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Introduction

Welcome to the Department of Speech, Language, and Hearing Sciences (SLHS) at the University of Connecticut. You have selected both a challenging and rewarding academic program. This handbook has been prepared for you, the undergraduate major, to introduce you to some of the important and exciting opportunities available to you in the department as well as to acquaint you with some of your responsibilities in meeting the requirements of your new major.

For the new major, especially for someone in their sophomore or freshman years, some of the information contained in this handbook may not seem immediately relevant to your academic life. We would urge you to hold onto this document and continue to use it as a valuable resource for information as you work your way through the major. Information that did not appear to be relevant during your freshman year will certainly have more relevance by the time you are a junior or senior in the major process. You should feel free to ask your department advisor to clarify any of the information that appears in this handbook.

The mission of the program is to educate students in the science and practice of audiology and speech-language pathology. The undergraduate major in SLHS leads to a Bachelor of Arts degree. Courses in the concentration offer students basic information about normal and disordered communication. This area of study may be attractive to the student who has a strong academic background and who is comfortable in learning how to apply information from the biological, physical, and social sciences to the assessment and management of individuals with language, speech and hearing disorders.

The concentration prepares students to pursue professional education at the graduate level, providing students the opportunity to assess their interest and aptitude for graduate training in speech-language pathology and audiology. A graduate degree is required for entry into the profession; consequently students completing the undergraduate major are not prepared to work as independent professionals. The student who successfully completes the undergraduate program and who wishes to become professionally qualified to seek employment as a speech-language pathologist or audiologist must apply to a graduate program offering a course of study leading to a Masters (for speech-language pathology) or Doctoral (for audiology) degree. It is at the graduate level that professional training focuses either on speech-language pathology or audiology. The Masters or Doctoral degree is required for certification by the American Speech-Language-Hearing Association.

Declaring the major

Students interested in learning more about the major can set up an appointment to talk with a faculty advisor through the AdvApp system at www.advapp.uconn.edu. Students can declare SLHS as a major by logging into ppc.uconn.edu.
Communication
The University of Connecticut is committed to offering a quality educational experience. You can expect prompt attention to your concerns and requests from the administrators and faculty of this program. Our faculty holds office hours weekly. Hours are posted on each faculty member’s office door and appointments can be scheduled via advapp.uconn.edu. In addition, faculty responds to email and phone requests. Communication is critical throughout the program. The most successful students in this program are those who are proactive. You will need to take responsibility for seeking out solutions to any problems.

Husky One Card
It is the goal of the University to enable students, faculty, and staff to use many services on campus with their Husky One Card (the UConn ID). It can currently be used for access into the residence halls, the Recreational Facility, the Dining Halls (with a valid meal plan). HUSKY Bucks can be used for doing laundry and photocopying, as well as making other purchases in various locations on the Storrs campus and at the regional campuses.

UConn Gmail and Google Apps
This is the Student E-Mail System, use your NetID and its associated password to access your account. Should you prefer to forward your e-mail, you will find information on how to configure that at http://google.uconn.edu. Official University announcements and department information are communicated through this account, so please check it often.

NetID
You will be assigned a NetID number for identification purposes. Use this number on all correspondence to UCONN, on your registration forms, etc. You can find your NetID number by going to https://netid.uconn.edu/NetIDHome/.

Students with Disabilities
Through the integration of teaching, research, and service, it is the mission of the University of Connecticut to provide an outstanding educational experience for each student. The mission of the Center for Students with Disabilities (CSD) is to enhance this experience for students with disabilities. The Center goal is to ensure a comprehensively accessible University experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. We encourage you to take advantage of these services. Students needing accommodation should visit the CDS website at http://www.csd.uconn.edu/

Students Who Have Experienced Harassment
Students can report incidents of harassment to an advisor or the Department Chair, who can assist the student in making a complaint and seeking redress. The University is committed to mutual respect for all students and any violation of this commitment should be addressed at any of the offices listed below:

- For complaints of discrimination by University staff members, victims should be referred to the Office of Diversity and Equity (www.ode.uconn.edu).
- For some complaints it also may be appropriate to refer victims to the Campus Police.
- The Women’s Center provides counseling services in cases of sexual assault and/or harassment. Telephone: 486-4738 (www.womenscenter.uconn.edu).
Cultural Centers

There are various cultural centers on campus that may be used to enhance the quality of life for students from diverse backgrounds and work to raise the level of awareness of ethnic culture and history within the University community.

