

# **Department of Communication Disorders**

## **Undergraduate Student Handbook 2008 - 2009**

## CONTENTS

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, Department of Communication Disorders.....	2
Communication Disorders Faculty.....	2
Emeritus Faculty.....	4
Office Administrator/Secretary.....	4
Graduate Assistant.....	4
Students.....	4
Planning Your Academic Program.....	5
Your Advisor .....	5
Student Study Plan (SSP).....	5
Transfer of Credit .....	6
Sequence of Courses.....	6
Registration .....	7
Degree Requirements .....	7
Lower-Division Credit .....	7
General Education Requirements.....	7
Core Requirements (57 - 61 Hours) .....	7
Electives (12 – 29 Hours) .....	8
Requirements for Education Certification.....	8
General Education.....	8
ASHA Certification.....	9
Early Intervention Credentials .....	9
The University Honors Program .....	9
Changes in Curriculum.....	10
Application to Graduate School .....	10
Application Material.....	10
Application Timelines.....	10
Admission Criteria.....	11

Part-Time/Full-Time Students.....	11
Course Repeat Policies.....	11
Second Bachelor's Degree.....	11
Admission Decisions.....	11
Application for Graduation.....	12
Department Policies.....	12
Academic Performance.....	12
Examinations.....	12
Academic Honesty.....	12
Non-Academic Performance.....	13
Student Review Committee Process.....	13
Students with Disabilities.....	14
Grievance Procedures.....	15
CDIS Department Services and Resources.....	15
CDIS Department Office.....	15
Student Mailboxes.....	15
Clinical Materials Room.....	15
Communication Disorders Laboratories.....	16
CDIS Department Web Site.....	16
National Student Speech-Language-Hearing Association.....	16
University Services and Resources.....	17
Office of Student Development.....	17
Counseling.....	17
Disability Services.....	17
Center for Learning Assistance (CLA).....	17
University Library.....	18
Career Planning and Placement.....	18
Financial Assistance.....	18
Tuition Waivers and Other Support.....	18
Academic Computing Services.....	18
Appendix A    Curriculum Transition Policy.....	20

# **Department of Communication Disorders**

## **Undergraduate Student Handbook**

**2008 – 2009**

### **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**

At Governors State University, our mission is:

To offer a demonstrably excellent education that meets the demands of our region and state for engaged, knowledgeable citizens and highly skilled professionals and that is accessible to all including those traditionally underserved by higher education;

To cultivate and enlarge a diverse and intellectually stimulating community of learners guided by a culture that embodies:

- Openness of communication;
- Diversity of backgrounds, experiences, and perspectives;
- Mutual respect and cooperation;
- Critical inquiry, constant questioning, and continuing assessment; and
- On-going research and scholarship; and

To strengthen and enhance the educational, cultural, social, and economic development of the region through partnerships with governmental, business, education, civic, and other organizations.

Governors State University, 2007-2008 Catalog, p. 7.

### **College of Health and Human Services Mission Statement**

To provide accessible and quality health and human services education; foster a commitment to lifelong learning, scholarship, professional ethics, and appreciation of diversity; and infuse its programs into community partnerships for the 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 preprofessional 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 is currently in the process of its reaccreditation cycle. The graduate program also is approved by the Illinois State Board of Education for meeting the academic requirements for 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 teaches 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 preprofessional 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**

Linda Samson, Ph.D. (708) 534-3196; [l-samson@govst.edu](mailto:l-samson@govst.edu)

### **Chairperson, Department of Communication Disorders**

William S. Yacullo, Ph.D., (708) 534-4597; [w-yacullo@govst.edu](mailto:w-yacullo@govst.edu)

### **Communication Disorders Faculty**

**Jennifer Armstrong-** Assistant Professor  
(708) 534-4593; [j-armstrong@govst.edu](mailto:j-armstrong@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-** Associate Professor  
(708) 534-4592; [c-balthazar@govst.edu](mailto:c-balthazar@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; [j-bonner@govst.edu](mailto:j-bonner@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.

