

## THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS GUIDE TO ACADEMIC PROGRAMS

### I MISSION STATEMENT

Communication Sciences and Disorders is the study of normal and abnormal conventional and non-conventional systems of human communication; its development, production, perception, and comprehension; and, when found to be at-risk or non-normal, its (re)habilitation or prevention. Within the discipline are the primary professions of: 1) Audiology which provides services, consultation, instruction, and research concerning individuals suspected of having or at-risk for disorders of hearing; and 2) Speech-Language Pathology which provides services, consultation, instruction, and research concerning individuals suspected of having or at-risk for developing disorders of human communication and/or swallowing.

#### Graduate Goals

The goals for the graduate program are:

- 1) To produce graduates who meet all entry requirements into the professions of Audiology or Speech-Language Pathology, including licensure and certification in their chosen profession.
- 2) To produce graduates who will continue to contribute to the knowledge base of the professions through applied clinical and theoretical research into human communication sciences and disorders.
- 3) To produce graduates who will act as advocates for all individuals suffering from communication disorders regardless of their ethnic or cultural background.
- 4) To provide quality service to communicatively disordered individuals through our Center for Speech, Language, and Hearing and through advocacy.

### II. PROGRAM OVERVIEW

The graduate programs in Speech-Language Pathology and Audiology were initiated at the University of South Florida in 1967. Currently, the Department of Communication Sciences and Disorders is one of 32 departments or units in the College of Arts and Sciences. The Department offers an undergraduate major in Communication Sciences and Disorders with two tracks: Language-Speech and Hearing Science Concentration (LSH) and Interpreter Training Concentration (ITT). The LSH Concentration provides the pre-professional study that prepares the students for graduate-level education in Speech-Language Pathology, Deaf Education, or Audiology. The LSH undergraduate concentration should be considered a pre-professional degree that enables students with a concentration in Speech-Language-Hearing Science to enter graduate programs in these disciplines.

The Department offers a Master of Science degree in Speech-Language Pathology and Deaf Education and a Doctor of Audiology degree. In addition, the Department offers a Doctor of Philosophy (Ph.D.) and an interdisciplinary Ph.D. through

the Department of Psychology. The program in Speech-Language Pathology offers an on-campus program as well as a distance education program devoted to assisting professionals who work in one of the districts within the Suncoast Consortium to obtain their Master's degree. The Master of Science programs in Speech-Language Pathology and the Doctor of Audiology programs are structured to meet the academic and clinical preparation requirements of the American Speech-Language-Hearing Association for awarding of the Certificate of Clinical Competence. Students may elect to pursue a program of professional specialization in the areas of Speech-Language Pathology, Audiology or Deaf Education. Students may also choose an additional course of study meeting the National Basic Certification requirements of the Council on Education of the Deaf.

### **Faculty**

Faculty in the Department represent different areas of expertise in the discipline of human communication and its disorders. Responsibilities for the development, management and coordination of the academic and clinical tracks within the Department are divided, as indicated below. Departmental activities that bridge the tracks are managed through the use of programs and committees.

### **Programs and Committees**

Administrative units of the department are structured around its academic programs. These include the undergraduate programs in Communication Sciences and Disorders (LSH and ITT), the Master's degree programs in Speech-Language Pathology and Deaf Education, the Doctor of Audiology (Au.D.) program, and the Research Doctoral (Ph.D.) programs. The structure and administration of each of these units is described below. The major purposes of these programs and their constituent faculties are: 1) to educate undergraduate and graduate students in the areas of Communication Sciences and Disorders, 2) to contribute to the understanding of communication processes and disorders through research and other scholarly activities, and 3) to educate the university community and the public concerning communicative processes and disorders through service and outreach activities.

#### **1. Undergraduate Programs (LSH and ITT) and American Sign Language**

The responsibilities of the director and members of the Undergraduate Program include, but are not limited to: 1) coordination of undergraduate advising; 2) coordination of undergraduate curriculum development; and 3) undergraduate program development. Students enrolled in the undergraduate program should make an appointment to see the director of the undergraduate program if they experience difficulties in their course of study.

#### **2. Graduate Program in Audiology (Au.D.)**

The responsibilities of the director and members of the Graduate Program in Audiology include, but are not limited to: 1) coordination of graduate advising within Audiology; 2) coordination of graduate curriculum development and 3) graduate program development. Students enrolled in the graduate program in Audiology should make an appointment to see the director of this graduate program if they experience difficulties in their course of study.

### **3. Graduate Program in Speech-Language Pathology (M.S.)**

The responsibilities of the director and members of the Graduate Program in Speech-Language Pathology include, but are not limited to: 1) coordination of graduate advising within speech-language pathology; 2) coordination of graduate curriculum development; and 3) graduate program development. Students enrolled in the graduate program in Speech-Language Pathology should make an appointment to see the director of this graduate program if they experience difficulties in their course of study.