- African American Cultural Center: 486-3433 (www.aacc.uconn.edu)
- Asian American Cultural Center: 486-0830 (www.asacc.uconn.edu)
- Puerto-Rican/Latin American Cultural Center: 486-1135 (www.latino.uconn.edu)
- Rainbow Center: 486-5821 (www.rainbowcenter.uconn.edu)
- Women’s Center: 486-4738. (www.womenscenter.uconn.edu)

Useful Numbers and Websites
Alcohol and Drug Services: 486-9431 www.aod.uconn.edu
Career Services: 486-3013 www.career.uconn.edu
Counseling & Mental Health Services: 486-4705 (after hours: 486-3427) www.cmhs.uconn.edu
Office of Student Services and Advocacy: 486-3426 www.ossa.uconn.edu
Registrar’s Office: 486-3331 www.registrar.uconn.edu
Undergraduate Education: 486-4037 www.uei.uconn.edu
Faculty

**Academic Faculty**

**Kathleen M. Cienkowski, Ph.D.**
Associate Department Chair/Associate Professor
Amplification and Aural Rehabilitation
Email: kathleen.cienkowski@uconn.edu

**Carl A. Coelho, Ph.D.**
Professor
Neurogenic Disorders of Speech and Language in Adults
Email: carl.coelho@uconn.edu

**Lendra Friesen, Ph.D.**
Assistant Professor
Cochlear Implants, Auditory Evoked Potentials, Speech Perception
Email: lendra.friesen@uconn.edu

**Adrian Garcia-Sierra, Ph.D.**
Assistant Professor
Speech Perception, Bilingualism, Language Development, Event-Related Potentials
Email: adrian.garcia-sierra@uconn.edu

**Bernard G. Grela, Ph.D.**
Department Chair/Associate Professor
Language Disorders in Preschool Children
Email: bernard.grela@uconn.edu

**Frank E. Musiek, Ph.D.**
Professor Emeritus
Central Auditory Processing Disorders, Auditory Evoked Potentials Neuroaudiology and Neuroanatomy of the Auditory System
Email: frank.musiek@uconn.edu

**Jennifer Mozeiko, Ph.D.**
Visiting Assistant Professor
Aphasia Rehabilitation, Discourse Deficits Following Brain Injury, Mechanisms for Recovery in Chronic Aphasia, Functional Neuroimaging
Email: jennifer.mozeiko@uconn.edu

**Emily Myers, Ph.D.**
Assistant Professor
Cognitive Neuroscience of Speech and Language, Aphasia, Speech Perception
Email: emily.myers@uconn.edu

**Jill Raney, Ph.D.**
Assistant Professor in Residence
Educational & Pediatric Audiology
Email: jill.raney@uconn.edu

**Pradeep Ramanathan, Ph.D.**
Assistant Professor
Neurogenic disorders of Speech, Language, and Cognition in Adults
Email: pradeep.ramanathan@uconn.edu

**Erika Skoe, Ph.D.**
Assistant Professor
Plasticity of the auditory system, auditory evoked potentials, auditory neurophysiology
Email: erika.skoe@uconn.edu

**Tammie Spaulding, Ph.D.**
Associate Professor
Cognitive mechanisms in children with specific language impairment, Assessment of child language disorders
Email: tammie.spaulding@uconn.edu

**Rachel Theodore, Ph.D.**
Assistant Professor
Speech Perception and Production, Phonological Structure
Email: rachel.theodore@uconn.edu

**Jennifer Tufts, Ph.D.**
Associate Professor
Speech Perception and Hearing Conservation
Email: jennifer.tufts@uconn.edu
Clinical Faculty

Elizabeth Burke, M.S., CCC-SLP  
Clinical Supervision in SLP  
Email: elizabeth.burke@uconn.edu

Wendy Chase, M.A., CCC-SLP  
Director of Clinical Education, Clinical Supervision in SLP  
Email: wendy.chase@uconn.edu

Christine Hare, Au.D., CCC-A  
Clinical Supervision in Audiology  
Email: christine.hare@uconn.edu

Jean McCarthy, M.S., CCC-SLP  
Clinical Supervision in SLP  
Email: jean.mccarthy@uconn.edu

Faculty

Nancy McMahon, Au.D., CCC-A  
Clinical Supervision in Audiology  
Email: ann.mcmahon@uconn.edu

Lucinda Soares, M.A., CCC-SLP  
Visiting Lecturer  
Email: lucinda.soares@uconn.edu

Denise Van der Voort, M.A., CCC-SLP  
Clinical Supervision in SLP  
Email: denise.vandervoort@uconn.edu

Terry Yanaway, Au.D., CCC-A  
Clinical Supervision in Audiology  
Email: terry.yanaway@uconn.edu
Academic Progress

Advising

An academic advisor is assigned to each undergraduate who has declared a major in this department. The advisor serves as faculty representative to the student, primarily to assist in academic planning but also to assist in regard to other related issues (e.g., general academic goals, adjustment to University life, etc.). **Students are expected to make an appointment with their advisors as soon as one is assigned and at least once during each academic session.** During these meetings, a plan of study (POS) will be planned that will meet both the University's General Education Requirements and the department's specific requirements. The POS is the formal document specifying what is required for you to complete your degree. By University policy, advisors must approve all course registrations, meaning that advisors must sign all of their advisees drop/add slips. Advising appointments may be scheduled through: [www.advapp.uconn.edu](http://www.advapp.uconn.edu).