**Lidia Huerta-** University Lecturer  
(708) 534-7345; [l-huerta@govst.edu](mailto:l-huerta@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

**Stephanie Hughes-** Assistant Professor  
(708) 534-4594; [s-hughes@govst.edu](mailto:s-hughes@govst.edu)

Ph.D., Bowling Green State University, 2008 (Speech-Language Pathology)  
M.A., Central Michigan University, 2004 (Speech-Language Pathology)  
B.A., University of Oregon, 2002 (Communication Disorders, English)  
Certificate of Clinical Competence, Speech-Language Pathology.

**Sandra A. Mayfield-** Professor  
(708) 534-4598; [s-mayfield@govst.edu](mailto:s-mayfield@govst.edu)

Ph.D., University of Wisconsin - Madison, 1980 (Child Language, Communication Disorders).  
M.A., Case Western Reserve University, 1972 (Speech Pathology).  
B.A., Colorado State University, 1971, (Hearing and Speech Sciences).  
Certificate of Clinical Competence, Speech-Language Pathology.

**Brenda A. McClellan-** Director of Clinical Education  
(708) 534-4595; [b-mcclellan@govst.edu](mailto:b-mcclellan@govst.edu)

M.Ed., Tennessee State University (Speech Pathology)  
B.S., Tennessee State University (Speech Pathology)  
Certificate of Clinical Competence, Speech-Language Pathology.

**Ravi Nigam-** Assistant Professor  
(708) 534-3191; [r-nigam@govst.edu](mailto:r-nigam@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.

**Kim Prokes-** University Lecturer (Clinical Practicum Supervisor)

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)

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.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 and Chairperson  
(708) 534-4597; [w-yacullo@govst.edu](mailto:w-yacullo@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.

**Emeritus Faculty**

**Jay Lubinsky**, Ph.D. - Professor Emeritus May 2007  
ASHA Fellow

**Office Administrator**

The department's office administrator/secretary is Mrs. Brenda Parham,  
708/534-4590, [b-parham@govst.edu](mailto:b-parham@govst.edu).

The program office administrator 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 office administrator 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 not a secretary. 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 working.

**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 Advisor

To facilitate your progress, the College has assigned one academic advisor to undergraduate students in the communication disorders program. Your academic advisor is Ms. Shavron Kelley, [s-kelley@govst.edu](mailto:s-kelley@govst.edu), 708/534-4923 room G123, Ms. Kelley 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 trimester. The best time to do this is during the Advance Registration period, usually two months before the trimester begins. At this time you should review your Student Study Plan (see below), decide on your courses for the coming trimester, and review your progress through the program.

It is important for you to go to Ms. Kelley 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. Kelley to begin preparing your SSP. Changes in the SSP can only be made by you and Ms. Kelley 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. Kelley no later than the first trimester 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 2008-2009 and 2009-2010 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/chp/dcd/mhs\\_cd/default.aspx?id=15360](http://www.govst.edu/chp/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. Kelley 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. Kelley, 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. Kelley 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 304, CDIS 310, CDIS 330, CDIS 345, and ENGL 505). Later on, enroll in the courses that focus on disorders of speech, language, and hearing.

The following CDIS courses have prerequisites:

<b><u>Course</u></b>	<b><u>Prerequisites</u></b>
CDIS 410	CDIS 330
CDIS 450	CDIS 310
CDIS 511	CDIS 304
	ENGL 505
CDIS 520	CDIS 304
	ENGL 505
CDIS 530	CDIS 310
CDIS 540	CDIS 345

## **Registration**

Please see the [GSU Catalog](#) or the term-by-term Schedule of Classes for a detailed explanation of registration procedures. The [Catalog](#) covers such information as registration dates, and fees. Registration procedures are also described in the [GSU Schedule of Classes](#), published each trimester, and available from the Office of the Registrar.