### **4. Graduate Program in Deaf Education (M.S.)**

The responsibilities of the director and members of the Graduate Program in Deaf Education include, but are not limited to: 1) coordination of graduate advising within Deaf Education; 2) coordination of graduate curriculum development and 3) graduate program development. Students enrolled in the graduate program in Deaf Education should make an appointment to see the director of this graduate program if they experience difficulties in their course of study.

### **5. Research (Ph.D.) Programs**

The responsibilities of the director and members of the Ph.D. programs include, but are not limited to: 1) coordination of graduate advising within the doctoral programs; 2) coordination of graduate curriculum development; 3) doctoral program recruitment and admissions; and 4) doctoral program development. Students enrolled in the doctoral program should make an appointment to see the director of this program if they experience difficulties in their course of study.

### **6. Center for Speech, Language, and Hearing**

The Department's Center for Speech, Language, and Hearing serves two related purposes. One purpose is to provide a clinical facility within which students may gain supervised clinical training. A second purpose is to serve

speech, language and hearing impaired children and adults in the Tampa Bay area. In its current state of development, the Center for Speech, Language, and Hearing must depend upon the Department's clinical faculty and practicum students for its clinical staff. Students must make an appointment with the Director of the Center for all advising issues relative to their clinical practicum assignments.

The Center for Speech, Language, and Hearing is located on the first and second floors of the Psychology-Communication Sciences and Disorders Building (PCD).

Clients are admitted to the Center through referrals from physicians, social workers, personnel in other community agencies, and family- and self-referrals. All services are provided as part of the graduate practicum in Speech-Language Pathology and Clinical Audiology program under the supervision of faculty. Fees are charged for these clinical services; however, the major focus of the Center is directed toward professional preparation and the Department reserves the right to accept only the number of clients and the specific types of disorders needed for educational purposes. Clinical services are fee-based; however, clients are not denied services if they are unable to pay. Also, clients and family members may contribute to the support of the center by making tax deductible contributions to the University of South Florida Speech and Hearing Center Foundation.

**Areas of Specialization, Academic Faculty Research Interests, and Laboratory Facilities** are listed in the Appendix.

### **III. CODE OF ETHICS**

All students must read and confirm that they have read the Code of Ethics of the American Speech-Language-Hearing Association during the first semester of their graduate program. The Code will be distributed during new student orientation in August of each year along with a form that must be signed by the student confirming that they have read the Code. This form will be placed in the student's permanent folder. ????

### **IV. ACADEMIC HONESTY**

All students must read and confirm that they have read the USF statements on Academic Dishonesty in the Graduate Catalog during the first semester of their graduate program. A form that must be signed by the student confirming that they have read the statement will be distributed at new student orientation in August of each year. This form will be placed in the student's permanent folder. ????

### **V. GRADUATE ASSISTANTSHIPS**

Graduate assistants are competitively assigned during the summer of each year.

Periods of assignment are generally from early August to mid-May of each year with summer assignments made separately. Although they are routinely funded, no guarantee of summer assistantships will be made until late Spring of each year. Graduate assistants are required to work 10 hours per week, for a total of 390 hours from the beginning of the Fall semester to the end of the Spring semester.

### **III. GRADUATION REQUIREMENTS**

Graduation is not an automatic process that occurs as a result of completing your final course or practicum assignment. It is your responsibility to initiate the process by completing the "Application for Graduation" form that is available in the Registrar's Office. This application must be on file in that office within fifteen class days after the beginning of the term in which you plan to graduate. In addition, you must have completed your research requirements (Audiology Doctoral Project, ADP, or optional Master's thesis), according to the appropriate timelines.

Prior to filing the "Application for Graduation", you must make an appointment with your assigned Advisor and the Academic Program Assistant to review your program and to ascertain that all Department and University Requirements for graduation have been met. Subsequent to this, and at least one semester prior to the end of your final semester you must make an appointment with the Department's Academic Program Assistant to begin the process of the Certification for Graduation (or Graduation Check). The student must also schedule an appointment with the Academic Program Assistant within 4-5 weeks prior to graduation to assure that the Graduate Program contract and the Certification for Graduation form have been completed. Any course or practicum discrepancies must be resolved prior to certification for graduation and it is the student's responsibility to work with the Academic Program Assistant and the advisor to resolve any discrepancy in the student's program. All of the preceding steps are essential and must be completed to be assured of graduating on the date anticipated. If you do not complete the "Application for Graduation" or the ADP or Master's thesis submission within the prescribed time limit, you cannot graduate. If you omit or overlook either of the Department's check procedures and any problems develop regarding your eligibility for graduation, you will receive a notice, by mail, of your ineligibility to graduate. You will retain that standing until after the beginning of the following term.