Advisors are also informed some time after midterm, if an advisee is in danger of failing a course for the semester. If the student is notified that this is the case, he or she should make an appointment with the advisor to discuss the situation. Advisors will also talk with their student advisees about their general progress in keeping their Grade Point Averages (GPAs) in line with expectations for graduate school admission.

**Academic Standing (Taken from the Undergraduate Catalog)**

Your Academic Standing is an indication of your current progress toward completion of your program. Scholastic probation is an identification of students whose scholastic performance is below University standards. The student and the student’s advisor are informed that a marked academic improvement in future semesters is necessary to obtain the minimum scholastic standards.

Students are on scholastic probation for the next semester in which they are enrolled if their academic performance is such that they are included in any of the following conditions:

- Students who have earned 0-11 credits (considered to be first semester standing) and who have earned less than a 1.8 semester grade point average.

- Students who have earned 12-23 credits (considered to be second semester standing) and who have earned less than a 1.8 semester grade point average.

- Students who have earned 24 credits or more (considered to be third semester or higher) and who have earned less than a 2.0 semester grade point average or cumulative grade point average.

Incomplete and Absent grades (I, X, and N) do not represent earned credit. A student placed on probation with unresolved grades will be relieved of probation status if satisfactory completion of the work places his or her academic performance above the probation standards. Any student placed on academic probation because of a cumulative grade point average less than 2.0 shall be removed from probation when the cumulative grade point average reaches 2.0 or above.
General Education Requirements

A copy of the CLAS Student Handbook may be found at [http://services.clas.uconn.edu/forms/studentworkbook.pdf](http://services.clas.uconn.edu/forms/studentworkbook.pdf).

CLAS Degree Requirements
To earn a Bachelor's degree, students in the College of Liberal Arts and Sciences need a minimum of 120 total degree credits consisting of the following:

- General education requirements which include university requirements, plus additional CLAS requirements
- CLAS major requirements for each declared major
- Optional university minor requirements
- Elective courses to reach 120 credits

Below is an outline of the CLAS Degree:

<table>
<thead>
<tr>
<th>CLAS DEGREE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong></td>
</tr>
<tr>
<td>45-60 credits</td>
</tr>
</tbody>
</table>
| Competencies:  *
| • Freshman English  
| • Computer Technology competency  
| • Quantitative competency  
| • Information Literacy competency  
| • Language competency  
| **Content Areas:**  *
| • Arts and Humanities  
| • Science and Technology  
| • Social Sciences  
| • Diversity and Multiculturalism  
| **Major Requirements for 2nd major (optional)** |
| 36-42 credits |
| 24-30 2000+ level credits including:  *
| • Core major courses with at least one approved W in major  
| • Elective major courses  
| • 12 credits of courses related to major but outside major. |
| **Major Requirements** |
| 36-42 credits |
| 24-30 2000+ level credits including:  *
| • Core major courses w/ at least one approved W in major  
| • Elective major courses  
| • 12 credits of courses related to major but outside major. |
| **Minor Requirements (optional)** |
| 15-18 credits |
| Requirements vary by minor; see undergraduate catalog. |
| **Elective Requirements** |
| All other courses taken to complete 120 credits. |

**Note:**
Transfer credits can be applied to major requirements only with approval of faculty advisor.
Study Abroad courses receive UConn credit. Many will fulfill general education, major and/or related requirements.
Additional Degree: With 30 additional credits (i.e. 150 total credits) students can earn an additional UConn degree (restrictions apply; see [www.catalog.uconn.edu](http://www.catalog.uconn.edu)).
**SLHS Program of Study**

The key objective of the pre-professional program is to prepare the University of Connecticut students to achieve admission into a graduate program in either speech-language pathology or audiology.

