Undergraduate Manual

INTRODUCTION

This manual describes the two undergraduate majors, **Speech-Language-Hearing (SLH)** and **Linguistics (LING)**, in the Department of Communication Sciences and Disorders of Temple University’s College of Public Health. The department’s website is [http://cph.temple.edu/commsci/home](http://cph.temple.edu/commsci/home).

The undergraduate major in **SLH** provides comprehensive coursework in the biological, neurological, acoustic, psychological, developmental, and linguistic bases of speech, language, and hearing. Students receive a solid foundation in the structure and processes involved in typical speech and language production and perception, and in hearing. Students interact with instructors who are theorists, researchers, and clinicians. By itself, however, the undergraduate degree does not provide the training necessary to become a Speech-Language Pathologist or Audiologist. To become a professional in these areas requires a graduate degree with extensive clinical education and experience. Nonetheless, graduates with a major in Speech-Language-Hearing will have completed pre-requisites for graduate study in Speech-Language Pathology and Audiology and be in a position to apply their knowledge to graduate work in other fields such as Education, Special Education, Public Health, Social Work, or other related areas.

The undergraduate major in **Linguistics** provides students with an education in the formal analysis of language structure within the broader context of human communication. In addition to the central skills of syntactic and phonological analysis, students gain an understanding of the major issues and results in experimental phonetics and language acquisition. Through selection of appropriate departmental and extra-departmental electives, students may also include study in sociolinguistics, computation, logic, semantics, language history, linguistic anthropology, and psychology of language. The curriculum includes a one-semester capstone course in which students must apply their knowledge of linguistics in a project concerning the structure or use of language. Completion of the linguistics major is appropriate preparation for graduate study in linguistics, psycholinguistics, law, teaching of English as a second language, and other disciplines.

*Update: 8/28/15*
YOUR ACADEMIC PROGRAM:
College Advisers and Faculty Mentors

All undergraduates in the Department of Communication Sciences and Disorders (CSCD) are assigned an academic adviser through the College of Health Professions and Social Work. Advisers will focus on your academic progress at Temple, both within and outside of the major. They will help you to stay on track as you proceed with course selection throughout your time at Temple. Dr. Rena Krakow is the Undergraduate Program Director for the CSCD Department. She works closely with Mr. Johnson and the CSCD chair, Dr. Reilly (interim) and faculty to ensure quality programming and responsiveness to student concerns (contact info below).

Advising and Administrative Contact Information

Mr. Marc Johnson  Undergraduate Adviser  marc.johnson@temple.edu  
Rm. 272 Weiss Hall  215-204-1655

Dr. Rena Krakow  Undergraduate Program Director  rkrakow@temple.edu  
Rm. 267 Weiss Hall  215-204-8407

Dr. Jamie Reilly  Interim Dept. Chair  reillyj@temple.edu  
Rm. 160 Weiss Hall  215-204-3995

Ms. Dawn Dandridge  Student Services Coordinator  dawn.dandridge@temple.edu  
Rm. 270A Weiss Hall  215-204-9005

All CSCD students have access to one or more faculty mentors within the Dept. of Communication Sciences and Disorders to help with other aspects of academic life as a student and beyond, including advice about graduate school, the professions, personal concerns relating to the academic program, interest in research, community service, etc.

Faculty Mentors in CSCD (with specialty areas listed) are:

Prof. Krakow  Speech-Language Pathology Education  rkrakow@temple.edu  
267 Weiss Hall  215-204-9407

Prof. Aronow  Linguistics  aronowr@temple.edu  
269 Weiss Hall  215-204-0368

Prof. Levine  Speech-Language Pathology  blevine@temple.edu  
162 Weiss Hall  215-204-2876

Prof. Mancano  Audiology  tue48811@temple.edu
**You need to Keeping Track of Your Academic Progress – Be proactive!**

Make regular appointments with your academic adviser each semester and check your DARS each semester. DARS stands for “Degree Audit Reporting System.” Undergraduate students and advisers use DARS to plan and track student progress through the undergraduate program all the way to graduation. Student information includes coursework to date, including transferred coursework, requirements of the degree (those completed and those still to be completed), and grades.

DARS is available to you at [http://tuportal.temple.edu](http://tuportal.temple.edu). Click on Student Tools, then Record, then Degree Audit. If you have any questions about DARS, see your academic adviser.

It is also recommended that you retain copies of all course syllabi, especially those in your major courses, if you plan to apply to graduate school.
Credits and Grades

The average full-time program is 15-17 credits per semester although a minimum of 12 credits qualifies one for “full-time” status. No student may register for more than 19 semester hours without written approval. Tuition for full-time students covers 12 to 17 credits. Additional credits will result in additional per-credit costs. (In the summer, undergraduates must get overload approval for 9 credits or more.) See “Tuition and Fees” in the Financial Information section of the Undergraduate Bulletin.

To graduate from the Department of Communication Sciences and Disorders in the College of Health Professions and Social Work, 122 credits are required. In the Department of Communication Sciences and Disorders, a grade of C is the lowest acceptable final grade for courses in the major. A grade of C- (C Minus) is the lowest acceptable grade in GenEd Courses. Full-time matriculated students earning a minimum GPA of 3.5 are entered onto the Dean’s List. Students may be placed on academic warning for only one semester as a result of a cumulative GPA falling below 2.0. If the GPA falls below 2.0 the subsequent semester, the student is subject to dismissal from the university. A student who obtains less than a 1.00 GPA for a single semester shall be subject to dismissal without warning. Information on applications for readmission can be obtained from the department office.