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.

Do not attempt to register for courses in order to hold a space for a friend. Likewise, do not register for courses that you do not need or want. Students who engage in these practices will be subject to disciplinary action. Do not attempt to enroll concurrently in a course and its prerequisite.

## **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 (57 - 61 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 304 Phonetics (3)

CDIS 305 Introduction to Sign Language (3)

CDIS 310 Introduction to Communication Disorders (3)

CDIS 330 Speech and Hearing Science (3)

CDIS 345 Anatomy and Physiology of Speech and Hearing (3)

CDIS 410 Introduction to Audiology (3) (Prereq: CDIS 330)  
CDIS 440 Sociolinguistics (3)  
CDIS 450 Introduction to Assessment and Intervention in Communication Disorders (3) (Prereq. CDIS 310)  
CDIS 511 Language Development: Early Stages (3) (Prereq. CDIS 304, ENGL 505)  
CDIS 520 Language Development: Later Stages (3) (Prereq. CDIS 304, ENGL 505)  
CDIS 530 Augmentative and Alternative Communication (3) (Prereq. CDIS 310)  
CDIS 540 Neuroscience for the Study of Communication Disorders (3) (Prereq. CDIS 345)

ENGL 505 Modern English Grammar (3)  
PSYC 310 Principles of Psychology (3)  
PSYC 412 Developmental Psychology (3)  
SPED 510 Survey of Students with Exceptionalities (3)  
STAT 468 Statistics (3)  
EDUC 310 Foundations of Education (3)  
EDUC 440 Educational Psychology (3)

Three credits from:

PSYC 422 Learning Cognition (3)  
PSYC 510 Adolescence (3)  
PSYC 519 Geropsychology (3)  
PSYC 523 Cognitive Development (3)

#### Electives (12 – 29 Hours)

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 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.

#### General Education

Meeting GSU's general education requirements will suffice for the Type-73. 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 Type-73 requirements.

All courses applied toward education certification 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) mathematics, (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](mailto:p-connections@uiuc.edu)

### The University Honors Program

The University Honors Program is designed to give students an opportunity to pursue an enriched education by completing advanced work within their curriculum (any CDIS course at the 500 level). In addition, honors students take an interdisciplinary honors seminar (CDIS 495, Honors Seminar: Communication Disorders) which addresses an integrative theme. Lastly, students work on their final honors project in cooperation with a faculty mentor (CDIS 470, Independent Study, or CDIS 480, Internship).

Beyond the enriched academic program, honors students also have the benefits of a speakers' series, the support and guidance of a faculty mentor in Communication Disorders, 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 in Communication Disorders.

## **Changes in Curriculum**

Because of the substantial changes in speech-language pathology in the past several years, the CDIS department implemented several changes to the curriculum in fall 2003. As a student entering in the 2008 – 2009 academic year, you are required to complete the new curriculum. If you had CDIS courses in the old curriculum, see the Transition Policy (Appendix A) regarding their applicability to your degree requirements. Confer with Ms. Kelley about any questions.

## **Application to Graduate School**

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

### Application Materials

You will need to submit an application for graduate school. Application materials are available online at the department's website at [http://www.govst.edu/chp/dcd/mhs\\_cd/default.aspx?id=6424](http://www.govst.edu/chp/dcd/mhs_cd/default.aspx?id=6424)

A complete application includes the following:

- Governors State University Application form
- \$50.00 Application Fee
- Two Sets of Official Transcripts
- Applicant Background Information form
- Personal Statement
- Three Letters of Recommendation

You will need to submit transcripts showing all your undergraduate work. The CDIS office will generate your GSU transcript. You will need to have three letters of recommendation, at least two of which must be from CDIS faculty. Letters from full-time faculty are preferable, though you may obtain letters from adjunct faculty as well. You may obtain letters from work supervisors, but these should be from people who are truly able to judge your potential as a graduate student and professional in speech-language pathology.