Listed below are the courses offered by the Communication Disorders division. Courses marked with * will be taken by all students with a major/concentration in Communication Disorders. Additional courses will be taken to complete the 25 credit requirement and to supplement the pre-professional preparation for students planning graduate study in the fields of speech/language pathology or audiology.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 1150</td>
<td>Introduction to Communication Disorders</td>
<td>None</td>
</tr>
<tr>
<td>SLHS 2156Q*</td>
<td>Speech &amp; Hearing Science</td>
<td>None</td>
</tr>
<tr>
<td>SLHS 2203*</td>
<td>Anatomy &amp; Physiology of Speech &amp; Hearing</td>
<td>None</td>
</tr>
<tr>
<td>SLHS 2204*</td>
<td>Speech and Language Acquisition</td>
<td>None</td>
</tr>
<tr>
<td>SLHS 3241</td>
<td>Sign Language: Theory &amp; Practice</td>
<td>None</td>
</tr>
<tr>
<td>SLHS 3247*</td>
<td>Intro to Phonetic Principles</td>
<td>SLHS 2156Q &amp; 2203</td>
</tr>
<tr>
<td>SLHS 3248*</td>
<td>Introduction to Audiology</td>
<td>SLHS 2156Q &amp; 2203</td>
</tr>
<tr>
<td>SLHS 4245/W</td>
<td>Neuroscience of Cognitive &amp; Comm Disorders</td>
<td>SLHS 2203 &amp; 2204</td>
</tr>
<tr>
<td>SLHS 4249/W</td>
<td>Introduction to Aural Rehabilitation</td>
<td>SLHS 3248</td>
</tr>
<tr>
<td>SLHS 4251</td>
<td>Intro to Artic, Voice, Fluency Disorders</td>
<td>SLHS 2156Q, 2203, &amp; 3247</td>
</tr>
<tr>
<td>SLHS 4254/W</td>
<td>Language Disorders in Children</td>
<td>SLHS 2204</td>
</tr>
<tr>
<td>SLHS 4296W</td>
<td>Senior Thesis</td>
<td>Consent of supervisor</td>
</tr>
<tr>
<td>SLHS 3299</td>
<td>Independent Study</td>
<td>Consent of instructor</td>
</tr>
</tbody>
</table>

Students must take 2 of 3 three speech and language disordered courses. These courses are SLHS 4245/W, SLHS 4251, or SLHS 4254/W. Students considering a graduate degree in audiology (i.e., Au.D.) must take both a speech disorders and a language disorders course. They should take SLHS 4251 AND SLHS 4245/W or SLHS 4254/W. In addition, students in SLHS must pass at least one course designated with a W.

Students should note that SLHS 4251 is only offered in the spring semester.

SLHS 4296W/3299 are options for honors or other students of advanced standing and require the consent of an instructor or thesis director.

**Taking a course for repeated credit:** If a student chooses to retake a course for repeated credit, the student is required to retake the course before taking any upper level courses for which the course to be retaken is a prerequisite. The department cannot guarantee credit for courses that are taken out of sequence.

One of two course sequences is suggested for SLHS majors:

**Sequence 1**

<table>
<thead>
<tr>
<th>5(^{th}) Semester</th>
<th>6(^{th}) Semester</th>
<th>7(^{th}) Semester</th>
<th>8(^{th}) Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 2156Q</td>
<td>SLHS 3247</td>
<td>SLHS 4245/W</td>
<td>SLHS 4251</td>
</tr>
<tr>
<td>SLHS 2203</td>
<td>SLHS 3248</td>
<td>SLHS 4249/W</td>
<td></td>
</tr>
<tr>
<td>SLHS 2204</td>
<td></td>
<td>SLHS 4254</td>
<td></td>
</tr>
</tbody>
</table>

**Sequence 2**

<table>
<thead>
<tr>
<th>6(^{th}) Semester</th>
<th>7(^{th}) Semester</th>
<th>8(^{th}) Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLHS 2156Q</td>
<td>SLHS 3247</td>
<td>SLHS 4251/W</td>
</tr>
<tr>
<td>SLHS 2203</td>
<td>SLHS 3248</td>
<td>SLHS 4249/W</td>
</tr>
<tr>
<td>SLHS 2204</td>
<td>SLHS 4245/W</td>
<td>SLHS 4254/W</td>
</tr>
</tbody>
</table>
Students are required to take at least one of the following courses in each of these three areas:

1) statistics (STAT 2215Q),
2) biological sciences (BIOL 1102, or BIOL 1107/1108), and
3) physical sciences (PHYS 1010Q or PHYS 1075Q).

