication Disorders faculty has adopted the following policies:

Academic Performance

CDIS follows the university's policies for academic performance. Criteria for grades are presented in the syllabus for each course. Undergraduates are required to graduate with a GPA of at least 2.00 in CDIS courses.

Examinations

You are required to take examinations at the designated time. It is your responsibility to notify the instructor in advance if you cannot take an examination because of illness or emergency. Illnesses or emergencies, such as family deaths, must be documented by an appropriate professional, for example, a physician. Failure to notify the instructor prior to the examination time may result in a forfeiture of the opportunity to take the examination. Faculty do not give make-up examinations for low grades.

Academic Honesty

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the appendix of the University Catalog.

Evidence of cheating or plagiarism on an examination, paper, or project will result in an unsatisfactory grade on that work and/or the course, and possible disciplinary action, at the discretion of the instructor.

Non-Academic Performance

The Communication Disorders faculty believes there are non-academic criteria that are important to function as a speech-language pathologist. Consequently, you are required to meet the following criteria:

1. Oral communication abilities adequate for modifying the speech-language problems of clients served. The department adheres to

ASHA's position statement, "Students and Professionals Who Speak English with Accents and Nonstandard Dialects."

2. Auditory ability adequate for identifying speech-language problems and assessing progress;
3. Interpersonal behaviors that reflect professional standards.

Assessment of non-academic requirements involves the professional judgments of faculty and administrators. It is crucial that client and patient rights to appropriate speech and language services be protected. It is the University's responsibility to protect both students and the clients they will serve. The CDIS faculty deals with these issues through regular reviews of student progress during faculty meetings. Potential problems are raised as soon as possible with the student, modification strategies and procedures are suggested, and the student is given time to respond.

Generally, when problems are first noticed, the first-level of feedback to the student is from the individual instructor whose class is involved. The second-level of feedback is from the academic advisor of the student. The third-level of feedback consists of a referral to the student for an individual meeting with the selected and appropriate members of the Student Review Committee.

On rare occasion, it is necessary to counsel students out of the program for non-academic reasons. Before arriving at such a decision, there is extensive discussion, clear feedback to the student regarding the problems, and agreement among the faculty as to the course of action. The intentions are to (1) give students a fair opportunity to succeed, and (2) identify problems early enough so that students do not spend time in an inappropriate curriculum.

Student Review Committee Process

The Student Review Committee of the Department of Communication Disorders was created as a mechanism for early identification of students who may be having difficulty succeeding in either the academic or practicum component of the program. The purpose of the Student Review Committee is to manage the student's reported **academic, practicum, or interpersonal** difficulty by developing an appropriate intervention plan for assisting the student in his/her area of challenge. The Committee's goal is to assist students, faculty, and supervisors in the early identification of challenging behaviors and managing them in a group problem solving manner.

The group problem solving model is used in order to increase the likelihood that creative and multiple effective intervention strategies are generated. The model also minimizes students' perceptions that an issue is limited to one or two instructors or that the issue is a personal one of an individual instructor. Lastly, the model offers support and guidance to faculty and supervisors who identify a student who needs structured and direct assistance in or feedback

for understanding the program's expectations. The approach attempts to show the student the path to successful performance in the academic and/or practicum components of the program.

Any GSU faculty member or supervisor (full-time and adjunct) may request the review of a student. The Committee will consist of the department chairperson, the faculty/staff member requesting the review, a neutral faculty/staff member, and in appropriate instances, a representative of the GSU practicum supervisors (e.g., a supervisor or the Director of Clinical Education). Other GSU staff may be invited to sit on the team in special situations such as the involvement of disability issues. The specific team members will be identified, usually, during the Student Review portion of the regular faculty meetings.

When the review suggests that the student meet with selected committee members, the student will be told that s/he is being invited to meet with the group because of concerns described by the referring faculty/staff member. The student will be asked to call the Department Chairperson to give his/her available times for meeting with the selected member of the Student Review Committee. The meeting will be scheduled accordingly with the selected committee members and the student.

The meetings will be used as a means of helping students succeed. The purpose of the meetings is not to punish or reprimand. The purpose is to enhance the likelihood of the student's success in the program by identifying and developing appropriate strategies for strengthening areas of challenge. When intervention strategies have been exhausted and do not produce acceptable target performance behaviors, the Student Review Committee will discuss alternative career options with the student.

Students with Disabilities

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, assd@govst.edu; or by calling 708-235-3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

More information about Access Services for Students with Disabilities is available at http://www.govst.edu/sas/t_stu_dev.aspx?id=997.

Grievance Procedures

If you have a dispute with a professor, it is best to attempt to resolve it with that professor prior to initiating a complaint. Informal resolution is the first step. If you are unable to do so, the next step is to contact the department chairperson.

