



DEPARTMENT OF SPEECH, LANGUAGE,
AND HEARING SCIENCES



2016 UNDERGRADUATE HANDBOOK

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Introduction

The Department of Speech, Language, and Hearing Sciences (SLHS) studies the normal development of speech, language, and hearing as well as the understanding and clinical management of disorders in these processes. The undergraduate program in SLHS leads to a Bachelor of Arts degree. Courses in the program offer students basic information about normal and disordered communication. Directed clinical observation is also offered. 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 undergraduate program provides 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 and the undergraduate program in SLHS prepares students to apply for graduate education in either Speech-Language Pathology or Audiology; 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 (ASHA). Along with the graduate degree, further requirements for certification include passing the National Board Examination in speech-language pathology or audiology, and successful completion of the Clinical Fellowship Year for speech-language pathology. Admission to graduate programs in either speech-language pathology or audiology is competitive. Successful applicants present a strong academic record, typically with a grade point average (GPA) of 3.7 or higher, overall as well as in their major.

Brief overview of the profession

A speech-language pathologist is a person trained to diagnose and treat communication disorders. An audiologist is concerned with hearing and is trained to provide diagnostic audiological services, hearing aids/cochlear implants, and aural rehabilitation for the hearing impaired. Counseling for the communicatively handicapped person and parents or other family members is an important aspect of the work of both the speech-language pathologist and the audiologist.

Declaring the Major & Advising

Students can declare Speech, Language, and Hearing Sciences (SLHS) as a major by logging into ppc.uconn.edu. Upon declaring the SLHS major, all students are assigned a faculty advisor. In addition to their faculty advisor, first and second year students (54 credits or less) are also assigned a staff advisor, Shana Clarke. First and second year students should use Shana as their primary academic advisor and juniors, seniors and honors students should seek advisement from their SLHS faculty advisors. Juniors and seniors who are unable to meet with their SLHS faculty advisors may also see Shana as needed.

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 created that will meet both the College of Liberal Arts and Sciences' 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.

During midterms, advisors are informed if an advisee is in danger of failing a course for the semester. When students receive that notification, he or she should make an appointment with their advisor to discuss the situation. Additionally, advisors will also talk with their advisees about their general progress in keeping their Grade Point Averages (GPAs) in line with expectations for graduate school admission.

To schedule an advising appointment with a faculty or staff advisor, please use advapp.uconn.edu.

Students considering the SLHS major are encouraged to schedule a meeting with Shana to discuss the SLHS major and address any questions.

SLHS Curricular Requirements

To graduate with an SLHS major, students must complete:

- 25 SLHS major credits
 - 12 credits of related coursework
 - All [CLAS general education requirements](#)
 - Biology: BIOL 1102 **OR** 1107 **OR** 1108*
 - Physics: PHYS 1010Q **OR** 1075Q*
 - Statistics: STAT 1000Q **OR** 1100Q **AND** 2215Q
- *More advanced level courses may be substituted for these courses***
- 45 credits at the 2000 level or above
 - All major courses with a 2.0 or higher
 - 120 credits with a cumulative GPA of a 2.0 or higher

Courses in the SLHS Major

Students pursuing a bachelor's of arts degree in SLHS must complete at least 25 credits of SLHS major coursework. The SLHS curriculum consists of 18-19 credits of core coursework and 6-7 credits of elective courses. All students must successful complete the following core courses:

Core Course	Credits	Prerequisites
SLHS 2156Q: Speech & Hearing Science	3	None
SLHS 2203: Anatomy & Physiology of Speech and Hearing	3	None
SLHS 2204: Speech and Language Acquisition	3	None
SLHS 3247: Introduction to Phonetic Principles	3	SLHS 2203 and SLHS 2156Q
SLHS 3248: Introduction to Audiology	3	SLHS 2203 and SLHS 2156Q
SLHS 4249/W: Introduction to Aural Rehabilitation	3/4	SLHS 3248

In addition, students must successfully complete a W course and one of the following elective sequence: Either one Language Disorders course (SLHS 4245/W OR SLHS 4254/W) and a Speech Disorder (SLHS 4251) course, OR 2 Speech Disorder courses (SLHS 4245/W 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. We strongly recommend that students take SLHS 4251 **AND** SLHS 4245/W **OR** SLHS 4254/W.