Coursework: Gen Ed, Majors, Minors, Certificate, Electives

All undergraduates at Temple University are required to complete a set of General Education (GenEd) requirements in addition to the requirements of the Major. Even with the GenEd and Major requirements, students still have ample room to select from among a large number of interesting electives both within and outside of the department. It is also possible to have another major or to have a minor in addition to a major in our department. What you can’t do is minor or double major in Linguistics if you are in SLH or vice versa.

Common second majors/minors for CSCD students include: Psychology major/minor, Spanish major/minor, Anthropology major/minor, Public Health minor, Cognitive Neuroscience minor.
**GenEd Requirements**

Temple requires students to complete courses within a specific set of General Education (GenEd) areas that serve to provide a well-rounded academic program. The specific GenEd courses that fulfill these requirements are listed at [http://www.temple.edu/bulletin/Academic_programs/general_education/index.shtm](http://www.temple.edu/bulletin/Academic_programs/general_education/index.shtm)

**Gen Ed Course Sequencing**

Students are advised to take the three-semester sequence formed by Analytical Reading & Writing and Mosaic I & II as soon as possible after entering Temple in order and in successive semesters. Students are also advised to take the Gen Ed Quantitative Literacy course as soon as possible after entering Temple and before enrolling in Science & Technology courses. Breadth courses are to be taken after Foundation courses.

**FOUNDATION COURSES**

- Analytical Reading & Writing (GW) 1 course, 4 credits
- Mosaic Humanities Seminar I (GY) & II (GZ) 2 courses, 3 credits each
- Quantitative Literacy (GQ) 1 course, 4 credits

**BREADTH COURSES**

- Arts (GA) 1 course, 3 or 4 credits
- Human Behavior (GB) 1 course, 3 credits
- Race & Diversity (GD) 1 course, 3 credits
- Science & Technology (GS) 2 courses, 3 credits each
- U.S. Society (GU) 1 course, 3 credits
- World Society (GG) 1 course, 3 credits

Students transferring to Temple with 45 or more “approved” transfer credits are required to complete a set of courses within a modified GenEd curriculum. For more information, go to: [http://www.temple.edu/ypus/transfer/TransferGenEd.htm](http://www.temple.edu/ypus/transfer/TransferGenEd.htm)
See checksheets for majors in SLH and LING at the end of this document

Requirements for CSCD Majors in Speech-Language-Hearing

### Required Courses in the Major

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
<th>Semester</th>
<th>Pre-Reqs</th>
<th>Credits</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 1108</td>
<td>Intro to Linguistics</td>
<td>F, S, SS</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 2197</td>
<td>Communication Deviations &amp; Disorders</td>
<td>F, S</td>
<td></td>
<td>3</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>CSCD 2201</td>
<td>Intro to Communication Research</td>
<td>F, S</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 2209</td>
<td>Phonetics &amp; Phonology</td>
<td>F, S</td>
<td>CSCD 1108</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 2219</td>
<td>Psycholinguistics</td>
<td>F, S</td>
<td>CSCD 1108</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 3233</td>
<td>Basic Speech Science</td>
<td>F, S</td>
<td>CSCD 2209</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 3234</td>
<td>Basic Hearing Science</td>
<td>F, SS</td>
<td>CSCD 2209</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 3235</td>
<td>Human Neuroscience</td>
<td>F, S</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 3301</td>
<td>Speech &amp; Language Development</td>
<td>F, S</td>
<td>CSCD 1108, 2209, 2219</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 4301</td>
<td>Principles of Audiology</td>
<td>F, S</td>
<td>CSCD 3234</td>
<td>3</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>CSCD 4396</td>
<td>Orientation to Clinical Management</td>
<td>F, S</td>
<td>Senior CSCD 2209, 2219, 3301</td>
<td>3</td>
<td>Writing Intensive Capstone</td>
</tr>
</tbody>
</table>

### Required Courses in Related Areas

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
<th>Semester</th>
<th>Pre-Reqs</th>
<th>Credits</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 1001</td>
<td>Intro to Psychology</td>
<td>F, S, SS</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYCH 2301</td>
<td>Foundations of Developmental Psychology</td>
<td>F, S, SS</td>
<td>PSYCH 1001</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*KINS 1221</td>
<td>Principles of Anatomy &amp; Physiology I</td>
<td>F, S, SS</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Human Biology</td>
<td>F, S, SS</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIO 1001</td>
<td>General Biology II</td>
<td>F, S, SS</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>2 semesters foreign language or ASL (CSCD1001 and CSCD1002) or 1 semester at/above the Intermediate level (such as ASL III)</td>
<td>Various</td>
<td></td>
<td>3- 4 each course</td>
<td></td>
</tr>
<tr>
<td>HRPR 1001</td>
<td>Public Health: The Way We Live, Work and Play</td>
<td>F, S</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Students in SLH MUST take a biology course. The recommended course is Kinesiology 1221 but BIO 1001 or 1012 can be substituted.*
Recommended Electives

- **Physics 0872 (Science of Sound)** is not required for the major, but is recommended to fulfill an ASHA physical science requirement for post-graduate work, and will also fulfill one of the two GenEd Science & Technology requirements. KINS 1221 and BIO 1012 will each fulfill a GenEd Science & Technology requirement.

