

Department of Communication Disorders

Undergraduate Student Handbook 2007 - 2008

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Undergraduate Student Handbook
2007 – 2008

Preface

Welcome to the undergraduate 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 program. This handbook is intended as a resource and guide. The official document of the university is 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.

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The Department of Communication Disorders

The Department of Communication Disorders (CDIS), located within the 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 Professions

Linda F. Samson, Ph.D. (708) 534-3196; l-samson@govst.edu

Chairperson, Department of Communication Disorders

Sandra A. Mayfield, Ph.D., CCC-SLP; (708)534-4590 s-mayfield@govst.edu

Communication Disorders Faculty:

Catherine Balthazar- Associate Professor
(708) 534-4592; c-balthazar@govst.edu
B.A., University of Iowa, 1987 (Linguistics).
M.A., Indiana University, 1990 (Speech-Language Pathology).
Ph.D., Indiana University, 1995 (Speech-Language Pathology).
Certificate of Clinical Competence, Speech-Language Pathology.

Jessica Bonner- Associate Professor
(708) 534-4591; j-bonner@govst.edu
B.S., Xavier University, 1982 (Speech-Language Pathology).
M.S., Howard University, 1984 (Speech-Language Pathology).
Ph.D., University of Massachusetts, 1992 (Communication Disorders).
Certificate of Clinical Competence, Speech-Language Pathology.

Lidia Huerta- Lecturer
(708) 534-7345; l-huerta@govst.edu
B.H.S. Governors State University, 1997 (Communication Disorders)
M.H.S. Governors State University, 2000 (Communication Disorders)
Certificate of Clinical Competence, Speech-Language Pathology

Sandra A. Mayfield- Professor
(708) 534-4598; s-mayfield@govst.edu
B.A., Colorado State University, 1971, (Hearing and Speech Sciences).
M.A., Case Western Reserve University, 1972 (Speech Pathology).
Ph.D., University of Wisconsin - Madison, 1980 (Child Language,
Communication Disorders).
Certificate of Clinical Competence, Speech-Language Pathology.

Susan L. Murphy- Director of Clinical Education
(708)534-4595; s-murphy1@govst.edu
B.S., Northern Illinois University, 1981 (Communication Disorders)
M.H.S., Governors State University, 1984 (Communication Disorders).
Certificate of Clinical Competence, Speech-Language Pathology.

Ravi Nigam- Assistant Professor
(708) 534-3191; r-nigam@govst.edu
B.Sc., University of Mysore, 1983 (Speech and Hearing)
M.Sc., University of Mysore, 1988 (Speech and Hearing)
Ph.D., Purdue University, 1999 (Speech-Language Pathology, AAC)
Certificate of Clinical Competence, Speech-Language Pathology.

Kim Prokes- Practicum Supervisor (part-time)
B.S., Western Illinois University, 1973 (Speech Language Pathology)
M.A., Western Illinois University, 1974 (Speech Language Pathology)

Certificate of Clinical Competence, Speech-Language Pathology.

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

Eileen Truszkowski- Lecturer (part-time)
B.A., Governors State University, 1992 (Board of Governors)
A.A.S., Waubensee Community College, 1987 (Interpreting for the Deaf)
M.S., Governors State University, 2003 (Addiction Studies)

William S. Yacullo- Professor
(708) 534-4597; w-yacullo@govst.edu
B.S., Elmhurst College, 1974 (Speech Pathology/Psychology).
M.A., Northwestern University, 1976 (Audiology).
Ph.D., University of Iowa, 1982 (Audiology/Hearing Science).
Certificate of Clinical Competence, Audiology.

Department Adjunct Faculty:

Jennifer Armstrong
Ph.D., University of Illinois at Urbana Champaign, 2006

Lee Burklund
M.H.S., Governors State University, 2003

Thomas A. Chibucos
M.S., St. Xavier University, 1999

Rachel Hitch
M.A., Northwestern University, 1991

Kenneth R. Johnson
Ed.D., University of Southern California, Los Angeles, 1959

Lenae Kirchner
M.H.S., Governors State University

Dawn Mayerak
M.H.S., Governors State University, 1986

Janet McDaniel
M.H.S., Governors State University, 1974

Burma Matthews

M.S., Marquette University, 1975

Barbara Murphy

M.H.S., Governors State University, 1994

Jan Potter-Reed

M.S., University of Wisconsin-Madison, 1978

Erin Schwarz

M.A., University of Wisconsin-Madison, 2002

Mike Williams

M.A., Governors State University, 1974

Emeritus Faculty:

Jay Lubinsky, Ph.D. - Professor Emeritus May 2007

ASHA Fellow

Department Secretary

The secretary for the department is Mrs. Brenda Parham: 708/534-4590 and b-parham@govst.edu.

