Department of
Communication Sciences and Disorders

Undergraduate Handbook
2011-2012

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BACHELOR OF SCIENCE IN
COMMUNICATION SCIENCES AND DISORDERS

Communication Sciences and Disorders is the profession devoted to helping people overcome disabilities of speech, language and hearing. The study of communication sciences and disorders may begin in the freshman or sophomore year. Students learn about speech, language, and hearing disorders through a combination of classroom instruction and observations in the campus clinic and elsewhere. Candidates for bachelors degrees in Communication Sciences and Disorders must satisfy all departmental as well as University general education/Discovery and Writing Intensive requirements.

Students are advised to continue their professional education at colleges or universities offering graduate programs, since the minimal entry degree for practicing speech-language pathologists (SLPs) is a masters degree. A doctoral degree is required for students wishing to pursue careers in audiology. Both of these career tracks lead to eventual certification by the American Speech-Language-Hearing Association.

Students should take note that admission to graduate programs across the USA is highly competitive, with many programs requiring cumulative grade point averages (GPA) of 3.50 or higher, along with satisfactory scores on the GRE exam, in order for students to be considered for admission. UNH students do not receive preferential consideration for admission to the UNH graduate program.

ADMISSION

Incoming Freshmen

The UNH Admissions Office reviews applications of all incoming Freshmen who wish to major in Communication Sciences and Disorders. Students are admitted to the program based on their academic records. The department currently accepts approximately 30 incoming freshmen each year.

External Transfers

Once again, these applications are reviewed by the university’s Admissions Office, with decisions based on academic credentials of applicants. A cumulative grade point average (GPA) \( \geq 3.50 \) is required for considerations of admission. However, actual GPAs generally exceed this level, varying in relation to the overall quality of the applicant pool.

Internal Transfers

Decisions regarding admission of internal transfers to the CSD major are made by the Department of Communication Sciences and Disorders. Students seeking admission to the program must submit an Application for Internal Transfer to the Department’s Administrative Assistant along with copies of their unofficial college transcript(s) that list all courses and corresponding grades earned to date. Applications are available in Hewitt Hall room 181. Students are encouraged to have a cumulative grade-point average of a 3.50 or higher to be considered a strong applicant.

It is important to note that the quality of the applicant pool and number of spaces available in the major at the application deadline will impact who is admitted as internal transfer students. The fall application deadline is October 1. The spring semester deadline is March 1. Decisions will be made prior to registration.
Undergraduate Requirements

Bachelor of Science
Communication Sciences and Disorders

MISSION STATEMENT

The primary mission of the undergraduate program is to provide undergraduate students with a pre-professional, comprehensive foundation in communication sciences and disorders leading to the B.S. degree. The program is designed to prepare students for a graduate program in speech-language pathology or audiology leading to a master’s degree and ASHA certification.

The goals of the Department of Communication Sciences and Disorders are to:

- educate students about the science and art of communication, its processes, and disorders
- prepare students for careers in speech-language pathology and audiology
- advance knowledge in the fields of speech, language, hearing, and swallowing
- foster problem solving, creative thinking, and responsibility with the ultimate goal being the betterment of the human condition.

REQUIRED COURSES

COMM 520: Survey of Communication Disorders
COMM 521: Anatomy and Physiology of the Speech and Hearing Mechanism
COMM 522: The Acquisition of Language
COMM 524: Clinical Phonetics
COMM 630: Organic Pathologies
COMM 631: Articulation and Language Disorders in Children
COMM 635: Professional Issues in Speech-Language Pathology (satisfies WI in major requirement)
COMM 704: Basic Audiology
COMM 705: Introduction to Auditory Perception and Aural Rehabilitation
COMM 777: Speech and Hearing Science
FS 525 (or equiv approved by Dept.) Human Development
KIN 706: Neurology
1 course in Statistics (e.g., HHS 540; PSYC 402; SOC 502)
1 Biological Science
1 Physical Science
15 Observation Hours

Strongly Recommended

LING 405: Intro to Linguistics (Recommended taken before CSD 522)
COMM 536: Introduction to Deaf Studies
COMM 575: Have you Heard? Fundamentals of Hearing Loss
COMM 637: Multicultural Issues in Communication Disorders
COMM 736: Clinical Assistant
COMM 740: Adults w/Acquired Brain Injury
<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td><strong>FRESHMAN</strong></td>
<td>520 Survey of Comm. Dis.</td>
<td>or 520 Survey of Comm Dis.</td>
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<td>Statistics (PSYC 402; SOC 502)</td>
<td>or Statistics (PSYC 402; SOC 502; HHS 540)</td>
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<tr>
<td></td>
<td>Fam. Studies 525 (or approved equiv.)</td>
<td>or Fam. Studies 525 (or approved equiv.)</td>
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<tr>
<td></td>
<td>Biological Science</td>
<td>or Biological Science</td>
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<tr>
<td><strong>SOPHOMORE</strong></td>
<td>Anat. &amp; Phys. of Sp. and Hear</td>
<td>521 Anat&amp;Phys. of Sp and Hear</td>
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<td>524 Clinical Phonetics</td>
<td>or 524 Clinical Phonetics</td>
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<td></td>
<td></td>
<td>630 Organic Pathologies</td>
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<td></td>
<td>LING 405 (elective)</td>
<td>or LING 405 (elective)</td>
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<td></td>
<td>536 Intro to Deaf Studies (electives)</td>
<td>or 536 Intro to Deaf Studies (elective)</td>
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<td></td>
<td>Physical Science</td>
<td>or Physical Science</td>
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<td><strong>JUNIOR</strong></td>
<td>522 Acq. of Language</td>
<td>or 522 Acq. of Language</td>
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<td>635 (WI) Professional Issues in Sp/L Path</td>
<td>or 635 (WI) Professional Issues in Sp/L Path</td>
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<td></td>
<td>704 Basic Audiology</td>
<td>777 Sp. &amp; Hearing Science</td>
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<td>(prereq: Anat.&amp;Phys)</td>
<td>or 575 Have you Heard? Fundamentals of Hearing Loss (elective)</td>
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<td>(pre-req: Audiology)</td>
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<td></td>
<td>736 Clinical Assistant (permission) (elective)</td>
<td>736 Clinical Assistant (permission) (elective)</td>
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<td></td>
<td>740 Adults w/Acquired Brain Injury (permission) (elective)</td>
<td>740 Adults w/Acquired Brain Injury (permission) (elective)</td>
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<td>KIN 706 Neurology</td>
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Note:  
1. This is a sample curriculum subject to change with academic advisor’s approval.