- **Statistics** is recommended to fulfill an ASHA requirement for post-graduate work. Recommended statistics courses are: Psychology 1003 (Statistics for Psychology), Psychology 1004 (Critical Thinking in Psychology), or Public Health 2219 (Biostatistics and Public Health).

Requirements for CSCO Majors in Linguistics

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
<th>Semester</th>
<th>Pre-Reqs</th>
<th>Credits</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 1108</td>
<td>Intro to Linguistics</td>
<td>F, S, SS</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 2049</td>
<td>Language and Brain</td>
<td>S</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 2201</td>
<td>Intro to Communication Research</td>
<td>F, S</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 2209</td>
<td>Phonetics &amp; Phonology</td>
<td>F, S</td>
<td>CSCD 1108</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 2219</td>
<td>Psycholinguistics</td>
<td>F, S</td>
<td>CSCD 1108</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 3233</td>
<td>Basic Speech Science</td>
<td>F, S</td>
<td>CSCD 2209</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CSCD 3297</td>
<td>Syntax</td>
<td>S</td>
<td>CSCD 1108</td>
<td>3</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>CSCD 3301</td>
<td>Speech &amp; Language Development</td>
<td>F, S</td>
<td>CSCD 1108, 2209, 2219</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSCD 4397</td>
<td>Fieldwork in Linguistics</td>
<td>F</td>
<td>Senior</td>
<td>3</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CSCD 2209, 3297</td>
<td></td>
<td>Capstone</td>
</tr>
<tr>
<td>VARIOUS</td>
<td>2 semesters foreign language or ASL above</td>
<td>Various</td>
<td>See course description</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the 1002 level</td>
<td></td>
<td></td>
<td></td>
<td>each course</td>
</tr>
<tr>
<td>HRPR 1001</td>
<td>Public Health: The Way We Live, Work and</td>
<td>F, S</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play</td>
<td></td>
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</tr>
</tbody>
</table>

* *Required Electives for Majors ---- Must take at least 3 of these*

<table>
<thead>
<tr>
<th>Course #</th>
<th>Name</th>
<th>Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 2197</td>
<td>Communication Deviations and Disorders</td>
<td>F, S</td>
<td>3</td>
</tr>
<tr>
<td><strong>CSCD 2202</strong></td>
<td>Sociolinguistics</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>CSCD 3235</td>
<td>Human Neuroscience</td>
<td>F, S</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 5729</td>
<td>Language and Deafness</td>
<td>SS</td>
<td>3</td>
</tr>
<tr>
<td>ANTHRO 2507</td>
<td>Fundamentals of Linguistic Anthropology</td>
<td>F, S, SS</td>
<td>3</td>
</tr>
<tr>
<td>ENG 3822</td>
<td>Semantics</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3211</td>
<td>Intermediate Logic</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 3216</td>
<td>Philosophy of Language</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 2101</td>
<td>Cognitive Psychology</td>
<td>F, S, SS</td>
<td>3</td>
</tr>
</tbody>
</table>

* Other courses may be substituted with advisor approval. ** Strongly recommended
Choice of Electives for CSCD Majors

Students in Speech-Language-Hearing are encouraged to take electives in Linguistics and students in Linguistics are encouraged to take electives in Speech-Language-Hearing. CSCD students are also encouraged to take courses in American Sign Language including those at the higher levels. Both American Sign Language and Spanish proficiency open up extra opportunities for those planning careers in health-related fields as well as education and other disciplines. It is anticipated that the department will obtain approval to offer a Certificate in American Sign Language beginning in the Spring of 2016. (See below for additional information.) Students are also able to select from among a very large and diverse set of electives in other departments and colleges at Temple.

Students who are considering enrolling in graduate school for a **MA in speech-language-hearing** (i.e., speech-language pathology) and subsequently attaining certification as a speech-language pathologist through the American Speech-Language-Hearing Association (ASHA) also should consider taking one course each in the following 5 areas:

- Biological Science (KINS 1221 recommended)
- Physical Science (PHY 0872 recommended)
- Behavioral and/or Social Science (e.g., Psychology, Sociology)
- Mathematics (must be computational and not pedagogical; for example, NOT teaching of math)
- Statistics (must be in a department other than CSCD) PSYCH 1003 or 1001 or PH 2219 recommended

**The proposed Certificate in American Sign Language** will require successful completion (C or better) of American Sign Language I, American Sign Language II, American Sign Language III, and American Sign Language IV. With each being offered for 3 credits, the Certificate will require 12 credits total. Note that this certificate will not mean that a graduate is certified to teach ASL or certified as an interpreter. It will mean that the student has achieved intermediate-level proficiency in the language and has a good understanding of the culture of Deaf Americans. Dr. Meghan Rainone is the Director of our ASL Program.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Semesters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL I</td>
<td>3</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>ASL II</td>
<td>3</td>
<td>Spring and Summer</td>
</tr>
<tr>
<td>ASL III</td>
<td>3</td>
<td>Fall and Summer</td>
</tr>
<tr>
<td>ASL IV</td>
<td>3</td>
<td>Spring and Summer</td>
</tr>
</tbody>
</table>
Graduation with Distinction in CSCD

Students in Communication Sciences and Disorders are eligible to graduate “with distinction” in the major if they meet the following requirements:

- GPA of 3.5 or higher in the major as well as overall. No grade below B in the major.
- Completion of an honors paper at the end of a 3-credit independent study during which the student will engage in an empirical study or library research in the field of Communication Sciences and Disorders. This work is to be carried out under the supervision of an honors advisor from the department and both the work and the paper must be of “honors” quality. All honors papers are read by the designated advisor and one additional faculty member. (If there is disagreement as to the quality of the work by the two faculty members, a third member of the faculty will be called in to settle the disagreement.)
- Completion (with documentation) of at least 10 hours of community service
- Students must apply to the Undergraduate Program Director (Dr. Rena Krakow) to participate in an Honors elective and must also submit a signed (by the student and his/her mentor) proposal before they can be enrolled in the Departmental Honors elective.