Elective Course Options	Credits	Prerequisites
SLHS 4245/W: Neuroscience Study Cognitive & Communication Disorders+	3/4	SLHS 2203 and SLHS 2204
SLHS 4251: Introduction to Articulation, Voice and Fluency Disorders*	3	SLHS 2156Q, SLHS 2203 and SLHS 3247
SLHS 4254/W: Introductions to Language Disorders in Children+	3/4	SLHS 2204

+ Language Disorders Course

* Speech Disorders Course

Additional Course Offerings	Credits	Prerequisites
SLHS 4296W: Senior Thesis	3	Instructor Consent
SLHS 3299: Independent Study	Varies	Instructor Consent

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

Students can complete their SLHS major courses in 3–5 semesters. Suggested [SLHS sequences](#) are available on the [SLHS Resources page](#).

Related Courses

In addition to 25 SLHS major credits, the department requires that students complete twelve credits of 2000 level or above courses taken outside of the SLHS 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. A list of pre-approved related courses is available on the [SLHS Resources page](#).

Other courses may be used to satisfy this requirement with permission of the advisor. If you would like to use a class not on the pre-approved list, please contact your advisor and provide a written explanation (about a paragraph per class) about why this class should be counted towards your related coursework. Your advisor will approve or deny the request as necessary.

School Certification for Speech-Language Pathologists

Speech-language pathologists who work in the Connecticut public schools must have school certification. Through an arrangement with the Neag School of Education, students enrolled in UConn's M.A. program in SLP can fulfill requirements leading to certification as an SLP for employment in Connecticut's public schools. Requirements include course work in Special Education, Regular Education, Human Development or Psychology, Classroom Instruction and Management, and Health. 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. The following courses meet requirements for school certification in Connecticut and can be completed during a student's undergraduate career:

Course	Course Title
EPSY 3010	Educational Psychology
HDFS 2100	Human Development: Infancy through Adolescence
HDFS 3103	Adolescence: Youth and Society
PSYC 2400	Developmental Psychology
PSYC 2500	Learning
PSYC 2501	Cognition and Problem Solving
PSYC 3400	Child Psychology

Transfer Credits

To graduate from the University of Connecticut a student must complete at least 30 credits in residence and meet all [general education](#) and [major](#) requirements. In addition, a majority of major credits (51%) must be completed at the University of Connecticut to receive a UConn SLHS degree. The Speech, Language and Hearing Sciences (SLHS) department has reviewed the speech-language pathology coursework at Sacred Heart University, and the coursework in Communication Disorders at Southern Connecticut State University to determine their equivalence to the UConn SLHS curriculum. For information about how each institution's respective courses would transfer to the

University of Connecticut's Speech, Language and Hearing Sciences undergraduate curriculum please see the SLHS Transfer Equivalencies document available on the SLHS Resources Page: <http://s.uconn.edu/SLHSResources>.

After students have successfully completed the course with a grade of a C (2.0) or better, students should send their final official transcript to Transfer Admission (University of Connecticut Office of Undergraduate Admission | 2131 Hillside Rd. Unit 3088 | Storrs, CT 06269-3088). Transfer credits are evaluated and posted to students' UConn transcript during a six week period beginning on the following dates: January 15, June 15 and September 6. It is important that students' **final transcripts are received by Transfer Admissions prior to these dates** so that their credits will be applied to their UConn transcript as soon as possible to avoid enrollment difficulties.

Education Abroad

There are a number of Education Abroad opportunities SLHS which students can participate. It is recommended that students who are considering the Study Abroad program should consult with their academic advisor about how this will affect the sequence of their courses.

Enhancing Your Degree

With careful planning, SLHS majors may pursue a second major offered within the College of Liberal Arts and Sciences (CLAS) or a minor from any school or college. Common double majors include Psychology, Linguistics and Human Development and Family Studies (HDFS). Common minors include Physiology and Neurobiology, Cognitive Science, American Sign Language, Spanish, Linguistics, Music, Human Development and Family Studies (HDFS), Neurobiology, Psychology and Molecular and Cellular Biology. The preceding page provides a visual depiction of the SLHS degree requirements and further illustrates how SLHS students can pursue a minor or double major.