2. COMM 704 and KIN 706 may also be taken in summer of the junior or senior year.
Department of Communication Sciences and Disorders
Required Courses Completed Form

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Semester</th>
<th>Crs</th>
<th>Grade</th>
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<tbody>
<tr>
<td>COMM 520 Survey of Comm. Dis.</td>
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<tr>
<td>COMM 521 Anatomy and Physiology</td>
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<tr>
<td>COMM 522 Acquisition of Language</td>
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<tr>
<td>COMM 524 Phonetics</td>
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<tr>
<td>COMM 630 Organic Pathologies</td>
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<td>COMM 631 Artic and Lang Disorders</td>
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<tr>
<td>COMM 635 Professional Issues</td>
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<tr>
<td>COMM 704 Audiology</td>
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<tr>
<td>COMM 705 Aural Rehab</td>
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<tr>
<td>COMM 777 Speech &amp; Hearing Science</td>
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<tr>
<td>KIN 706 Neurology</td>
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Statistics is required
(either PSYC 402, SOC 502, HHS 540, or other course approved by advisor). We recommend HHS 540.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Crs</th>
<th>Grade</th>
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Discovery Program Requirements
Please see next page.

ASHA Requirements

<table>
<thead>
<tr>
<th>Biological Science</th>
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<tbody>
<tr>
<td>Physical Science</td>
<td></td>
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<tr>
<td>Social/Behavioral Science</td>
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<tr>
<td>15 Observation Hours</td>
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A total of 128 credits is required to graduate.

Student ____________________________  Advisor ____________________________
Discovery Program Requirements

Discovery Program requirements apply only to freshmen admitted to baccalaureate degree programs for Fall 2010 or later. (General Education requirements apply to all other students.

To graduate from UNH, students must fulfill four types of requirements: Discovery Program, writing, degree, and major requirements. BA candidates must also satisfy a foreign language requirement. No credit is awarded for elementary year college coursework if students have had two or more years of that language in high school. In addition to the particular requirements for specific degrees, all candidates for a bachelor’s degree must obtain a passing grade in a minimum of 128 credits in courses numbered 400-799, and must maintain a cumulative grade-point average of at least 2.00 for all courses taken at the University in which a grade is given. Discovery Program courses cannot be taken on a Pass/Fail basis. Academic departments may or may not permit Discovery Program courses to count toward requirements for a major; check with your adviser.

If you have questions or problems concerning your Discovery Program Requirements, call a degree analyst at 862-1594 or 862-1592, or write c/o Degree Analyst, Registration Office, or stop by the Graduation Department at the Registration Office in Sloane Hall.

Discovery Program Requirements Check List

Discovery Foundation (Discovery Skills)

Discovery skills set the stage for building knowledge, expanding the boundaries of knowledge, applying knowledge to human problems, and expressing the human experience. You must take one course in each of the following:

☐ One course (ENGL 401) in Writing Skills (WS)

Also fulfills one of four required Writing Intensive courses under University Writing Requirements

☐ One course in Quantitative Reasoning (QR)

☐ One Inquiry course, a 444 Seminar or a course identified with an INQ attribute

Some Inquiry courses will also satisfy Discovery categories below; they may be “double counted”

Discovery in the Disciplines (Disciplinary Breadth)

Discovery courses introduce students to primary questions, methods and perspectives of the field or discipline; they encourage students to understand the connections among different disciplines or fields of study. You must take one course in each of the following:

☐ One course in Biological Science (BS)*

☐ One course in Physical Science (PS)*

*One of the Biological and Physical Science courses must have a lab (DLAB attribute)

☐ One course in Fine and Performing Arts (FPA)

☐ One course in Historical Perspectives (HP)

☐ One course in Humanities (HUMA)

☐ One course in Social Science (SS)

☐ One course in World Cultures (WC)

☐ One course in Environment, Technology and Society (ETS)

Discovery and Integrative Understanding: Senior Capstone

Learning and teaching in Discovery foster the integration of discovery skills and disciplinary breadth. The senior capstone experience allows students to reflect on their education and synthesize knowledge and skills.

☐ One Senior Capstone Experience/Course, supervised and approved within the major

University Writing Requirement

All students admitted for Fall 2010 or later (as well as all undergraduates admitted as freshmen for Fall 1998 or Spring 1999, all undergraduates admitted as freshmen or sophomores for Fall 1999 or Spring 2000, and all undergraduates admitted for Fall 2000 or later) will be required to complete at least four "writing-intensive" courses. These courses cannot be taken on a Pass/Fail basis. Some WI courses will also fulfill Discovery Program Requirements.

Writing Intensive (WI) Check List

☐ ENGL 411

☐ One WI course at any level

☐ One WI course at 600-level or above

☐ One WI course in your major (one for each major, if you have more than one)
DISCOVERY PROGRAM

COURSES

Writing Skills
ENGL 401 (WS)

Quantitative Reasoning
+ADM 403
BIOL 528
EREC 525
HHS 540
MATH 420, 424A, 424B, 425, 439
PHIL 412
PSYC 402
SOC 502

INQUIRY (INQ)
The complete list of Inquiry courses can be found on the Registrar's Web.