**Related Area Courses**

In addition to major area courses, the program requires that students complete twelve credits of 2000 level or above courses taken outside of the Department that are related to the major. These do not have to be from the same department. Ordinarily courses from Allied Health, Anthropology, Human Development and Family Studies, Linguistics, Psychology, Sociology, Education, and Biology are selected for related coursework. The following is a partial list of related courses. Other courses may be used to satisfy this requirement with permission of the advisor. Prerequisites have been indicated; however, these are subject to change and students are responsible for checking with the offering department for details.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 3203</td>
<td>Aging: Implications for Health Professionals</td>
<td>consent</td>
</tr>
<tr>
<td>AH 3271</td>
<td>Industrial Hygiene</td>
<td>consent</td>
</tr>
<tr>
<td>ANTH 2000/W</td>
<td>Social Anthropology</td>
<td>ENGL 1010 or 1011</td>
</tr>
<tr>
<td>ANTH 3002</td>
<td>Culture, Language and Thought</td>
<td></td>
</tr>
<tr>
<td>ANTH 3251</td>
<td>Psychological Anthropology</td>
<td></td>
</tr>
<tr>
<td>DRAM 4911</td>
<td>Voice and Diction I</td>
<td>DRAM 1901 &amp; concurrent enrollment in DRAM 4701</td>
</tr>
<tr>
<td>DRAM 4912</td>
<td>Voice and Diction II</td>
<td>DRAM 4911 &amp; concurrent enrollment in DRAM 4702</td>
</tr>
<tr>
<td>DRAM 4931</td>
<td>Stage Dialects</td>
<td></td>
</tr>
<tr>
<td>DRAM 4941</td>
<td>Oral Interpretation of the Drama</td>
<td></td>
</tr>
<tr>
<td>EDCI 3002</td>
<td>Intro Bilingual-Bicultural Education</td>
<td></td>
</tr>
<tr>
<td>EDCI 3005</td>
<td>Introduction to Outdoor Ed</td>
<td></td>
</tr>
<tr>
<td>EPSY 3010*</td>
<td>Education Psychology</td>
<td>PSYC 1100</td>
</tr>
<tr>
<td>EPSY 3020</td>
<td>Peer Counseling</td>
<td>Consent</td>
</tr>
<tr>
<td>EPSY 3100</td>
<td>Introduction to Exceptionality</td>
<td>PSYC 1100</td>
</tr>
<tr>
<td>HDFS 2100*</td>
<td>Human Development: Infancy through</td>
<td></td>
</tr>
<tr>
<td>HDFS 3103*</td>
<td>Adolescence: Youth and Society</td>
<td></td>
</tr>
<tr>
<td>HDFS 3340</td>
<td>Introduction to Counseling</td>
<td>HDFS 2300</td>
</tr>
<tr>
<td>LING 2020</td>
<td>Principles of Linguistics</td>
<td></td>
</tr>
<tr>
<td>LING 3110C</td>
<td>Experimental Linguistics</td>
<td></td>
</tr>
<tr>
<td>LING 3310Q</td>
<td>Phonology</td>
<td></td>
</tr>
<tr>
<td>LING 3510Q</td>
<td>Syntax and Semantics</td>
<td></td>
</tr>
<tr>
<td>LING 3610W</td>
<td>Language and Culture</td>
<td></td>
</tr>
<tr>
<td>LING 3850</td>
<td>Cultural &amp; Linguistic Variation Deaf Community</td>
<td></td>
</tr>
<tr>
<td>MCB 2400</td>
<td>Heredity and Society</td>
<td></td>
</tr>
<tr>
<td>MCB 4219</td>
<td>Developmental Biology</td>
<td></td>
</tr>
<tr>
<td>PNB 2250</td>
<td>Animal Physiology</td>
<td></td>
</tr>
<tr>
<td>PNB 2264-65</td>
<td>Human Physiology &amp; Anatomy</td>
<td></td>
</tr>
<tr>
<td>PNB 3263WQ</td>
<td>Investigation in Neurobiology</td>
<td></td>
</tr>
</tbody>
</table>

11
PSYC 2100Q Principles of Research in Psychology ENGL 1010 or 1011 or 3800
PSYC 2200 Physiological Psychology PSYC 1100 & 1101 or 1103
& STAT 1000 or 1100
PSYC 2300 Abnormal Psychology BIOL 1102 or 1107 or
PSYC 1100 & 1101 or 1103
PSYC 2300W Abnormal Psychology PNB 2264-65 & PSYC 1100
PSYC 2301 The Study of Personality PSYC 1100 & 1101 or 1103
PSYC 2400* Developmental Psychology PSYC 1100 & 1101 or 1103
PSYC 2500* Learning PSYC 1100 & 1101 or 1103
PSYC 2501* Cognitive Psychology PSYC 1100 & 1101 or 1103
PSYC 3101 Psychological Tests and Measurements PSYC 2100Q/WQ
PSYC 3201 Animal Behavior BIOL 1102 or 1107 & PSYC 1100
PSYC 3400* Child Psychology PSYC 2400
PSYC 3500 The Psychology of Language PSYC 1100 & 1101 or 1103
PSYC 3501 Sensation and Perception PSYC 1100 & 1101 or 1103
PSYC 3251 Lab in Physiological Psychology PSYC 2100Q/WQ & 2200
SOCL 3451W Sociology of Health juniors or higher
SOCL 3651W Sociology of the Family

*These courses meet requirements for school certification in Connecticut. Although completion of these requirements requires a Master’s Degree, students planning to acquire this certification may begin meeting some of the requirements as part of their undergraduate program.

**Minor Areas of Study**

SLHS students may pursue minors from any school, college or program. Minors are not required and substitutions for minor requirements are not possible. Students must earn a C or better in order for a course to count towards a minor requirement. Students should go to the department/program offering the minor in order to declare it. Please be aware that declaring a minor does not guarantee that students will be able to register for the courses required for the minor. Below is a partial list of minors that SLHS students can pursue. Please see the CLAS website for a complete listing and minor requirements.