Transfer credits can be applied to major requirements only with approval of faculty advisor and the CLAS dean.

Study Abroad courses receive UConn credit. Check with your advisor to determine if courses will be approved for major and/or related requirements.

Additional Degree: With 30 additional credits in courses at the 2000+ level (i.e. 150 total credits) students can earn an additional UConn degree (restrictions apply; see www.catalog.uconn.edu).

SLHS MAJOR REQUIREMENTS

DEGREE REQUIREMENTS

CLAS General Education Requirements
40-62 credits

- ◇ CA 1 = 15 credits
 - ◇ CA 2 = 6 credits
 - ◇ C3 = 8 credits (PHYS* 1010Q or 1075Q **AND** BIOL *1102, 1107 or 1108)
 - ◇ CA 4 = 3—6 credits if not satisfied by using the “double dip” option
 - ◇ First Year Writing = 4 credits (ENGL 1010 or 1011)
 - ◇ Language Competency (satisfied in high school or up to 16 UConn credits)
- *More advanced level courses may be substituted for these courses*

Total: 40—62 credits

SLHS requires STAT 1000Q and STAT 2215Q for the major. In addition to physics, these courses satisfy the Q competency for CLAS.

SLHS Major Requirements
37 credits

25 SLHS Major courses. Major courses are courses at the 2000 or above level.
◇ Students must pass at least one W course in the SLHS major.

Total: 37 credits

12 credits of courses related to but outside of the major. Related courses must be at the 2000 level or above & may count towards a minor or major.

45 Credit Requirements/Rule

After completing 25 SLHS major courses, 12 related courses and STAT 2215Q, you will need at least 5 credits at the 2000 level or above.

Elective Requirements
Remaining credits (Usually ≤43 credits)

Students must complete 120 credits to graduate from the University of Connecticut. After completing your major courses, related courses, general education courses and satisfying the 45 credit rule, all other courses are elective courses. You may use your elective courses to pursue another major, minor or to take classes more broadly.

Major Requirements for 2nd major
36 or more credits (Optional)

Study Abroad
12-16 credits (Optional)

Minor Requirements
15-18 credits (Optional)

24 or more major courses at the 2000 level or above including:

- ◇ At least one approved W in 2nd major
- ◇ Required related and/or elective courses as specified by the major

****For a full list of majors, please visit catalog.uconn.edu/college-of-liberal-arts-and-sciences and scroll down to undergraduate majors****

Minors are typically 15—18 courses. For a full list of UConn minors, please visit catalog.uconn.edu/minors.

Students can take between 12—16 credits while studying abroad. For information about study abroad, please visit abroad.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. Generally, students acquire practical tools vital to their education and future career, enhance their critical thinking skills, increase their self-confidence implement classroom knowledge 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. While the university has several opportunities, here are a few notable opportunities.

- The field of psychology is especially transferable within the SLHS field. With specialties in Behavioral Neuroscience; Development; Perception, Action & Cognition (PAC); Social; and Clinical and Industrial/Organizational psychology, this field offers a variety of varied experiences.
 - Students wishing to do research for credit should consider taking [PSYC 3889](#). This Psychology Undergraduate Research allows students to earn credit for the research they participate in. With the research faculty, students can chose the number of credits they would like to invest in the research ([1–6](#)); psychology majors and minors should note that only 3 credits of PSYC 3889 or 3899 can be used towards the successful completion of the psychology minor or major respectively. Students are strongly encouraged to take PSYC 2100WQ before enrolling in PSYC 3889. PSYC 1100 and 1101 or 1103 are prerequisites for PSYC 2100WQ.
- The Office of Undergraduate Research ([OUR](#)) provides research-related opportunities and information to students interested in engaging in independent or collaborative research with faculty members and research professionals. OUR provides funding opportunities for student research and scholarship through several sources, including OUR grants and the Summer Undergraduate Research Fund (SURF). In addition, OUR also sponsors and coordinates Frontiers in Undergraduate Research, the annual spring poster exhibition that showcases student research projects.

Child Development Labs

To understand disordered communication, students must first gain a deep understanding of the typical trajectory of human development. The UConn Child Development Labs is a great place to gain experience with children in the developmental stages from infancy to pre-school. Students will learn about classroom development, behavioral management and leave with a deeper understanding of normal development and how to stimulate learning at different developmental stages. Students interested in volunteering or working in the Child Development Labs should visit the website: <http://childlabs.uconn.edu>.