Biological Science
ANSC 401 (DLAB)
ANTH 415 (DLAB)
BIOL 411 (DLAB), 412 (DLAB),
413 (DLAB) 414 (DLAB) 420
(DLAB)
BMS 407, 444A (DLAB), 501
(DLAB), 507 (DLAB), 508 (DLAB)
BSCI 405 (DLAB), 406 (DLAB),
421, 422, 431 (DLAB)
ECE 444 (DLAB)
HMP 501 (DLAB)
KIN 527 (DLAB), 607
NR 410 (DLAB), 433 (DLAB), 444E
NUTR 400 (DLAB)
OT 513 (DLAB)
PBIO 400 (DLAB), 412 (DLAB),
421 (DLAB)
ZOCL 401 (DLAB), 412, 444, 444A

Physical Science
CHE 410
CHEM 403 (DLAB), 404 (DLAB),
405 (DLAB), 409 (DLAB), 444,
444A, 444B
ESCI 401 (DLAB), 402 (DLAB),
405 (DLAB), 409 (DLAB), 420, 444,
501 (DLAB)
GEOG 473 (DLAB), 572
MS 401
NR 504 (DLAB)
PHYS 401 (DLAB), 402 (DLAB),
408 (DLAB), 409 (DLAB), 444A

Fine and Performing Arts
ARTS 444, 444A, 480, 487, 532, 574
CA 444, 502
HUMA 510A, 511A, 512A, 513A,
514A, 514A
ITAL 525
LLC 444

MUSI 401, 402, 444, 511
PHIL 421
THDA 435, 436, 438, 440, 442, 444,
444A, 459, 452, 463, 583

Historical Perspectives
AMST 444D
ANSC 444
BMS 444B
CLAS 405, 406, 444C, 550, 560
FS 444
HIST 405, 406, 410, 422, 422, 435,
436, 444, 444A, 444B, 444C, 444D,
444E, 444F, 483, 506, 511, 521, 522,
532, 565, 579
HUMA 510C, 511C, 512C, 513C,
514C, 515C
ITAL 681A, 682A
KIN 444B, 561
LLC 540
POLT 403
+PS 501, 503
PSYC 571
RS 483
SW 525
WS 444A, 444C

Humanities
AMST 444A, 444B, 444E, 501, 502
ANSC 444B
CLAS 401, 421, 422, 444, 444A,
444B, 520, 530
CMN 444, 456
CSL 406
+ECN 444

ECS 550
ENGL 403, 444D, 444E, 444G, 444J,
444K, 511, 512, 513, 514, 515, 516,
517, 518, 533, 550, 555
HUMA 401, 411, 412, 444, 444A,
444B, 500, 510D, 511D, 512D,
513D, 514D, 515D, 519
ITAL 521, 522, 681B, 682B
LLC 444, 444C, 444E, 444F
PHIL 401, 430, 436, 444A
POLT 401, 444A, 524
+PS 504
RMP 511
WS 405

Social Science
ADMN 444
ANSC 405
ANTH 412
CEP 415
CLAS 506
CMN 455, 457
CSL 401
+ECN 411, 402, 444
ECON 401, 402, 444
EDUC 444, 444A, 444B

ENGL 405, 444B, 444F
EREC 411
FS 444A, 4525, 545
GEOG 581, 582
HHS 444
HMP 401
+INTR 438
KIN 444A, 444C
LING 405, 444B, 444F
NUTR 405
+PS 502, 505
PSYC 401, 444A
RMP 444A, 490
SOC 400, 444, 540
SW EEE, 550
WS 401, 444, 444B

World Cultures
ANTH 411, 500, 501
CHIN 425, 503, 504
COMM 525
ENGL 581
EREC 444
FREN 503, 504, 505, 506
HIST 425, 563
HMP 444A
HUMA 510B, 511B, 512B, 513B,
514B, 515B
ITAL 425, 503, 504
JPN 425, 503 504
LATN 503, 504
LLC 444A, 444B, 503, 504
POLT 550
RUSS 425, 503, 504
SPAN 503, 504, 525, 526

Environment, Tech & Society
ANSC 444A
ARTS 552
BIOL 520, 444A, 544
BMS 650
BSCI 422
CIE 405, 411
CS 401, 444
DS 444
ENE 520
HMP 444A
JUST 405
MGT 444
NR 415, 435, 444B, 444C, 444D,
502
NURS 450
OT 444
PBIO 405
PHIL 424, 435, 444, 447, 450
PHYS 444, 444B
POLT 444
SOC 444A, 565
WS 444D
Suggested Electives for the Communication Sciences and Disorders Program

Communication

CMN 402 Communication and Social Order (fresh/soph priority)
CMN 457 Introduction to Interpersonal Communication
CMN 500 Public Speaking
CMN 572 Language and Behavior (preq. CMN 457)
CMN 630 Psychology of Communication (preq. 550 interpersonal studies course or permission)

Communication Sciences and Disorders

COMM 401 American Sign Language I
COMM 402 American Sign Language II
COMM 536 Intro to Deaf Studies
COMM 575 Have you Heard? Fundamentals of Hearing Loss
COMM 637 Multicultural Issues in Communication Disorders
COMM 739 Intro to Aphasia in Adults
COMM 740 Adults w/Acquired Brain Injury
COMM 738 Linguistics of American sign Language

Education

EDUC 500 Exploring Teaching
EDUC 706 Introduction to Reading Instruction in the Elementary Schools
EDUC 734 Children's Literature
EDUC 750 Introduction to Exceptionality
EDUC 751 Educating Exceptional Learners
EDUC 752 Diagnosis and Remediation to Learning Disabilities
EDUC 753 Children with Behavior Disorders
EDUC 754 Survey of Developmental Disabilities
EDUC 760 Introduction to Young Children with Special Needs
EDUC 785 Educational Tests and Measurement

English

ENGL 405 Introduction to Linguistics (LING 505)
ENGL 606 Introduction to Linguistic Analysis (LING 605)
ENGL 715 TESL: Theory and Methods (Teaching English as a second language)
ENGL 716 Curriculum Design, Materials, and Testing in ESL
ENGL 778 Brain and Language
ENGL 793 Phonetics and Phonology (LING 793)
ENGL 794 Syntax and Semantic Theory (LING 794)

Family Studies

FS 525 Human Development (development across the life span for ASHA)
FS 623 Developmental Perspectives on Infancy and Early Childhood (preq.
FS 624 Family Relations
FS 743 Parents, Children, and Professionals (permission required, fall semester)
FS 794 Families and the Law (preq. 555 645)
FS 797 Special Topics
Gerontology