- Anthropology
- Cognitive Science
- Gerontology
- Linguistics
- Neuroscience
- Psychology
- Spanish

**Special Opportunities**

**Honors Program**

The Honors Program represents the University of Connecticut’s commitment to providing a superlative educational experience to intellectually-able and highly-motivated students. Over 100 Honors classes – limited in size and taught by some of the most highly-regarded faculty – are offered each year. Honors students also experience the excitement of creation and discovery, and the personal mentorship of a dedicated faculty advisor while completing the Honors Thesis, a requirement for graduation as an Honors Scholar.
During the first two years, students enroll in Honors courses offered across the undergraduate curriculum to fulfill University general education requirements or to prepare them for more advanced courses in their academic areas. Most also enroll in specially-designed Honors First-year Seminars. Junior/senior Honors study is specific to each student’s major. Typical Honors work in the major may involve special projects in major courses, departmental seminars, independent study, and graduate courses. To further students’ academic goals, certain privileges are extended to Honors students, including priority class registration, graduate level library lending privileges, and increased allowance in semester-credit-hour enrollment.

Beyond the enriched academic program, Honors students also have the benefits of a speakers’ series, the support and guidance of a faculty mentor in SLHS, 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 either your academic advisor in SLHS or visit the Honors website at www.honors.uconn.edu.

**Undergraduate Research**

Undergraduate research involves an educational collaboration between a student and faculty members. There are many advantages to engaging in undergraduate research. You will acquire practical tools for your education and future career. You will enhance your critical thinking skills. You will increase self-confidence in your abilities as a scholar and a researcher. You will learn to create knowledge by engaging in active learning. You will also take research methods from the classroom and apply them to real-life situations. Undergraduate research experiences may be initiated by a student who seeks out faculty supervision or by a faculty member who involves undergraduate students in her or his research team. Contact your advisor for additional information.

The Office of Undergraduate Research (OUR at http://ugradresearch.uconn.edu/) is also a valuable resource for students interested in pursuing research. It provides research-related opportunities and information to students interested in engaging in independent or collaborative research with faculty members and research professionals. The OUR provides funding opportunities for student research and scholarship through several sources, including OUR grants and the Summer Undergraduate Research Fund (SURF). The OUR also sponsors and coordinates Frontiers in Undergraduate Research, the annual spring poster exhibition that showcases student research projects.

**Clinical Observations**

The faculty in SLHS regards opportunities to gain insight into the professions of Speech-Language Pathology and Audiology as very valuable in making decisions about career paths, in examining the seamless transition between academic information and clinical application, and in appreciating all of the components of successful clinical interactions. We enthusiastically encourage all students - decided and undecided about which career path to follow - to take advantage of the opportunities to observe a wide variety of clinical activities. It is through this experience that you will better understand your own goals for becoming a speech-language pathologist or audiologist. Students who wish to pursue a graduate degree in Speech-Language Pathology are required to obtain 25 hours of observation in a variety of sessions provided by either a certified Speech-Language Pathologist or Audiologist. No observation hours are required for students pursuing a graduate degree in Audiology. Frequently asked questions, information about observations, and necessary forms can be found on the SLHS website at [http://slhs.uconn.edu/observation-materials/](http://slhs.uconn.edu/observation-materials/).

**On-Campus Observations**

At the University of Connecticut Speech & Hearing Clinic the following protocols for obtaining observation hours are in place:
Audiology Observations:
Sign up for the session you wish to observe; the observation sheets are posted on the bulletin board (opposite room 133) of the Communication Sciences building. Do not sign up for slots that are crossed out; they are not available for observation. Plan to arrive for the observation in advance of the scheduled time so that you can obtain any relevant information that will enhance your observation experience.

Speech-Language Observations:
Sign up for the client you will observe; the observation sheets are posted on the bulletin board (opposite room 133) of the Communication Sciences building. The numbered spaces indicate the number of observers that can be accommodated in the observation room. Please arrive a few minutes before the beginning of the session so that the supervisor can provide you with any pertinent information that you need in order to make this observation meaningful. For treatment sessions, you should plan to observe each scheduled session during the one-week period shown at the top of the sign-up sheet.

Off-Campus Observations

Although a major portion of the required observation hours is completed as part of the university’s undergraduate program, students are encouraged to supplement these experiences with additional observations in off-campus settings where audiology and speech-language pathology services are provided.

On the Department website, students will find a form to verify the certification status of the individual who will supervise the off-campus observation, as well as general information about observation and forms for the student to record the observational activity that are earned found on the Department website.

In addition to the completed observation form, the student should submit a brief (no more than one page) report about the observation, focusing on three questions:

1. What is the purpose of the observation? That is, what do you plan to accomplish, what do you want to learn? Another way to think about this is to ask what you expect to know after the observation.
2. Did you achieve your purpose or learn what you expected to learn? If not, why not?
3. What comments do you have about the observation? In other words, what did you like? What would you want to change? What surprised you?