Observation Opportunities

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 students will better understand their 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/>.

On-Campus Observations

At the University of Connecticut's 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

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.

The 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, students can contact either their academic advisor in SLHS or visit the Honors website at www.honors.uconn.edu.

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.

Hear For You

Hear For You is an organization that provides mentoring and support for children and adults with hearing disabilities and speech impairments through hands on activities. This organizations strives to raise awareness of the population through special events and fundraisers at UConn. The members of Hear For You meet weekly and participate in various community events each month. The weekly meetings consist of event planning, membership bonding, and professional development

presentations. This club is especially beneficial for students considering a career in Speech-Language Pathology or Audiology fields, but ALL majors and interests are welcome and encouraged to join!

Language For All

Language For All is a student organization with the goal to promote awareness of language development with an emphasis on underrepresented groups (e.g. low SES, developing nations, bilinguals) and language systems (e.g. sign language). The members actively advocate for language access through education and service. New members are always welcome!

Create and Communicate

Create & Communicate is a student organization uses art to enhance a patient's speech and language development. Created by SLHS UConn students, members visit local hospitals and engage patients in conversation outside of their network of family members and doctors. This organization is open to all majors is meant for educational purposes.

THE FACULTY AND THEIR RESEARCH INTERESTS

Wendy Chase, Director of Clinical Education/Lecturer III; M.A., Northwestern University. Clinical supervision in speech-language pathology.

Kathleen Cienkowski, Associate

Department

Chair/Associate Professor;

Ph.D., University of Minnesota. Audiology. Aural rehabilitation and hearing aids.

Carl Coelho, Professor; Ph.D., University of Connecticut. Neurological disorders in adults, discourse following brain injury.

Lendra Friesen, Assistant Professor; Ph.D., University of Washington. Audiology. Cochlear implants, auditory evoked potentials, and speech perception.

Adrian Garcia-Sierra, Assistant Professor; Ph.D., University of Texas at Austin. Speech perception, bilingualism, language development, and event-related potentials.

Bernard Grella, Department

Chair/Associate Professor; Ph.D.,

Purdue University. Language disorders in preschool children and children with SLI

Susy Keller, Assistant Professor in Residence; CScD, University of Pittsburgh; Dysphagia, neurogenic communication disorders, functional reserve & aging, bilingualism, evidence-based clinical education

Jean McCarthy, Lecturer II; M.S., University of Rhode Island. Clinical supervision in speech-language pathology.

Nancy McMahan, Lecturer III; Au.D., Central Michigan University. Clinical supervision in audiology.

Frank E. Musiek, Professor

Emeritus; Ph.D., Case Western Reserve. Auditory processing disorders, auditory evoked potentials, and auditory neurobiology.

Jennifer Mozeiko, Assistant Professor;

Ph.D., University of Connecticut. Aphasia rehabilitation, functional neuroimaging.

Emily Myers, Associate Professor; Ph.D., Brown University. Cognitive neuroscience of speech and language, aphasia, speech perception, neuroimaging (fMRI and ERP).

Christine Njuki, Lecturer II; Au.D., A.T. Still University Arizona School of Health Sciences. Clinical supervision in audiology.

Jill Raney, Assistant Professor in Residence; Ph.D., University of Florida. Educational and pediatric audiology.

Erika Skoe, Assistant Professor; Ph.D., Northwestern University. Plasticity of the auditory system, auditory evoked potentials, auditory neurophysiology.

Lucinda Soares Gonzalez, Lecturer I; M.A., Southern Connecticut State University. Clinical supervision in speech-language pathology.

Rachel Theodore, Assistant Professor; Ph.D., Northeastern University. Perceptual learning, specificity effects in speech perception and production, acquisition of phonological structure.

Jennifer Tufts, Associate Professor; Ph.D., Penn State University. Speech perception and hearing conservation.

Denise Van der Voort, Lecturer III, M.A., Memphis State University. Clinical supervision in speech-language pathology

Terry Yanaway, Lecturer II; Au.D, A.T. Still University Arizona School of Health Sciences. Clinical supervision in audiology.