GERO 600 Introduction to Gerontology

Health and Human Services

HHS 510 AIDS: Health, Ethics, and Social Agenda
HHS 798 Special Topics

Health Management and Policy

HMP 400 Introduction to Health Management and Policy
HMP 401 U.S. Health Care Systems
HMP 734 Health Law (permission)
HMP 744 Ethical Issues in Health Management and Medicine

Kinesiology

KIN 607 Biology of Aging

Linguistics

LING 405 Introduction to Linguistics
LING 605 Introduction to Linguistics Analysis
LING 793 Phonetics and Phonology
LING 794 Syntax and Semantic Theory

Nursing

NURS 535 Death and Dying (permission)
NURS 670 Issues in Health Care of the Aged

Occupational Therapy

OT 500 The Behavior and Development of Children

Philosophy

PHIL 412 Beginning Logic

Psychology

PSYC 410 Introduction to Psychology
PSYC 513 Cognitive Psychology
PSYC 521 Behavior Analysis and Its Applications
PSYC 522 Behaviorism
PSYC 531 Psychobiology
PSYC 561 Abnormal Behavior
PSYC 581 Child Development
PSYC 582 Adult Development and Aging
PSYC 712 Psychology of Language
PSYC 731 Brain and Behavior (preq. 402, 502, 531)
PSYC 780 Prenatal Development and Infancy
Recreation Management and Policy

RMP 501 Recreation Services for Individuals with Disabilities
RMP 502 Introduction to Therapeutic Recreation
RMP 650 Perspectives on Disability

Sociology

SOC 400 Introduction to Sociology
SOC 500 Introduction to Social Psychology
SOC 520 The Family
SOC 530 Race and Ethnic Relations (cultural diversity, ASHA)
SOC 540 Social Problems
SOC 625 Female, Male, and Society

Theatre

THDA 520 Creative Drama
THDA 583 Introduction to Puppetry
THDA 621 Education through Dramatization
Minor in Deaf and Hard of Hearing Studies

Objectives:
The minor in Deaf and Hard of Hearing Studies is intended to provide students with courses leading to specialized knowledge related to the fields of deafness and hearing loss. It will be of interest to students who intend to engage in teaching, counseling, rehabilitation, social work, and other professions in which contact with individuals who are deaf or hard of hearing may be expected. There may be some interest as well on the part of students majoring in TESOL and linguistics due to the bilingual aspect of part of the field of study. (Individuals whose native language is American Sign Language (ASL) receive instruction in English as a second language.) Finally, it will be a good option for those students who wish to move on to graduate study in the fields of deaf education, rehabilitation, counseling, speech-language pathology, and audiology.

Curriculum and Requirements:
The minor in Deaf and Hard of Hearing Studies will require the following for a minimum of 20 credits:

1. COMM 401 American Sign Language I
2. COMM 536 Introduction to Deaf Studies
3. COMM 575 Have you Heard? The Fundamentals of Hearing and Hearing Loss

4. Two electives from the list of electives, below
   COMM 402 American Sign Language II
   COMM 522 Acquisition of Language*
   COMM 734 American Sign Language III
   COMM 735 American Sign Language IV
   COMM 738 Linguistics of American Sign Language
   COMM 704 Audiology*
   COMM 705 Auditory Perception and Aural Rehabilitation*
   COMM 779 Internship in Deaf/Hard of Hearing Studies
   COMM 798 Special Topics (contact minor coordinator for current offerings)

*required of CSD majors

- Communication Sciences and Disorders majors may not use a course required of their major to fulfill both major and minor requirements.

- Students in the minor must earn a grade of C- or better in each course in order to receive credit for courses in the minor. A maximum of 8 credits will be accepted in transfer.
Department of Communication Sciences and Disorders

Guidelines for Independent Studies

Description

COMM 795. Independent Study is described in the undergraduate course catalog (p. 148) as:

"Individual or group projects involving directed study of an area of communication disorders which students wish to explore in greater depth than is required in the required curriculum. May be repeated to a maximum of 8 credits (i.e. you may accumulate no more than 8 credits of Independent Study within the department). Prereq: Permission"

In the spirit, independent studies will rarely be granted as a substitute for required courses in the major unless extreme circumstances warrant this action. Independent studies should build upon rather than replace required courses. They may also afford opportunities to explore a content area that is not addressed in the present undergraduate curriculum. Students are encouraged to contact faculty directly in order to jointly design projects. The requirements, content and outcomes of independent studies can vary significantly from one student to another.

Design

Some faculty may ask prospective students to prepare a document that clearly describes the independent study, including course expectations and method of grading. This can be accomplished through a course syllabus, contract, or other means. A copy of this documentation will be placed in the student’s academic folder. Other faculty may wish to handle this more flexibly and thus not require the same types of documentation.

Credits

This is a variable credit course. The number of credits awarded should be in direct proportion to the level of effort expended. This is to be negotiable between the student and faculty member. As a rough guideline, a 3-4 credit course typically entails 37.5 contact hours over the course of the semester. Pro-rating this total, a 1 credit course should require approximately 12.5 hours and a 2 credit course approximately 25 hours. Hours included in these computations can include a variety of factors including:

- Contact hours with professor, group members (when appropriate), and others.
- Anticipated number of hours of research and prepare results in a log, journal, portfolio, position paper, term paper, and/or other formats.
- Field work (e.g. number of hours carrying out and/or observing clinical activities; interviewing or developing and conducting research).

Ultimately it is the faculty member who will determine the appropriate number of credits to assign to a project. This may reflect considerations of factors in place of or in addition to those cited above.

February 13, 2006
Communication Sciences and Disorders

Honors in Major

The honors in major program in Communication Sciences and Disorders offers students with particularly strong academic prowess opportunities to engage in a series of experiences that challenge them intellectually. Students are provided opportunities and expectations that exceed those found in non-honors sections of courses. Additional knowledge and skills are gained through the completion of a senior honors thesis. Students can complete the honors in major program without being enrolled in the University Honors Program. Upon successfully completing the program, a designation to that effect will appear on the student's diploma and academic record. Students must maintain a cumulative GPA of 3.40 or greater to remain in the Dept. Honors Program.