The secretary 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. Mrs. Parham 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. Please note that Mrs. Parham works half time for Communication Disorders and half time for Nursing. She is located in the Department of Nursing office, C-3355.

Graduate Assistant

Graduate assistants are employed by the department faculty to assist in the operation of classes and other academic activities. They are not secretaries. They are 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 secretary 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 secretary 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, 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 (open door), 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.

Submit your SSP and 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.

The last part of the study plan is the Student Study Plan Grid. This is a term-by-term projection of your course enrollments until you graduate. 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.

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 (see the GSU Catalog). Therefore, you should enroll early in your career for the prerequisites. Later on, enroll in the courses that focus on disorders of speech, language, and hearing.

To assist you in planning your academic career, the department has developed a schedule for Academic Year 2007-2008. The schedule is posted on the bulletin board outside the CDIS Office. You can also obtain a copy from your Ms. Kelley. Use it in conjunction with the Student Study Plan Grid to develop the sequence of courses you will take.

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 don't 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.

Authorization Book

The Department maintains a Course Authorization Book for graduate courses, and some courses in which undergraduate and graduate students enroll. The two courses for which you will have registration authorized are CDIS 530, Augmentative and Alternative Communication, and CDIS 540, Neuroscience for the Study of Communication Disorders. After you complete the planning grid of your Student Study Plan, sign up for them in the Course Authorization Book.

The trimester BEFORE you want to take CDIS 530 or CDIS 540, give the department chairperson a copy of your study planning grid and a copy of your unofficial transcripts. The chairperson will use the grid to confirm the course you signed for in the Authorization Book. Your grid and the book must match. The transcripts will be used to confirm that you have completed the prerequisites for CDIS 530 and/or CDIS 540. The grid and transcripts due date for Winter 2008 is November 2, 2007. The due date for Spring/Summer 2008 is March 7, 2008. The Fall 2008 due date will be in early July 2008.

Once approved by the chairperson, you will receive a group e-mail that notifies you before or during the registration period that you have been authorized to register for the course. After you receive notice of your authorization, you must still register for the course in the usual way. The authorization does not constitute registration, and you must register as you would for any other course.

The department maintains waiting lists in the Authorization Book for courses that are full. As space opens in a course, the department secretary will notify each student in turn that she or he has been authorized to register for the course. If you are authorized but actually do not intend to register for the course, please notify the secretary immediately, so that she can authorize another student.

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 512 Child Development (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 Psychosocial Aspects of Aging (3)
PSYC 523 Cognitive Development (4)

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

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 2007 – 2008 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

You most likely will want to apply to graduate school to complete your professional education. To apply to GSU's program, you should be familiar with the following.

Application Material

You will need to submit an application packet for graduate school. Obtain this from the Office of Admissions and Student Recruitment. Instructions are in the packet.

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 material is due to the CDIS Office by March 1 of the year you wish to begin graduate school, for example, March 1, 2008 for admission in September 2008.

Admission Criteria

Current minimum criteria for acceptance to the graduate program include (1) an undergraduate degree in communication disorders, (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.

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.

Second Bachelor's Degree

If you are seeking your second bachelor's degree, your overall GPA, for purposes of application to graduate school, will be a simple average of the GPA from your first degree, and your degree from GSU.

Admission Decisions

Graduate admission decisions are usually made by May 1. The department faculty computes the number of students to be admitted for the year, which may be rather limited. 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 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 Professions, 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 must notify the Office of Student Development regarding their disability. Upon confirmation by Student Development, students who need special accommodations in a class because of identified disability must inform the instructor during the first week of class. Department faculty will make all reasonable accommodations to promote student success.

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 secretary 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 secretary 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 Laboratory

The CDIS Laboratory (C-3383) houses a wide range of materials and equipment necessary for the study of speech-language pathology and audiology. Included

in the laboratory are electroacoustic equipment, audiological equipment, and speech and hearing science instrumentation.

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.

Tuition Waivers and Other Support

The department usually has at least one tuition waiver for undergraduate students. The department secretary will notify you about application dates each trimester. Information about this and other awards is available at http://www.govst.edu/catalog/fin_asst_cat.htm.

University Services and Resources

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 secretary 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.

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
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 CDIS 305, CDIS 530, or CDIS 540 as an elective.</p>
Student has taken CDIS 401 .	Student is <u>not required</u> to take CDIS 705 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.