1. To file an official academic grievance, the student must submit a written statement to the department chair in the department in which the course(s) is offered.
2. The written grievance statement must be received by the department chair within thirty days of the event which led to the grievance.
3. The written grievance must state the reasons for the grievance and the remedy that is sought.

Most disputes can, and should, be resolved without filing a grievance. If you do need them, procedures for filing a grievance are outlined in the GSU Student Handbook.

CDIS Department Services and Resources

CDIS Department Office

The department is located in room C-3385. Faculty offices and mailboxes are in this suite. Also here are the clinical materials room, equipment storage room, and student mailboxes.

Student Mailboxes

Student mailboxes are immediately on the right as you enter the CDIS office suite. Mailboxes are arranged by letter only, *i.e.* students do not have individual mailboxes. Check your mailbox regularly.

Clinical Materials Room

This room (C-3390) is within the CDIS office suite. It houses a wide range of diagnostic and therapeutic materials, as well as anatomical models, and some instructional materials (*e.g.* various videotapes and CDs).

You may use the materials by making an appointment with the office administrator or graduate assistant. If you are unsure how to use or find material find out when the graduate assistant will be working, and schedule your appointment accordingly.

You may borrow materials. Check the materials out with the office administrator or the graduate assistant. The borrowing time limit is one week, unless there is an immediate demand for the item, in which case it will be less. It is important to remember that once you borrow an item, you need to return it for others to use.

Communication Disorders Laboratories

The CDIS Laboratories (C-3383 and C-3379) house a wide range of materials and equipment necessary for the study of speech-language pathology and audiology. The laboratories include electroacoustic equipment, audiological equipment, speech and hearing science instrumentation, and augmentative and alternative communication devices.

CDIS Department Web Site

The CDIS department maintains a site as a link from the university's home page. The university's home page address is <http://www.govst.edu> and the department's home page is <http://www.govst.edu/cdis/>. You should check this site frequently for important resources, updates on schedules, events, and department information.

National Student Speech-Language-Hearing Association

GSU Chapter of NSSLHA

You are urged to join the GSU Chapter of the National Student Speech-Language-Hearing Association (NSSLHA-GSU). Purposes of this organization are to: 1) promote a feeling of belonging for students in CDIS; 2) foster communication between students and faculty; and 3) expose students to pertinent experiences they would not get in classrooms or practica.

Obtain a membership form from the chapter president, or in the CDIS Office. Yearly dues currently are \$10.00. There is a membership drive each Fall, but you may join at any time during the year. Membership is good for the academic year (September to August).

The chapter ordinarily maintains a bulletin board for posting important announcements and messages to students. The NSSLHA bulletin board is near the Department office.

NSSLHA-GSU sponsors several different events over the course of a year, designed to benefit members or the chapter organization. At its monthly meetings, the chapter may sponsor a social event, guest speaker, or faculty forum. Meetings are announced in classes and notices posted in or around the office. The chapter also sponsors public service activities, such as hearing or speech/language screenings, or events promoting Better Speech and Hearing Month. The intent of the people active in the chapter is to provide a balance of social, scholarly, and service activities during the year.

Members of NSSLHA-GSU are eligible for many benefits. Members have often been fully or partially reimbursed for registration at conventions and workshops.

NSSLHA-GSU is supported financially in a variety of ways. The first and foremost is through the membership dues. The chapter also receives support from the university's Office of Student Life. Also, for the past several years, the chapter has sponsored fund-raising activities.

National NSSLHA

Although it is not required in order to be a member of NSSLHA-GSU, it is to your advantage to join NSSLHA at the national level. The cost is \$60.00 per year. For this you receive an ASHA journal, the NSSLHA journal, and special convention registration rates. In addition, you will be billed reduced dues/fees when applying for ASHA membership and certification (*i.e.*, ASHA Conversion Program). Information and membership forms are available in the CDIS Office. There is also useful information on the ASHA website at <http://www.nsslha.org/default.htm>.

University Services and Resources

The Academic Resource Center

The Academic Resource Center is designed to assist students in developing the academic skills required at an upper division and graduate university. To accomplish this, the ARC provides workshops in reading, writing, grammar, composition, and mathematics, as well as private tutoring. For the student who prefers to work alone, the ARC maintains a good selection of programmed learning materials, workbooks, and various other student aids. The services are free and are available to all students. Although professors may refer students to the ARC, you may elect to attend the center on your own.

More information about the Academic Resource Center is available at the ARC website: http://www.govst.edu/sas/t_stu_dev.aspx?id=1013.

Counseling Center

The Counseling Center of the Academic Resource Center at Governors State University (GSU) has a staff of experienced professionals who provide a variety of counseling services for GSU undergraduate and graduate students. The counselors support and adhere to the professional, ethical, and legal standards as described by the American Psychological Association, as well as other professional organizations. Their mission is to contribute to the overall quality of campus life for students, and to support the academic endeavors of our students.