Questions about the honors program are best addressed to the Department's liaison to the program. The liaison may vary from one year to the next so students are encouraged to contact the department's Administrative Assistant to identify the person currently serving in this capacity. Questions about how to designate particular courses for honors credit should be directed to the course instructor, since requirements will vary from one instructor and course to the next. Honors courses often include readings, writing assignments and tutorial meetings beyond those required for non-honors sections. This necessitates planning on the parts of the student and instructor. It is thus strongly recommended that students meet with their instructors prior to the start of class and share their mutual expectations for the course.

Students must complete four courses (16 credits) in order to earn the honors designation. In order to receive honors in major credit students must complete an Honors Designation Form, obtain their instructor's signature, and then return the form to the Registrars Office. This form can be simultaneously submitted with an add form, provided all necessary signatures appear. Courses designated honors will require additional special projects that provide learning opportunities beyond those offered to students in non-honors sections. The student and instructor agree upon the nature of the work that will be required, when it will be due, how it will be assessed, and how it will be integrated into a final grade for the course. While it may vary, students should anticipate spending 1/4 to 1/3 more time and effort on an honors course than one not designated as such. The University Honors Program website provides a sample University Honors Contract.

All honors students must enroll in COMM 630H Organic Pathologies (4 cr.) and COMM 631H Articulation and Language Disorders in Children (4 cr.). They must also select and declare one of the following additional courses for honors credit: COMM 521H Anatomy and Physiology of the Speech and Hearing Mechanism, COMM 522H The Acquisition of Language, or COMM 524H Clinical Phonetics. If they wish to do so, individuals may seek special permission from their instructor to take departmental courses other than these latter three for honors credit.

Finally, all honors students must successfully complete a fourth course, COMM 795H Independent Study (4 cr.), a senior thesis that is directed by a clinical, research, or tenure track faculty member from the department. The professor will have expertise in the chosen area of study. The thesis can be a comprehensive and integrated review of the literature; case study; single subject design; or a group study that is either descriptive or experimental. Both quantitative and qualitative investigations are encouraged.

Students must pre-register for the thesis in the semester preceding the one in which actual work on the project will commence. This provides ample time to consult with faculty in the department and identify a thesis advisor and topic. Students must then complete an Honors Thesis Agreement and submit a copy to the department's honors liaison. Upon completion of the written thesis, students are required to publicly present their theses, either at the annual Undergraduate Research Conference or at another public event that is approved by the department. This oral presentation will involve a synthesis of major points of their investigation. Copies of the completed thesis should be made available to the Department as well as the University Honors Program.
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DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS
EXPECTATIONS FOR PROFESSIONAL AND ETHICAL CONDUCT
(Effective Fall, 1997)

Community standards of behavior are intended to preserve and protect the University educational mission of teaching, research, and public service as well as promote every student's academic achievement and personal development. To attain these aspirations, students must live, work, and learn in an environment of civility and respect where both rights and responsibilities are deeply valued and highly cherished ("Students Rights, Rules, and Responsibilities, 1996-97").

The Department of Communication Sciences and Disorders shares the University's commitment to providing an environment that promotes learning and scholarship. This obligation carries with it a responsibility to intervene when that environment is threatened.

In addition, the Department of Communication Sciences and Disorders acknowledges its role as a gatekeeper in graduating students, both at the undergraduate and graduate levels, whose conduct is consistent with that presented in "Code of Ethics" of the American Speech-Language- Hearing Association (ASHA, 2010) (see attached). Quoting from the Preamble of ASHA's Code of Ethics, "The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists and audiologists, and speech-language-hearing scientists".

Principle IV from the Code of Ethics states, "Individuals shall honor their responsibilities to the professions and their relationship with colleagues, students, and members of other professions and disciplines. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the profession's self-imposed standards".

As prospective speech-language pathologists and audiologists, Communication Sciences and Disorders undergraduate and graduate students will enter a human service field where communication skills are founded on mutual respect, responsibility and trust in relationships with the clients and families they serve, and other team members with whom they interact. These are qualities that should be apparent in students pursuing the Communication Sciences and Disorders major. An absence of these same qualities is unacceptable in that they compromise the learning environment, and raise questions about students' ability to take their place within the profession.

"Student Rights, Rules, and Responsibilities" (with which all students should be familiar) describes the judicial, academic, and administrative policies and procedures for acting on violations of university rules and policies. The rights of students for due process, timely written notification, representation, review by impartial parties, and the rights of appeal are also described in the document. In addition to the standards addressed in existing university policies and procedures, the Department of Communication Sciences and Disorders has identified several expectations related to students' professional and ethical conduct.
Expectations

1. Students will demonstrate effective interpersonal skills that symbolize valued attributes of the profession (e.g., nonjudgmental, caring, respectful, and recognizing the dignity and worth of all individuals).

2. Students will demonstrate emotional stability and professional integrity in their interactions with colleagues, faculty, staff, and clients.

3. Students will display acceptable professional or pre-professional conduct toward colleagues, faculty, staff, and clients associated with the UNH Speech-Language-Hearing Center and field placements. Students will refrain from pursuing personal relationships of a non-professional nature with clients, staff, or faculty who are affiliated with the Department of Communication Sciences and Disorders.

4. Students will respect confidentiality of information pertaining to clients seen in the UNH Speech-Language-Hearing Center and elsewhere, at all times.

5. The Department of Communication Sciences and Disorders applauds the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act provisions that call for equal access for all students to a quality education at UNH. This includes an obligation (though not a requirement) of the Department, and the University, to accommodate students with disabilities through (a) reasonable modifications to rules, policies, and practices; (b) the removal of architectural, communication, and transportation barriers, or; (c) the provision of auxiliary aids and services (ADA Sect. 201(2)). Consistent with ADA, the Department will provide all students equal opportunity to enroll in and complete program requirements based on their scholastic qualifications and character. Students must recognize, however, that professional standards and expectations in the fields of speech-language pathology and audiology require that future professionals possess effective communication skills, themselves, if they are to practice competently. They must be able to model and perceive effective communication skills. They will also be expected to interact effectively with other team members and families, to work collaboratively, to provide various forms of counseling, to exhibit empathy, and to conduct themselves in a professional manner. The Department of Communication Sciences and Disorders prepares individuals who will be qualified to practice these and other essential functions of the profession.