All reports and forms should be returned to Wendy Chase, Director of Clinical Education.
Applying for Graduation

1. **Apply to graduate** - You must apply for graduation by the fourth week of your final semester. (Alternatively, you can choose to apply during the semester prior to graduation.) You apply by logging into the Student Administration System.

2. **Submit a final approved Plan of Study (POS)** – The Final Plan of Study for majors is located in Room 232 in PCSB. Be sure to fill out the plan for your particular catalog year. Three copies of the Final Plan of Study must be signed by your advisor and submitted within the first four weeks of the semester you intend to graduate. You will retain one of the copies for yourself in case a problem should arise. Failure to complete requirements outlined on the POS will impede progress toward graduation.

3. **Run your own Degree Progress Report** - Through the Student Administration System, students can access their transcripts and view both fulfilled and unfulfilled requirements. Any areas that remain unfulfilled will appear bold. This will aid you in adequately planning your course schedule for the upcoming semesters.

Student Organizations

**NSSLHA Chapter**

The National Student Speech-Language-Hearing Association (NSSLHA) is a national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA has approximately 18,000 members with chapters in more than 285 colleges and universities. Visit the national page for NSSLHA, www.nsslha.org/nsslha/, for information about membership and local activities.

**SAA Chapter**

The Student Academy of Audiology is the national student organization of the American Academy of Audiology that serves as a collective voice for students and advances the rights, interests, and welfare of students pursuing careers in audiology. The SAA introduces students to lifelong involvement in activities that promote and advance the profession of audiology, and provides services, information, education, representation and advocacy for the profession and the public we serve. For more information visit: www.audiology.org/education/students/SAA.
Appendix A – Sample Plan of Study -- CLAS General Education Audit Sheet, 2013-2014

SECOND LANGUAGE COMPETENCY
A) 3 years high school level or B) 2 years high school level plus passing the 2nd year (Intermediate) UConn level or
C) 1st (Elementary) and 2nd (Intermediate) UConn levels or D) Successful completion of language equivalency exam

WRITING COMPETENCY: Freshman English + 2 W courses
ENGL 1010 or 1011 or both ENGL 91002 & 91003 (transferred); 2000+ level W in [each] major: SLHS_________ 2nd W any level:___________

QUANTITATIVE COMPETENCY: 3 Q courses, at least one of which is MATH or STAT
(Math or Stat) ________ Q ________ Q ________ Q

CONTENT AREA ONE: ARTS & HUMANITIES BA: 5 courses with at least one from each category A-D. 5th course can come from any area A-E

A: ARTS
AFAM/FINA 1100
ART 1000 ARTH 1128;
1137; 1138; 1141; 1162
CLCS 1110
DRAM 1101; 1110;
FREN 1171
GERM 1171; 3261W;
3264W ILCS 1149;
3258W; 3260W
MUSI 1001; 1002;
1004; 1005; 1021;
1022; 1112 SPAN 3250
WS 1104

CONTENT AREA TWO: SOCIAL SCIENCES - 2 courses from 2 different academic units
ANTH 1000/W; 1006; 1500; 2000/W; ANTH/FAM 3152 ARE 1110; 1150 SLHS 1150; COMM 1000 ECON 1000; 1107; 1108; 1179; 1200; 1201; 1202
GEOG 1000; 1100; 1700; 2100 HDFS 1060; 1070 HTS/POLS 1007 INTD 1500 LAMS 1190/W LING 1020; 1030; 2580; 3610/W POLS 1202/W; 1207;
1402/W; 1602/W; 3208W; 3237W; 3615/W; PP 1001 PSYC 1101; 1103 SOCI 1001/W; 1251/W; 1501/W; 3823 URBN 1300W WS 1105; 1124

CONTENT AREA THREE: SCIENCE & TECHNOLOGY: BA: one lab course & one non-lab course

LABORATORY COURSES:
BIO 1102;
1103; 1107;
1108; 1110
CHEM 1122;
1124Q; 1127Q;
1128Q; 1137Q;
1138Q 1147Q; 1148Q;
ENGR 1101 GEOG 1302
GEOL 1050 (or 1051 lecture & 1052 lab)
MARN 1003
PHYS 1010Q;
1025Q 1035Q;
1075Q; 1201Q;
1202Q; 1401Q;
1402Q; 1501Q;
1502Q; 1600Q;
1601Q; 1602Q
NON-LABORATORY COURSES:
AH/NUSC 1030 ANSC/NURS 1645 BME/CSE/MCB 1401 CHEM 1101 COGS 2201 ECE 1001 EEB 2202 GEOG 3020 GEOG 1051; 1010; 1070 LING
2010Q MARN 1001, 1002 MATH 1050Q; MCB 1405 NRME 1000; NUSC 1165; PHAR 1000; 1001 PHYS 1020Q; 1030Q PLSC 1150 PSYC 1100 SCI
1051