The professional staff of the Counseling Center offers confidential counseling for currently enrolled students seeking to address academic, career, or personal concerns. More information about the Counseling Center is available at http://www.govst.edu/sas/t_stu_dev.aspx?id=993.

Access Services for Students with Disabilities (ASSD)

The Office of Access Services for Students with Disabilities (ASSD) is dedicated to creating an accessible environment and providing equality of educational opportunities for students with documented disabilities. GSU's goal is to focus on a student's ability not the disability. ASSD ensures compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. Students must provide documentation by a qualified professional who can verify the functional impact of the disability as well as provide recommendations for appropriate accommodations. To arrange for appropriate accommodations, contact the coordinator of Access Services for Students with Disabilities at (708) 534-4508.

More information about services for students with disabilities is available at http://www.govst.edu/sas/t_stu_dev.aspx?id=997.

The Writing Center

The Writing Center provides assistance to undergraduate and graduate students with one-on-one tutoring sessions through the online writing center, and beginning research and documentation help in the library. The center also offers assistance for students who plan to take writing examinations, such as the Basic Skills Exam. For more information, call 708-534-4508, or visit the website at <http://www.govst.edu/writingcenter/>.

Career Services

The Office of Career Services offers several programs and services to assist students and alumni in their search for professional employment. Refer to the [GSU Catalog](#) for more information. Before graduating it is an excellent idea to have letters of recommendation from Communication Disorders faculty placed on permanent file in the Office of Career Planning and Placement.

The department maintains a file of employment opportunities. See the office administrator or graduate assistant. You may also receive notification about potential employment via e-mail. Visit the website of career services at http://www.govst.edu/sas/t_career.aspx?id=1000.

University Library

The University Library maintains an extensive collection of materials of interest to CDIS students. Currently there are more than 1200 books and 70 journals related to communicative disorders. The Library maintains a complete collection of relevant abstracts and several computerized databases, for example PsycINFO, Medline, and ERIC. In addition, the Library has an increasing number of subscriptions to full-text on-line scholarly journals. The Library's database search capabilities are among the finest anywhere. You should make extensive use of them for projects and papers. In addition to its own collection, the Library has an inter-library loan agreement with most college and university libraries in Illinois. Visit the library's website at <http://www.govst.edu/library/>.

Financial Assistance

In addition to the grants and loans available through the Office of Financial Aid, there are a number of small grants, awards, and scholarships available to CDIS students. Applications and nomination forms are distributed to the department faculty periodically. Some are competitive, some require nominations from the faculty, some are need-based, and some are merit-based. If you would like to be considered for grants and awards, talk to your advisor. Keep him/her updated on your activities at work, school, and in the community. This information will make it easier for faculty to nominate students for the grants and awards for which they are best qualified.

Information about scholarships for CDIS students also is available on the department's website at <http://www.govst.edu/chhs/dcd/default.aspx?id=6308>.

Academic Computing Services

The CDIS faculty encourages you to use electronic media and resources to assist you in your academic work. Microcomputer facilities are available for your use in Academic Computing Services (ACS), on the second floor of D-Wing. Computers may be used for word processing, class activities, and access to the Internet. You can get an electronic mail (e-mail) account there. Laboratory assistants will be there to help you. For current information about ACS, please visit www.govst.edu/its/.

Appendix A

ACT + Writing or the TAP?

ACT + Writing or TAP?

Which testing option is best for you?

	ACT + Writing	TAP
Testing Schedule	Offered six (6) times a year on specific test dates with test results available approximately eight (8) weeks after the test date.	Offered Monday through Saturday throughout the year at select Pearson Vue Test Centers with test results available in approximately four (4) weeks.
Test Registration	Registration required via the web (www.actstudent.org/regist/) approximately three (3) weeks prior to the test date.	Registration is required via the web (www.icts.nesinc.com) and is based upon availability.
Test Format	Paper and pencil, hard copy	Computer-based
Test Cost	\$50.50	\$125.00
Test Setting	Classroom/auditorium setting primarily with high school juniors and seniors	Computer laboratory generally with other college students.
Test Content	English, Math, Reading, Science, and Writing	Reading, Language Arts, Math, and Writing
Passing Score Requirement	<u>Composite score of 22 or higher on the ACT + Writing</u> . Scores on versions without writing cannot be considered and scores cannot be combined across administrations.	Each content area scored separately with 240 or higher (approximately 80%) required in each area. All four (4) areas must be passed in order to pass the test as a whole . Results can be combined across administrations.
Retesting	Limit of 12 attempts on the regular ACT test dates. Must take entire test on each administration.	Limit of five (5) attempts. Must wait at least 60 days between attempts. Need only take tests for areas previously not passed.
Other	Cannot be used if the TAP is failed five (5) times.	Cannot take more than five (5) times.