For these reasons, students are encouraged to seek appropriate evaluations and services (at the UNH Speech-Language-Hearing Center and elsewhere) when they feel they may demonstrate impairments or differences (e.g., dialects or ESL (English as a Second Language) that limit their present and/or future effectiveness in a clinical setting. Faculty of the Department will be happy to assist students in this regard.

Students who do not initiate self-referral, yet are felt by Department faculty to exhibit a significant (i.e. limits present or future clinical effectiveness) disability or difference, will be required to seek appropriate evaluations and services, with concurrent referral made to the UNH ACCESS office, where appropriate. Students' progress in modifying disorders and differences will be monitored be the academic advisor, who will counsel the student regarding the feasibility of their continuing in the major. Once again, ACCESS may be a major source of information for students and department faculty. All such information will be conveyed in ways that respect the confidentiality of such information and respect the student's rights of privacy.

Services (where appropriate) will be requested in the interests of the students, as well as the consumers/client with whom they may have contact. Costs for such services will be borne by the student, and not the
Department. The UNH Speech-Language-Hearing Center may, on some occasions, be an appropriate provider of such services.

The Department reserves the right to refuse to place or direct students in field work if their communication skills or emotional stability suggests such action is warranted to safeguard clients, agencies, the students themselves, other students, or the Department.

6. Students, faculty, and staff of the Department of Communication Sciences and Disorders are committed to fostering an environment that promotes learning and scholarship. In the event that one or more faculty or staff of the Department deem a student's behavior to compromise the quality of the learning environment in classroom, clinical, and/or related settings, appropriate action will be taken (Note: such actions will not supersede nor replace those delineated in "Rights, Rules, and Responsibilities"). The following steps will be followed within the Department:

A. The concern will initially be shared between the faculty/staff person, student, and his/her academic advisor. A record of this interaction will be kept by the advisor, but will not be placed in the student's department file. In the event that the student resolves the concern, to the satisfaction of the faculty/staff member, no further action will be taken.

B. If the faculty/staff person and student are unable to resolve the situation to the satisfaction of the former, this will be communicated in writing, from the advisor to the student. The advisor will then share the concern, orally and in writing, with the Department Chair.

Next, the advisor and Chair will meet with the student to inform the individual of next steps he/she must take in order to resolve the concern. Methods of evaluating the student's progress on stated goal will be described. Also, time lines for meeting these steps will be established. The student, and faculty/staff person, will receive all of this information in writing within five working days of the conference.

The student will be on probation for the remainder of the semester in which the concern was raised to this level, and for the following semester (if they have not graduated, transferred, or left the University for other reasons). Probation denotes a period of time during which the student is expected to refrain from particular behaviors and/or exhibit new behavior. If the behavior presents a significant, ongoing threat to the quality of the learning environment in classroom, clinical, and/or related settings, action may be taken sooner by proceeding directly to step C2 below.

C. Mid-semester, following the semester in which the concern(s) were transmitted to the student in writing, the faculty/staff person, advisor, and Chair will meet to determine whether the stated goals have been met according to previously established criteria and timelines. That decision will be conveyed by the advisor to the student, with the corresponding consequences.

C1 Resolved - Probation status removed and all documentation to that point is removed from the student's academic folder.

C2 Not Resolved - Chair, advisor, and faculty/staff person share case with rest of Department faculty to consider one or two actions: dismissal from major; recommendation to pursue a different major.

All students in the Department of Communication Sciences and Disorders are expected to review the ASHA Code of Ethics, the Student Handbook of Rights, Rules, and Responsibilities, and this document. Upon
completing the latter, students are expected to sign a statement attesting to their agreement to abide by principles delineated herein.

Endnotes

1. Approved by faculty of the Department of Communication Sciences and Disorders on May 22, 1997.

2. Portions of this document were abstracted from the Bachelor of Social Work's Program Termination Policy for Compelling Professional or Ethical Issues.

3. The University of New Hampshire does not have any formal consensual relations policy. However, Department of Communication Sciences and Disorders faculty and staff understand that the authority and "power" they hold, relative to students (real or imagined), obligates them to maintain professional relationships with students. Faculty and staff recognize their obligation to refrain from pursuing personal relationship of a non-professional nature with students from the Department of Communication Sciences and Disorders, or those with whom they will be expected to maintain a professor/student or staff/student relationship in other contexts.
Code of Ethics

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the responsibility to persons served, the public, speech-language pathologists, audiologists, and speech, language, and hearing scientists, and to the conduct of research and scholarly activities.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities, and they shall treat animals involved in research in a humane manner.

Rules of Ethics

A. Individuals shall provide all services competently.
B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
C. Individuals shall not discriminate in the delivery of professional services or the conduct of
research and scholarly activities on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.

D. Individuals shall not misrepresent the credentials of assistants, technicians, support personnel, students, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name and professional credentials of persons providing services.

E. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their profession to assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.

F. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services to assistants, technicians, support personnel, or any other persons only if those services are appropriately supervised, realizing that the responsibility for client welfare remains with the certified individual.

G. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession to students only if those services are appropriately supervised. The responsibility for client welfare remains with the certified individual.

H. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in research conducted.

I. Individuals shall evaluate the effectiveness of services rendered and of products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.

J. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reasonable statement of prognosis.

K. Individuals shall not provide clinical services solely by correspondence.

L. Individuals may practice by telecommunication (e.g., telehealth/e-health), where not prohibited by law.

M. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed, and they shall allow access to these records only when authorized or when required by law.

N. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless doing so is necessary to protect the welfare of the person or of the community or is otherwise required by law.

O. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.

P. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if their participation is voluntary, without coercion, and with their informed consent.

Q. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

R. Individuals shall not discontinue service to those they are serving without providing reasonable notice.

**Principle of Ethics II**
Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.

Rules of Ethics

A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.