Minor in Communication Sciences and Disorders

The Department of Communication Sciences and Disorders also offers a minor in Communication Sciences (see checklist in Appendix 2). This minor is intended for students who are majors outside of Communication Sciences and Disorders and wish to enhance their undergraduate education by learning about speech and language, both normal and disordered. By taking this minor, students can fulfill some of the pre-requisite courses to graduate study in Speech-Language Pathology at Temple. (These are Phonetics & Phonology, Psycholinguistics, and Speech & Language Development.) This minor is likely to be especially valuable for those undergraduates who are majoring in Anthropology, Psychology, Sociology, Education, Foreign Language, Electrical Engineering, and other Health areas. Upon successful completion, the minor will be recorded on the student's University transcript. It is important to note that, due to the increasing numbers of majors in Speech-Language-Hearing and Linguistics, the department must give priority to those students at registration time and so we cannot guarantee that a minor in CSCD can be completed within the normal 4-year time frame of the BA degree.

Academic Requirements for Communication Sciences and Disorders Minor

Students pursuing a minor in Communication Sciences must meet the following requirements: A minimum grade of C in each course, 3.0 overall GPA for courses in the minor.
Program Structure of the Minor

The program requires a total of 5 courses. The total number of credits required for the major is 16 or 17 depending upon students’ choice of options.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC+DIS2197</td>
<td>Communication Dev. &amp; Disorders</td>
<td>3 credits</td>
</tr>
<tr>
<td>*CSC+DIS 2111</td>
<td>Language &amp; Race</td>
<td>3 credits</td>
</tr>
<tr>
<td>CSC+DIS 2209</td>
<td>Phonetics &amp; Phonology</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

*Either CSC+DIS1108 | Intro to Linguistics                              | 3 credits|
*Either CSC+DIS2219 | Psycholinguistics                                 | 4 credits|

Research in CSCD

A variety of interesting and exciting research projects are ongoing in the department. If you are interested in getting involved in research or are considering undertaking an honors project, we can direct you to the relevant researcher/lab for further information. Contact Dr. Krakow (rkrakow@temple.edu) for additional information and/or contact the instructor(s) whose work is of interest to you.

Some areas of research include:

- Adult language disorders
- Language and the brain
- Functional neuro-imaging of language processing and audition
- Linguistics (phonology, morphology, syntax)
- Literacy and aphasia
- Literacy development
- Creative literacy for at-risk children

Community Service in CSCD

Students in CSCD are encouraged to participate in community service. Joining of our student organizations, NSSLHA, TLC, and/or Talking Hands (see below) will help you to learn about service opportunities geared to our majors. In addition, the University provides many opportunities for service to the local community. See the university website for information.  [http://www.temple.edu/community/](http://www.temple.edu/community/)
Clubs in the Department of Communication Sciences and Disorders

National Student Speech Language Hearing Association Temple University chapter (NSSLHA)

Founded in 1972, the National Student Speech Language and Hearing Association (NSSLHA) is the national organization for graduate and undergraduate students interested in the study of normal and disordered human communication. NSSLHA is the only official national student association recognized by the American Speech Language Hearing Association (ASHA). NSSLHA has approximately 11,000 members with local chapters in more than 301 colleges & universities, including Temple University. Our local chapter of NSSLHA at Temple gives students an opportunity to participate in a variety of educational programs, social events, and community service activities with peers who are in the same course of study. It provides students with access to information concerning local activities, scholarships opportunities, job offerings, and ASHA events. Beth Levine (blevine@temple.edu) is the club’s faculty mentor. The student president is Annelise Anderson (tue78566@temple.edu) and the student membership director is Laura Giglio (laura.giglio@temple.edu).

Linguistics Club at Temple University

In 2014, students in the Department of Communication Sciences and Disorders established the Linguistics Club at Temple University, a student-run group that will host activities for students interested in language and linguistics. Future activity plans include movie screenings, talks by invited speakers, trips to area conferences, and panels on topics related to career opportunities and graduate school. Dr. Jodi Reich (Jodi.reich@temple.edu) is the club’s faculty mentor. Laurent Weller (lauren.weller@temple.edu) is the student contact and secretary of the Club.

Temple ASL Club – Talking Hands

With increasing enrollments in our ASL classes and the addition of higher-level courses, as well as the anticipated Certificate in ASL in our Department, the Dept. was delighted to add this club to its student organizations in 2014 as well. Dr. Meghan Rainone (Meghan.Rainone@temple.edu) is the club’s faculty mentor.
Temple University Speech-Language-Hearing Center

The Temple University Speech-Language-Hearing Center (TUSLHC) is the clinical component of the graduate program in speech-language pathology. A wide range of services is provided to people of all ages with disorders of communication. Graduate clinicians provide services under the direct supervision of the Temple faculty who hold the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association and Pennsylvania licensure in Speech-Language Pathology and/or Audiology.