### Application Timelines

All application materials are due to the CDIS Office by March 1 of the year you wish to begin graduate school (e.g., March 1, 2009 for admission in Fall 2008).

### Admission Criteria

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

### Part-Time/Full-Time Students

The graduate program is offered on either a part-time or full-time basis. Currently, about fifty percent (50%) of our graduate students attend part time. On average, part-time students take six graduate credit hours per trimester and complete the program in about three years. Full-time students take nine graduate credits per trimester and complete the program in about 2-1/3rd years.

Enrollment in all graduate courses is authorized by the Department of Communication Disorders. The program's goal is to ensure that you are authorized for the courses outlined on your study plan grid. If you are admitted as a part-time student, you can be authorized for a maximum of two graduate-level courses (i.e., 600-level and 700-level courses) each trimester. If you are admitted as a full-time student, you can be authorized for a maximum of three graduate-level courses.

### Course Repeat Policies

The university allows you to repeat courses before you receive your degree, have the grades from your first attempts expunged from your academic record, and be replaced by the grades from your next attempts. CDIS maintains a repeat policy for students who wish to repeat undergraduate courses after they receive their bachelor's degree. The program will recompute the GPA in communication disorders courses for a maximum of three courses. That is, initial grades are replaced with the repeated course grades in calculations for admission to graduate school. The official transcript cannot be changed, however.

Regardless of the GPA, the CDIS faculty considers excessive necessity to repeat courses an indication that the candidate may not be well suited for graduate study.

### Admission Decisions

Initial graduate admission decisions are usually made by April 15. The department faculty computes the number of students to be admitted for the year, which is typically limited to 35 students. Therefore, meeting minimum criteria does not guarantee a place in the graduate program. If you do meet



minimum criteria but are not admitted, you will be placed on a waiting list. If applicants who are accepted then decline the offer of admission, applicants from the waiting list are considered for admission.

### **Application for Graduation**

You must submit an application for graduation by the end of the first day of classes of the trimester in which you are planning to graduate. The deadline is listed in the Academic Calendar (see the GSU Catalog or Schedule of Classes). Complete an Application for Graduation and a Student Progress Report form, which are available on line at [www.govst.edu](http://www.govst.edu) and then going to “GSU Online” and the “Student View.” If necessary, Ms. Kelley can review with you the procedures for completing these forms. Return the completed forms and the required application fee to the Office of the Registrar. The Registrar will record the application and send it to your advisor for approval. Upon approval of the advisor, the department chairperson, and the Dean of the College of Health and Human Services, the application is forwarded to the Registrar's Office once again for final processing.

### **Department Policies**

GSU has established academic policies on such matters as grading, student conduct, *etc.* 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

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. GSU's official policy on academic honesty is presented in the GSU Catalog. Review it carefully. If you

are still uncertain how to avoid plagiarism, call the Center for Learning Assistance at 534-5030 to obtain a copy of their helpful pamphlet entitled, "Plagiarism: What It Is and How to Avoid It."

### 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

Students with disabilities who wish to take advantage of reasonable accommodations must notify the Office of Disability Services of their status. It is the responsibility of that office to determine what reasonable accommodations need to be made to assist the student. Once confirmed by the Office of Disability Services, students who need special accommodations in a

class because of an identified disability should inform the instructor during the first week of class. Program faculty will make all reasonable accommodations to promote student success. To arrange for appropriate accommodations, contact the coordinator of Access Services for Students with Disabilities at (708) 534-4508.

### 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. If you are unable to do so, the next step is to contact the department chairperson. 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 Rights and Responsibilities Handbook. For students in a teacher certification track, the following paragraph has been added to this document:

"In any grievance procedure or discussion with the Professional Standards Committee, students can make use of an advisor or counsel. ADVISORS, ADVOCATES OR COUNSEL CAN SPEAK FOR THE STUDENT. IF LEGAL COUNSEL IS USED, TWO WEEKS PRIOR NOTIFICATION MUST BE GIVEN TO THE UNIVERSITY."