B. Individuals shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their level of education, training, and experience.

C. Individuals shall engage in lifelong learning to maintain and enhance professional competence and performance.

D. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member’s competence, level of education, training, and experience.

E. Individuals shall ensure that all equipment used to provide services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including the dissemination of research findings and scholarly activities, and the promotion, marketing, and advertising of products and services.

Rules of Ethics

A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.

B. Individuals shall not participate in professional activities that constitute a conflict of interest.

C. Individuals shall refer those served professionally solely on the basis of the interest of those being referred and not on any personal interest, financial or otherwise.

D. Individuals shall not misrepresent research, diagnostic information, services rendered, results of services rendered, products dispensed, or the effects of products dispensed.

E. Individuals shall not defraud or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants for services rendered, research conducted, or products dispensed.

F. Individuals’ statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.

G. Individuals’ statements to the public when advertising, announcing, and marketing their professional services; reporting research results; and promoting products shall adhere to professional standards and shall not contain misrepresentations.

http://www.asha.org/docs/html/ET2010-00309.html

4/19/2010
Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of other professions and disciplines.

Rules of Ethics

A. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.
B. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.
C. Individuals shall not engage in dishonesty, fraud, deceit, or misrepresentation.
D. Individuals shall not engage in any form of unlawful harassment, including sexual harassment or power abuse.
E. Individuals shall not engage in any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
F. Individuals shall not engage in sexual activities with clients, students, or research participants over whom they exercise professional authority or power.
G. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
H. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
I. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
J. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
K. Individuals shall not discriminate in their relationships with colleagues, students, and members of other professions and disciplines on the basis of race or ethnicity, gender, gender identity/gender expression, age, religion, national origin, sexual orientation, or disability.
L. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation, nor should the Code of Ethics be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
M. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
N. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Index terms: ethics


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http://www.asha.org/docs/html/ET2010-00309.html

4/19/2010
CAPSTONE EXPERIENCE

COMMUNICATION SCIENCES AND DISORDERS

All students majoring in Communication Sciences and Disorders shall complete a Capstone requirement that may vary depending on students' interests. The Capstone will meet one or more of the following criteria:

1. Synthesizes and applies disciplinary knowledge and skills.
2. Fosters reflection on undergraduate learning and experience.
3. Demonstrates emerging professional competencies.
4. Applies, analyzes, and/or interprets research.
5. Explores areas of interest based on the integration of prior learning.

Students may, with their academic advisor's permission, select one of the following Capstone options:

1. Clinical internship that encourages synthesis and application of disciplinary knowledge and skills and demonstrates emerging professional competencies. Examples include (a) Krempels Center [COMM 740]; (b) Clinical Assistant [COMM 736]; (c) Internship in Deaf/hard of hearing studies [COMM 779]; (d) Other clinical experiences (e.g. respite care, speech-language assistant) approved by the academic advisor and completed in conjunction with an independent study [COMM 795].

2. Honors students may meet this requirement by completing a Senior Thesis that requires them to apply, analyze, and/or interpret research. This may involve exploration of areas of interest based on the integration of prior learning.

3. A comprehensive review of literature in an area that may or may not have been explored in previous clinical or academic coursework. The resulting paper will provide evidence of students' abilities to synthesize and apply disciplinary knowledge and skills and integrate past and current learning.

4. A descriptive or experimental study that addresses a unique issue or problem. The investigation may or may not be conducted in conjunction with a faculty's program of research. The student will apply, analyze, and/or interpret research while exploring an area of interest that requires integration of past and present learning.
Effective graduating class of 2011, students are required to complete a minimum of 15 observation hours to satisfy the department’s observation hour requirement. Students are responsible for locating potential observation sites and maintaining documentation of completed observation hours.

Observation hours may be accrued as part of a course and/or by observing at the UNH Speech-Language-Hearing Center (SLHC) or at any number of off-campus settings (e.g.: schools, hospitals, private practice). Students may acquire observation hours at any location provided they observe an ASHA certified speech-language pathologist or audiologist (CCC-SLP or CCC-A). If you have questions about the appropriateness of a potential observation site, you should speak with your advisor.

It is the student’s responsibility to maintain documentation, including signatures, for any and all observations completed during undergraduate studies. Observation time is to be documented on a log that must be placed in your academic file. Without documentation, your advisor will not have the required evidence to verify that you have satisfied the 15 hour observation requirement.

Regardless of where you observe, the Department expects students to present themselves in a professional manner. We trust students to respect confidentiality, be flexible in accommodating unexpected changes in plans, and dress appropriately.

Frequently Asked Questions

Why do we need to accrue observation hours?
The American Speech-Language-Hearing Association (ASHA) requires applicants for certification in speech-language pathology to complete a minimum of 25 observation hours. While observation hours generally precede direct clinical interactions, ASHA no longer requires students to accrue all 25 hours prior to beginning supervised clinical experiences. Although UNH requires graduate students to complete 15 observation hours prior to the start of their clinical practicum, many schools require completion of all 25 hours. As you explore potential graduate programs, you should take note of how many observation hours are required prior to the start of your clinical training.

How do I locate potential observation sites?
To assist students with identifying local sites, the department will make every effort to keep an up-to-date list of possible speech-language pathologists/settings to contact. This list is by no means intended to be exhaustive or to limit options as to settings or speech-language pathologists to observe. The notebook with potential sites is available from Maria Russell (HH 181). As a reminder, students must observe an ASHA certified speech-language pathologist or audiologist or a graduate student clinician working under the direction of an ASHA certified SLP.

Do observations completed for courses count towards the 15 hours?
Yes, as long as you are observing an ASHA certified SLP or Audiologist or a graduate student clinician under the direct supervision of an ASHA certified SLP/Audiologist. Guided video-taped sessions watched during a class may be counted as observation time.

May I complete all of my observation hours from a single course?
Yes. If you take an independent study and/or participate in the clinical assistantship program (COMM 736), all of your observation hours may be applied to the 15 hour requirement.
How do I document my observation time?
For each observation, complete an entry on the Observation Log (see attached). The SLP or Audiologist you observe must sign the log and include his/her ASHA number.