We invite our BA students to observe clinical activities in our Center although such observations are not a requirement of the BA even for students majoring in SLH. According to the American Speech-Language-Hearing Association (ASHA),

Observation hours generally precede direct contact with clients/patients. However, completion of all 25 observation hours is not a prerequisite to begin direct client/patient contact. For certification purposes, the observation and direct client/patient contact hours must be within the scope of practice of speech-language pathology. For certification purposes, observation experiences must be under the direction of a qualified clinical supervisor who holds current ASHA certification in the appropriate practice area. Such direction may occur simultaneously with the student’s observation or may be through review and approval of written reports or summaries submitted by the student. Students may use videotapes of the provision of client services for observation purposes. (Standard IV-C. http://www.asha.org/certification/slp_standards.htm)

Programs differ in terms of how they implement this policy. SLH majors will obtain some observation hours during your course of study at Temple. For observations hours to be recognized by ASHA, you must observe a speech-language pathologist (SLP) who has obtained their Certificate of Clinical Competence (CCC). You must track your observation hours; your observation log must be signed by the SLP, and they must include their ASHA number. Forms for observation are available in 110 Weiss.

• Undergraduates can sign up for up to 3 hours of clinical observation in the Speech-Language-Hearing Center each term
• Observations can start the 3rd week of classes
• Sign up on the door to Room 140 Weiss Hall
• Obtain a signature sheet from the front office (110 Weiss). Have the certified SLP who supervised the session sign your form
• Undergraduates can also arrange observations at sites outside of Temple. Signature requirements are the same. We ask that you use the Temple form (next page) to record hours and obtain signature(s).
<table>
<thead>
<tr>
<th>#</th>
<th>Child’s Signature</th>
<th>Name of Child</th>
<th>Time</th>
<th>Type of Group</th>
<th>Age</th>
<th>Type</th>
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<th>Signature</th>
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</thead>
</table>

**Record of Observation Experience**

Department of Communication Sciences and Disorders

TEMPLE UNIVERSITY
Applying to Graduate School

As students approach their last year in our programs, many begin to look at opportunities for graduate education. Information about graduate programs in Speech-Language Pathology and Audiology and about Linguistics can be found at these websites:

- Go to [http://www.asha.org/students/academic/EdFind/](http://www.asha.org/students/academic/EdFind/) to learn about the different graduate programs in Speech/Language Pathology and Audiology, including their US News and World Report rankings. Student membership in NSSLHA provides many useful opportunities for learning about graduate study in the field.
- Go to [http://lsadc.org/programs/browse-programs.cfm](http://lsadc.org/programs/browse-programs.cfm) to learn about the different graduate programs in Linguistics

**Application requirements for Graduate School:**

What you will likely need for your application to graduate school (may need less for some schools – please check each school to which you plan to apply)

- GRE scores [http://www.ets.org/gre](http://www.ets.org/gre)
- Official transcripts from Temple and any other college(s) you attended
- Reference letters from 2-3 individuals (preferably faculty)
- Personal statement and/or writing sample
- Resume

**Applying to our Graduate Program in Speech-Language Pathology**

- An MA or MS in Speech-Language Pathology is the entry-level degree for professional work in the field. Many Temple undergraduates, as well as many students from other institutions and even other majors, apply to Temple’s MA program. Having an undergraduate degree from Temple in the Speech-Language-Hearing major means that you will have completed all of the pre-requisites to graduate study in Speech-Language Pathology at Temple. Applications to the graduate program are due February 1st prior to the academic year you wish to enter. Students are encouraged to apply to other universities as well as Temple since admission to graduate programs in Speech-Language Pathology is highly competitive.
Policy on Faculty Letters of Recommendation

Student Achievement Requirements for Letters of Recommendation reflect our observation that the level of academic achievement required to be successful in a grad program in SLP/AUD and the ratio of applicants-to-accepted students mean that students who do not meet the requirements below are unlikely to be successful in gaining admission or successfully completing the program, if admitted.

- Students must have a minimum overall GPA of 3.00
- Students must have a grade of B or better in the course(s) taught by the faculty members who are being asked to write the letters
- Students must have no more than one grade of C in any course in the undergraduate major

Recommendation Packet Requirements reflect the increasing number of recommendations faculty are being asked to write in a given semester (sometimes more than 100 per faculty member), the numbers of packets that have been submitted with information missing which can jeopardize a students’ chances of admission and/or require the faculty members to take considerable time checking application requirements and tracking down students to bring in additional forms, etc.

- Students must provide faculty with their materials at least 30 days ahead of the due dates
  - (not counting the time between Christmas and New Years)
- Students must provide each faculty member with a packet that includes:
  - student resume
  - personal statement
  - complete DARS with all course grades and GPA
  - stamped and addressed envelopes (with return address of faculty member) for printed recommendations
  - list of all schools to get recommendations from the faculty member(s) and their due dates

- All of these items should be placed in a folder or manila envelope with the student’s name on the outside.
- All forms should be signed by the student and have all student parts filled out as well as the information about who is being asked to write the recommendation.
- Students must double check to make sure that they have everything the faculty members need to submit the recommendations to the correct addresses.
- Students can ask for up to 10 letters of rec. from a given faculty member in a single year.
- Please be advised that individual faculty members may have additional requirements.
Student Courtesy in the Dept. of Communication Sciences and Disorders

- Cell phones should be set to silent and put away during class unless directed otherwise.
- Laptops can be used in class only with instructor permission and for purposes directly related to class.
- There should be no talking among classmates unless the teacher has allowed a break or asked for such discussion.
- Emails, calls, face-to-face interactions with staff (including advisors) and faculty should be respectful. Avoid the use of “hey” and addressing them by first names, unless specifically instructed that it is ok to do so. If you are not sure how to address a faculty member, please use Prof. as the title. For staff and faculty, please use Ms./Mr.
- Show up on time to class and stay until the class is dismissed.
- It is best to make appointments or come during open office hours to see faculty/advisors.