## **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 are \$8.00, subject to change. 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 \$45.00 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.

## **University Services and Resources**

### Office of Student Development

#### Counseling

The professional staff of the Office of Student Development offers confidential counseling for currently enrolled students seeking to address academic, career, or personal concerns. Appointments can be made by contacting (708) 534-4508.

#### Disability Services

The Office of Disability Services 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. Disability Services 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.

#### Center for Learning Assistance (CLA)

The Center for Learning Assistance (CLA) is designed to assist students in developing the academic skills required at an upper division and graduate university. To accomplish this, the CLA provides workshops in reading, writing, grammar, composition, and mathematics, as well as private tutoring. For the student who prefers to work alone, the CLA 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 CLA, you may elect to attend the center on your own.

### 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.

### Career Planning and Placement

The Office of Career Service 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 email.

### 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/chp/dcd/default.aspx?id=6322>

### Tuition Waivers and Other Support

The department usually has at least one tuition waiver for undergraduate students. More detailed information about tuition waivers (including deadlines for application) is available on the College of Health and Human Services website at <http://www.govst.edu/chp/dcd/default.aspx?id=5654>.

### 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, 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.



## **Appendix A**

### Curriculum Transition Policy

**UNDERGRADUATE COURSES IN COMMUNICATION DISORDERS  
EFFECTIVE FALL 2003**

- CDIS 304 Phonetics (3)
- CDIS 305 Introduction to Sign Language (3)
- CDIS 310 Introduction to Communication Disorders (3)
- CDIS 330 Speech and Hearing Science (3)
- CDIS 345 Anatomy and Physiology of Speech and Hearing (3)
- CDIS 410 Introduction to Audiology (3)
- CDIS 440 Sociolinguistics (3)
- CDIS 450 Introduction to Assessment and Intervention in Communication Disorders (3)
- CDIS 511 Language Development: Early Stages (3)
- CDIS 520 Language Development: Later Stages (3)
- CDIS 530 Augmentative and Alternative Communication (3)
- CDIS 540 Neuroscience for the Study of Communication Disorders (3)

**UNDERGRADUATE PROGRAM IN COMMUNICATION DISORDERS  
CURRICULUM TRANSITION POLICY**

Undergraduate Students Enrolled Prior to Fall 2003

Undergraduate students are responsible for the courses on their approved Student Study Plans. If a CDIS course has been eliminated (CDIS 322, 401, and 435), the following policies hold.

Student has taken CDIS 322 but not CDIS 435.	Student takes CDIS 520.
Student has not taken CDIS 322 and CDIS 435.	Student takes CDIS 511 and CDIS 520.

Student has not taken CDIS 401.	<p>If the student study plan reflects a <u>minimum</u> of 120 credits for a first bachelor's degree or 24 credits for a second bachelor's degree, a replacement CDIS course is <u>not required</u>.</p> <p>If the student study plan does not reflect the minimum credits for the undergraduate degree, the student is encouraged to take <b>CDIS 305</b>, <b>CDIS 530</b>, or <b>CDIS 540</b> as an elective.</p>
Student has taken <b>CDIS 401</b> .	Student is <u>not required</u> to take <b>CDIS 705</b> at the graduate level.

Undergraduate Students Admitted Fall 2003

Undergraduate students who are admitted Fall 2003 and thereafter will take the new curriculum. The following exceptions should be noted.

Student has taken ENGL 501 or equivalent.	Student is <u>not required</u> to take ENGL 505.
Student has taken an advanced psychology course.	Student is <u>not required</u> to take an additional psychology selective (PSYC 422, PSYC 510, PSYC 516, PSYC 519, PSYC 52A, PSYC 523).
Student is completing a second bachelor's degree in communication disorders.	Student is <u>not required</u> to take an advanced psychology selective.