If you complete observations for an academic course, there might be an additional requirement (to document your observation time) beyond the standard Observation Log. Regardless, you should include an entry on the Observation Log.

What if I watch multiple sessions on any given day at the same setting?
If you were to observe multiple sessions you may make a single entry on your Observation Log. Depending on the setting, you would likely enter “varied” for either age and/or case type.

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
<th>Site</th>
<th>Case Type/Disorder</th>
<th>Adult (16 yrs. ≥) or Pediatric</th>
<th>Length of Observation/s</th>
<th>Instructor and/or SLP/A's signature and ASHA #</th>
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<tbody>
<tr>
<td>Fall, 2009</td>
<td>COMM 736 Clinical Assistant</td>
<td>UNH SLHC</td>
<td>Articulation</td>
<td>Pedi</td>
<td>12 hours</td>
<td>Amy S. Plante, MS/CCC-SLP # 1234567</td>
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<tr>
<td>2/23/10</td>
<td>n/a</td>
<td>North Elementary</td>
<td>varied</td>
<td>pedi</td>
<td>4 hours</td>
<td>School SLP/CCC-SLP</td>
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<tr>
<td>3/10/10</td>
<td>n/a</td>
<td>Hampton Rehab.</td>
<td>dysphagia aphasia</td>
<td>adult</td>
<td>1.5 hrs.</td>
<td>Betty SLP, CCC-SLP # 987654</td>
</tr>
</tbody>
</table>

What do I do with my observation logs?
At the end of each academic year you should submit an original log to one of the department administrative assistants for inclusion in your academic file; be sure to make a copy for your own records. Prior to signing off that you have satisfied the observation hour requirement, your advisor will check completed observation logs to verify that you have satisfied the requisite 15 observation hours.

Revised March 2010
### University of New Hampshire
#### Department of Communication Sciences & Disorders

**Observation Log**

**Student:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course (if applicable)</th>
<th>Site</th>
<th>Case Type/Disorder</th>
<th>Adult (16 yrs. &gt;) or Pediatric</th>
<th>Length of Observation/s</th>
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<th>Date</th>
<th>Course (if applicable)</th>
<th>Site</th>
<th>Case Type/ Disorder</th>
<th>Adult (16 yrs. ≥) or Pediatric</th>
<th>Length of Observation/s</th>
<th>Instructor and/or SLP/A's signature and ASHA #</th>
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Total Observation Hours Completed: ____________________________

________________________________________________________ has satisfied the department 15 observation hour requirement.

Student

________________________________________________________

Advisor Date

Revised – March 2010
Supports for Students with Disabilities

UNH and the Office of Disabilities Services for Students are committed to creating equal access for all UNH students with disabilities. It is our goal to help meet the needs of individuals registered and documented through the Office of Disabilities Services for Students, whether the disability is permanent or a temporary medical condition. The department makes reasonable accommodations to promote student independence and accessibility to all aspects of the curriculum. Students with disabilities who anticipate needs for accommodations self-identify and provide appropriate documentation to the Director of Disability Services for Students. Accommodations are identified and a written document generated. The student shares this document with all instructors and obtains their signatures, acknowledging they have been apprised of the situation.

Nondiscrimination Policy

The University of New Hampshire (UNH) seeks excellence through diversity among its administrators, faculty, staff and students. We are committed to enhancing and sustaining an educational community that is inclusive and equitable, and cherish these values as being inextricably linked to our core mission. We are a public institution with a long-standing commitment to equal employment and educational opportunity for all qualified persons. The University does not discriminate on the basis of race, color, religion's, age, national origin, sexual orientation, gender identity or expression, disability, veteran status, or marital status, in admission or access to, or treatment or employment in, its programs or activities.

Inquiries regarding discrimination should be directed to the Director of Affirmative Action and Equity, (603) 862-2930 V/TTY; or to the Boston Office, Office for Civil Rights (OCR), U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921, Telephone: (617) 289-0111 Voice, (617) 289-0150 Fax,(877) 521-2172 TDD. Email: OCR.Boston@ed.gov; or to the Executive Director, State of New Hampshire Commission for Human Rights (NHCHR), 2 Chenell Drive, Concord, NH 03301-8501, Telephone: (603) 271-2767 Voice, (603) 271-6339 Fax. Email: humanrights@nhsa.state.nh.us. The time limitations for filing complaints are: with UNH, one year; with OCR, complaints of discrimination must ordinarily be filed within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer ago than this and you are, requesting a waiver, you will be asked why you did not file your complaint within the 180-day period, and with NHCHR, a charge MUST be filed within 180 days of the last date of discrimination. Under certain circumstances a charge may be filed up to 300 days from the date of alleged discrimination. If you are beyond 180 days, contact the Commission immediately to find out if you have the basis to file a timely charge.
Possible Career Options with a Bachelor’s Degree in Communication Sciences and Disorders  
(adapted from a UMaine publication)

(Some career options listed below could require advanced study)

Activity Specialist/Director
Admission Representative
Applied Behavior Analyst (ABA) Instructor
Behavior Health Professional
Camp Director
Case Manager
Child Care Worker
Customer Consultant
Day Care Center Owner
Developmental Therapist
Early Intervention Specialist/Therapist
Education Assistant
Employment Interviewer
English as a Second Language

Family Support Worker
Group Home Activities Director
Hearing/Vision Outreach
Human Resources Officer
Medical Records/Medical Information
Peace Corps/Vista Worker
Personal Care Assistant in a Home Health Agency
Preschool Teacher
Rehab Counselor
Research Assistant
SLP Assistant
Social Services Program Coordinator
Teacher, Adult Education
Tutor

Transferable Skills from BS in CSD to Other Professions:

Accepts differences
Communicates effectively orally and in writing
Demonstrates efficient computer technology
Demonstrates flexibility and creativity
Exhibits organizational and planning skills
Exhibits willingness to work in a variety of settings
Interacts well with others
Manages time and meets deadlines
Possesses compassion and patience
Possesses good observation skills
Works well with individuals