STUDENT CONCERNS, POLICIES, and PROCEDURES

College study is a demanding experience. Few students find the entire experience to be free of stress. Sometimes, however, difficulties arise that may seem out of the ordinary. The student may feel uncomfortable about some aspects of the program or possibly with one of the faculty members. Our best advice is that such matters should be brought to the attention of the faculty member(s) who can be most helpful. In most cases, this will be your advisor, but it might be another faculty member with whom you feel especially comfortable. We will make every attempt to find a constructive solution to your difficulty. Criticisms of the program are welcome. We are constantly studying and revising our program and your input is highly valued. Issues that remain unresolved by your advisor or another faculty member can be brought to the attention of the CSCD Student-Faculty Committee, which has 2 student members and 2 faculty members. Each academic year, an email will be sent to students letting you know who the members are. Students with concerns are urged to contact one of the student representatives who will bring the matter to the committee. If unresolved by the committee, such matters should next be brought to the Chair of the Department, Dr. Jamie Reilly. Grade appeals are handled separately as described below in the College of Public Health Policy on Grade Appeals.

College of Public Health Policy on Grade Appeals

Grade appeals are a student-initiated process. The responsibility to keep the appeal process moving forward is primarily the student’s responsibility. Only a final course grade may be appealed and the appeal of a final grade must be of a substantive nature. Concerns regarding individual assignments such as examinations, term projects/papers, lab grades, etc., are to be handled between the course instructor (or course coordinator) and the student.

Introduction. To initiate the grade appeal process, the student must create a written statement which must contain material to support the student's contention of inappropriate grade assignment. This statement must identify the specific outcome the appellant wishes to effect, with evidence to support the desired outcome.
Following review of an appeal, any of the following actions may be recommended: - the grade may be supported;

- the faculty member review and/or re-calculate the grade in question; and/or - the student's standing in the department may be reconsidered by the department.

**Procedures.** Grade appeals are a student-initiated process. The responsibility to keep the appeal process moving forward is primarily the student’s responsibility. It is understood that the time frame stated within these procedures must be adhered to and that in case of pending graduation this procedure would be made more expedient through mutual cooperation of all parties involved.

The following interpretations are used:

- "Working days" refers to the regular work week; it does not include weekends or any holidays recognized by Temple University.
- "Interested parties" refers to the faculty member assigning the grade and the student appealing the grade.

In the event that the interested faculty member in an appeal is administratively involved (a department chair or Dean) in any of the following steps, the next highest University authority shall designate an appropriate faculty member to carry out the responsibilities of that step.

**Step 1**

To appeal a final grade, the student must make an appointment and meet with the faculty member(s) assigning the grade within the first five class days of the next regular semester (fall or spring) unless arrangements can be made to initiate the meeting prior to that time. During this meeting, the student should state the evidence and reasons for student's perception of an unfair grade assignment. The instructor will review the matter, explain the grading procedure used and show how the grade in question was determined.

The faculty member is to tell the student of his/her decision, either in oral or written form, in three working days.

If a student fails to meet at the arranged time, without good cause, the appeal will be determined against the student. Failure of the faculty member to meet at the appointed time will automatically take the procedure to Step 2.

**Step 2**

If the grading dispute is not resolved, or the faculty member fails to comply with the responsibilities of Step 1, the student may appeal to the departmental chair. This appeal must be in writing and contain the information described in the Introduction. The appeal must be made within three working days of receipt of faculty member's decision or faculty member's failure to comply with Step 1.

A meeting with the Chair must then be set up. The Chair may request that the faculty member assigning the grade be present. Failure of the student to appear at this meeting without good cause will terminate the appeal in favor of the existing grade.
The Chair will attempt to mediate a resolution to the dispute at this level, through either separate or joint meetings with the student and faculty involved. The Chair may or may not make a recommendation; however, it is not within the purview of the Chair to change a grade assigned by a faculty member. The process is to be completed within five working days of receipt of the Step 2 written appeal.

**Step 3**
If the dispute is not resolved in Step 2, the student may appeal in writing to the appropriate departmental appeals committee within 3 working days. If the department does not have such a committee, the appeal goes directly to Step 4.

**Step 4**
If the matter is still unresolved, the student may appeal in writing within three working days of the conclusion of the previous step to the dean, who will review the case. In most instances, the appeal procedure will not go beyond this level. Failure of the student to appear without good cause at such meeting will terminate the appeal in favor of the existing grade.

The Dean will attempt to mediate a resolution to the grading dispute. It is not within the purview of the Dean to change a grade assigned by a faculty member. The Dean may or may not make a recommendation at this level. If a recommendation is made, it is to be conveyed to all interested parties within two working days of the meeting between Dean and student. It may be in either written or oral form.

The Dean may refer the case to the CPH Student Appeals and Grievance Committee for a formal review of the case. Such a referral is considered as Step 5.

**Step 5**
The CPH Student Appeals and Grievance Committee will meet within five working days of the referral from the Dean. If greater flexibility in time is required, interested parties must be notified in advance by the Chair of the CPH Student Appeals and Grievance Committee.