CONTENT AREA FOUR: DIVERSITY & MULTICULTURALISM – 2 courses; at least one must cover an international area of study

USA
AASI 3201; 3215; 3221; AFAM/FINA 1100; 3131W; 3214W; 3505; 3642 ANTH
2000/W; 3150; 3202W; 3902; 3904W; ANTH/FAM 3152; SLHS 1150 DRAM
3130; DRAM/FAM 3131W ENGL 1601W; 2274W; 3210; ENGL 3214/W;
3218/W; 3605; 3613 ENGL/AMST 3212; ENGL/AFAM 3214W ENGL/PRLS
36051322; HDFS 2001; 3261 HESP/ED 1103 HIST 3204/W, 3570
AMST/ENGL 1201/HIST1503; HIST/ASIA 3531; HIST/AMST/PRLS 3660/W;
HIST/PRLS 3674/3220 HIST 1203/1121; 3571 ILCS 1158; 3258/W INTD
2245; 3584 LING 1030; 2850 MUSI 1002 nurs 1175W; PHIL 1107
POLS/AFAM 3421; PIRLS/3602/3270 PRLS 3210; PSYC 2101; 2701;
PSYC/W 3102W; PSYC/AFAM 3106/W SOCI 1501/W; PSOC/ASIA 3221
SOCI/HRTS 3211/3571; SOCIAL/AFAM/3550; URBN 1300W WS 1104;
1105 WS/COMM/PRLS 3260/3211/3264; WS/SOCI 3621/W

INTERNATIONAL
AASI 3216; ANTH 1000/W; 1001W; 1006; 1500; 3401; 3030; 3153W;
3504; ANTH/HRTS 3208; 3515W ARAB 1121; 1122 ART 3375 ARTH
1128; 1141 CHIN 1121 1122 CLCS 1101; 1102; 1103W ECON
2104/W EEB 2202; EEB/NRME 3307/3305 ENGL 1301; 2301/W;
3120; 3122; 3318; 3320 FREN 1169; 1171; 1176; 1177; 3211; 3218;
3224; GEOG 1100; 1700; GERM 1169; 1171; 1175; 3251; 3258;
3261/W HIST 1206; 1800; 1805; 3609; 3635; 3705 HIST/AMST 3609;
3635 ILCS 1149; 1160; 3260/W INTD 1600W; LAMS 1190/W LING
1020; 3610/W MUSI 1004; 3421W NUSC 1167 PHIL 1106 PLSC 1125
POLS 1202/W; 1207; 1402/W; 3472/W POLS/HRTS 1007 PSYC
3402W SOCI 3823 SPAN 1007; 1008; 3250 WS 1124; 3255W
Consult your major advisor while completing this plan. Students must file their plan with their major advisor prior to pre-registration for their fifth semester. An approved final plan of study must be filed with the Registrar during the first four weeks of classes of the semester in which a student expects to graduate. Once it is filed with the registrar, changes in the plan may be made only with the consent of the major advisor.

**Students must take one course in each of the following areas**

- **STAT 2215Q**
- **BIOL 1102, 1107, or 1108**
- **PHYS 1010Q or 1075Q**

*(more advanced level courses may be substituted for these courses)*

**THE MAJOR GROUP:** Major courses must be numbered 2000 or above. At least 25 credits in one department or, with the permission of the head of the student’s major department, in two related departments (split major). Student must have a grade point average of 2.0 or better in the credits constituting the major group. Only quality points and credits earned at the University of Connecticut may be used to meet this requirement, save where the dean of the college grants exception.

- **You must** take SLHS 2156Q, 2203, 2204, 3247, 3248, and 4249/W
- **You must** pass at least one course from SLHS 4245W, 4249W, or 4254W
- **You must** take a minimum of two disorder courses from SLHS 4245/W, 4251, 4254

**THE RELATED COURSES:** (Related courses must be numbered 2000 or above). At least 12 credits in courses closely related to the subject matter of the student’s major outside his major department constitutes the related group. Related courses must be chosen from the list titled “Categories of Related Courses” in the publication *Undergraduate Program in SLHS*, or must be approved by the advisor.

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**THE 45 CREDIT RULE:** At least 45 credits must be at the 2000 level or above [including major and related]. Record a minimum of 8 credits here.

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This plan is for the requirements of the _____ catalog. Date you expect to complete degree requirements _______

_________________________                     ___________________________
Student’s Signature                        Date

Name of Student ____________________________

_________________________
I approve the above program for the B.A. Major
in Speech, Language, & Hearing Sciences

_________________________
Major Advisor’s Signature

_________________________
Department Head’s Signature

Department of Speech, Language, & Hearing Sciences