The CPH Student Appeals and Grievance Committee may conduct a hearing as deemed necessary. In this event, the A.R.B. will ordinarily meet separately with the student and with the instructor(s) in an attempt to resolve the differences. The CPH Student Appeals and Grievance Committee may tape the hearing with the consent of the parties involved. The student and the instructor should retain copies of any material which (s)he has submitted to the CPH Student Appeals and Grievance Committee. The student and faculty member may have assistance (excluding attorneys) present at the hearing. Each of the parties should be prepared to present clear, concise, complete information to the CPH Student Appeals and Grievance Committee and be prepared to answer questions from the CPH Student Appeals and Grievance Committee members.

Neither the student nor the faculty will be present during the deliberations of the Board. All deliberations of the CPH Student Appeals and Grievance Committee will be strictly confidential.
At the conclusion of the hearing, the CPH Student Appeals and Grievance Committee shall within five working days, send to the Dean a written report containing a summary of the issues, key deliberations, recommendations and vote count.

**Step 6**
The Dean shall review the recommendations and forward copies of the final decision to the student, instructor, Department Chair, the CPH Student Appeals and Grievance Committee. Final action in the case shall be taken by the Dean after full consideration of the CPH Student Appeals and Grievance Committee recommendation. The final determination shall be issued within five working days whenever possible. The Dean shall have the authority to take action as is deemed necessary in the case and shall inform the student, instructor and departmental chair of the action taken and the rationale.

**Step 7**
Any appeal beyond Step 6 must be to the Provost, must be in writing, and must be submitted to the Provost within five working days of notification of the Dean's action.
Other Important Information for Students

Withdrawal from Classes
No student may withdraw from a course after the ninth week of classes. A student may not withdraw from the same course more than once. A student may withdraw from no more than five courses during the duration of an undergraduate career. Students considering withdrawing from a course should consult with their instructor and must receive approval from their academic adviser. (Policy #02.10.12)

Incomplete Course Work
Instructors submitting a grade of “I” (Incomplete) for students must file, with the department, a written agreement describing the nature of the work to be completed and the completion deadline. The instructor must report a default grade that will be entered in the student’s work is not completed or if the instructor does not change the “I” grade within one year. (Policy #02.10.13)

Disabilities Resources
Temple University is committed to ensuring equal opportunity for students with special needs. If you believe you have a medical or physical impairment which may require some accommodation for your successful matriculation at Temple, contact the Disability Resources and Services office, 100 Ritter Annex, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122, 204-1280. Please see their website: [http://www.temple.edu/disability](http://www.temple.edu/disability). Students who need special considerations in class or with test taking need to identify their needs at the start of the semester and work through the Office on Disabilities.

Academic Honesty
All students are expected to be familiar with and to adhere to the University and College of Health Professions & Social Work Policy on Academic Honesty. Cheating and plagiarism will not be tolerated. Plagiarism is the use and passing off, as one's own the ideas or writings of another without proper attribution. All assignments even if collaborative are to be the individual's own work. No credit will be given for any assignment or activity in which cheating or plagiarism occurs. Also, students need to be mindful of copyright laws.

Academic Scholarship
It is the student’s responsibility to remain in good academic standing within the University and the College of Health Professions & Social Work (CHPSW). The passing grade for any course required by the major in SLH or LING (whether the course is offered by CSCD or another department) is a C. The passing grade for GEN ED courses is a C–.

Sexual Harassment:
Temple University is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community, free from discriminatory conduct. Sexual harassment and sexual assault, in any form or context, are inimical to this and will not be tolerated. Sexual harassment and assault subvert the mission and the work of the University, and can threaten the career, educational experience, and well-being of students, faculty, and staff. University policies on sexual assault and harassment, which include procedures for filing complaints, are available upon request by contacting Ms. Sandra A. Foehl, Associate Vice President for Affirmative Action, Office of Affirmative Action, 109 University Services Building, (215) 204-7303 (TTY: 204-6772). [http://www.temple.edu/affirmative_action](http://www.temple.edu/affirmative_action)
**Academic Rights and Responsibilities:**
Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

**Counseling Services for Students:**
If you are a student of Temple University, Tuttleman Counseling Services ([http://www.temple.edu/studentaffairs/counseling/](http://www.temple.edu/studentaffairs/counseling/)) offers you support for your emotional, educational or vocational concerns. Assistance is confidential and free of charge. A wide range of assistance is available including counseling, support groups, literature, and educational programs and outreach events. Services include Psychology and Psychiatric Services, Campus Alcohol and Substance Awareness (CASA), Conflict Education Resource Team (CERT), Sexual Assault Counseling and Education (SACE). Call 215-204-7276 or stop by on the 5th floor of 1810 Liacouras Walk. Appointments are available from 8:30-5:00 on Mondays through Fridays with a Walk-in Clinic from 10:00-2:00 on the same days.

**Graduation Fee and Application for Graduation**
Students must submit an application for graduation during the semester in which requirements for the degree will be completed (refer to Academic Calendar for dates). Each student pays the University *Graduation Fee* to the Office of Cash Operations (Bursar), 1st Floor Carnell Hall, Main Campus. Copies of the paid fee receipt and completed graduation application must be brought to your department office. Applications for graduation will not be accepted without a paid fee receipt from the Bursar's Office.

All financial obligations, such as unpaid tuition, must be satisfied prior to submitting the graduation application. All library fines and fees must be paid.

Failure to pay the graduation fee and any other accounts owed to the University, or failure to submit the application to your department office may result in the diploma not being awarded and the transcript not being released showing the award of a degree, even though academic requirements have been completed.

**Financial Aid**
Students should consult the Financial Services Office of Temple University (ground floor Conwell Hall) for information on student loans, work study programs, and scholarships. This office can provide you with specific information regarding state and federal loan programs. For some of these loans, you will have to apply through your state of residence, but the financial services office will advise you. An additional source of financial aid comes from the university in the form of College Work Study. For this award, the student will be required to work for the university part-time as courses are taken.
Important Websites

College of Health Professions & Social Work Web Site
http://www.temple.edu/chp/

University Academic Calendar
http://www.temple.edu/registrar/acad_calendars.html

Undergraduate Bulletin
http://www.temple.edu/bulletin/

Undergraduate School (administrative services and policies)
http://www.temple.edu/bulletin/Academic_policies/policies_list/policies_list.shtm

Undergraduate Program Descriptions
http://www.temple.edu/bulletin/Academic_programs/academic_programs.shtm

Course Descriptions
http://www.temple.edu/bulletin/ugradbulletin/ucd/ucdtoc.html

Tuition and Fees
http://www.temple.edu/bursar/ tuition_rates.htm

Housing, Transportation, Campus Life
Access from the Undergraduate Bulletin, Campus Life link
<table>
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<th>Terms</th>
<th>Semester/Grade</th>
<th>Credits</th>
<th>Course</th>
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<tr>
<td>Fall</td>
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<td>3</td>
<td>CCD 2219 and CCD 3301 Pre-Ray, Seminars, CCD 2299, Pre-Ray, CCD 3304</td>
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<td>CCD 2219 and CCD 2214 Pre-Ray, CCD 3304</td>
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<td></td>
<td>3</td>
<td>CCD 2301 Speech Development Pre-Ray, CCD 1100, CCD 2309</td>
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<td>4</td>
<td>CCD 3215 Human Anatomy</td>
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<td></td>
<td>4</td>
<td>CCD 3213 Basic Physiology</td>
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<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td>CCD 2209 Pre-Ray, CCD 2309</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td>CCD 2209 Psycholinguistics</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>4</td>
<td>CCD 2209 Phonology and Phonology</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>3</td>
<td>CCD 2201 Research Methods in Communication Sciences</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>3</td>
<td>CCD 2207 Communication and Disorders Writing Intensive</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>3</td>
<td>CCD 2207 Communication and Disorders Writing Intensive</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>3</td>
<td>CCD 1100 Introduction to Linguistics</td>
</tr>
</tbody>
</table>

Speech-Language-Hearing Checksheet (2 pp)
A generator of courses: C is the minimum pass grade.

- 22 credits are required for graduation from the College of Public Health.

**OTHER IMPORTANT INFORMATION**

- All departments require 24 credits of science or technology.
- PSY 200 (Statistics for Psychology), PSY 204 (Critical Thinking in Psychology), and PSY 221 (Biostatistics) are recommended to fulfill the statistics requirement for postgraduate work, and will also fulfill the two science or technology requirements.

**RECOMMENDED COURSES**

<table>
<thead>
<tr>
<th>3-8 cr.</th>
<th>can be CED 101 and 102 (and 103)</th>
<th>VARIOUS</th>
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<tbody>
<tr>
<td>4 credits</td>
<td>2 semesters foreign language/Art or 1 semester art/intermediate</td>
<td>KINGS 222 Principles of Anatomy and Physiology</td>
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<tr>
<td>3 credits</td>
<td>BIO 102 General Biology II or 201 Human Biology</td>
<td>KINGS</td>
</tr>
<tr>
<td>3 credits</td>
<td>PSYCH 201 Introduction to Psychology</td>
<td>PSYCH</td>
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<tr>
<td>3 credits</td>
<td>PSYCH 202Foundations of Developmental Psychology</td>
<td>PSYCH</td>
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<tr>
<td>3 credits</td>
<td>100 Public Health: The Way We Live, Work and Play</td>
<td>HPRN</td>
</tr>
<tr>
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Referenced courses in other departments (in addition to GEN ED).
<table>
<thead>
<tr>
<th>Course Numbers</th>
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<td>Semester</td>
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<td>Social Work</td>
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<td>Sociology of Health Care</td>
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<td></td>
<td>English Composition</td>
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<td></td>
<td>Philosophy of Language</td>
<td>3 credits</td>
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<td></td>
<td>History of the English Language</td>
<td>3 credits</td>
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<td></td>
<td>Semantics</td>
<td>3 credits</td>
<td></td>
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<td></td>
<td>Fundamentals of the Anthropology</td>
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<td></td>
<td>Language and Literature</td>
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<tr>
<td></td>
<td>Human Anatomy</td>
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</tr>
<tr>
<td></td>
<td>Social Work</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Communication Disorders and Disabilities</td>
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</table>

All courses are required for graduation from the College of Public Health.

Important Information:
- Students are expected to maintain a minimum of 12 credits per semester.
- Full-time students must take a minimum of 12 credits per semester.
- Double credit courses are required for graduation from the College of Public Health.

Additional Information:
- Course numbers listed are for reference only. Please consult the course catalog for more information.
- Courses may be repeated as needed to meet graduation requirements.

Other courses may be approved by the advisor.

Take this list from this course.