### **IV. CERTIFICATION AND LICENSING**

The American Speech-Language-Hearing Association issues Certificates of Clinical Competence to individuals who present satisfactory evidence of their ability to provide independent clinical services to persons who have disorders of communication (speech, language, hearing, and/or swallowing). An individual who meets these requirements may be awarded a Certificate of Clinical Competency (CCC) in Speech-Language Pathology or in Audiology, depending upon the emphasis of preparation; a person who meets the requirements in both professional areas may be awarded dual Certification.

The Department of Communication Sciences and Disorders is accredited in Speech-Language Pathology and Audiology by the Council of Academic Accreditation of the

American Speech-Language-Hearing Association, and as such adheres to the standards set forth in the ASHA Code of Ethics. All of the programs of study within the Department are structured to prepare graduates to meet the **Knowledge and Skills Acquisition (KASA) Competencies** established by ASHA, which are prerequisites to in-field employment in most employment settings. Graduates from this program meet all current ASHA requirements for coursework and clinical experience; therefore, the process of applying for ASHA membership and certification are greatly simplified. Students should see their Academic Advisors for additional information prior to the completion of their ASHA application.

The student is responsible for completing the ASHA Certification application and for obtaining the necessary information and signature from the Department Chairperson. The certification forms are found in the current [American Speech-Language-Hearing Membership and Certification Handbook](#) for Speech-Language Pathology or Audiology.

The application, including a stamped, self-addressed envelope, should be given to the Academic Program Assistant. She will review the application and verify the completion of all clinical and academic requirements. Once the review has been completed, the Department Chair will then and only then, sign the application.

## V. STUDENT ORGANIZATIONS

National Association of Future Doctors of Audiology (NAFDA). Audiology students may be interested in joining the National Association of Future Doctors of Audiology (NAFDA). NAFDA is a nationally recognized student organization incorporated in Washington, DC and has attained the status of a 501(3)c with the Internal Revenue Service. This gives NAFDA and its Chapters national tax exempt status. The membership of this organization is comprised of four-year Doctor of Audiology (Au.D.) students, distance learning Au.D. students, graduates with an Au.D. degree (Alumni members), and appointed Advisory Board members. Members are able to take advantage of social, educational, technical, and financial materials offered by NAFDA. Alumni members are offered “corporate packages” from NAFDA Corporate Partners. Members have access to Education Archives, may participate in projects such as VIP and PAC and receive equipment and seminar training. For additional information, interested individuals may contact:

NAFDA National Office  
129 East Broadway – Myers Hall  
School of Medicine  
University of Louisville  
Louisville, KY 40202  
Phone: (502) 852-2620 Fax: (502) 852-0865  
Email: [nafda@nafda.org](mailto:nafda@nafda.org)  
[www.nafda.org](http://www.nafda.org)

National Student Speech-Language-Hearing Association – NSSLHA USF Chapter. NSSLHA is a student professional organization for undergraduate and graduate students interested in human communication sciences and disorders. NSSLHA is a

national organization with local chapters at universities and colleges. NSSLHA is the student branch of the American Speech-Language-Hearing Association (ASHA). There are many reasons to join NSSLHA both at the national and the local level. As a member of NSSLHA, you will receive online access to these fine ASHA publications:

American Journal of Speech-Language Pathology: A Journal of Clinical Practice  
American Journal of Audiology: Clinical Practice  
Journal of Speech, Language and Hearing Research  
Language, Speech and Hearing Services in the Schools  
ASHA Leader  
Contemporary Issues in Communicative Science and Disorders

As a NSSLHA member you will be eligible for reduced fees at ASHA conferences and conventions. NSSLHA members are also eligible for a discount on their first year ASHA dues. Applications for NSSLHA are available through the USF Chapter. At the local level, the USF chapter offers students the chance to meet with each other and discuss the program, the courses and the opportunities available in the field of communication sciences. Undergraduates have an opportunity to meet with upper level and graduate students who have experience with the courses and the instructors.

Bimonthly program meetings are planned to present topics of interest to students at all levels and are open to all students within the university. Suggestions for meeting topics come from NSSLHA members. Other activities include fund raising, public relations, and social functions. Become a part of a growing number of students who are finding that involvement in NSSLHA leads to a fuller appreciation of the profession and a greater awareness of the issues affecting the field. Mailboxes and lockers are available in the Student Workroom (PCD 2030) to members at a nominal charge. For further information regarding the USF Chapter of NSSLHA contact your NSSLHA officers.

## **VI. CAREER RESOURCES**

USF offers a service to students to assist in career placement and planning. The Career Resource Center (CRC) may assist graduates with such tasks as job search strategies, resume writing, and interview skills. Individual appointments are available and group presentations are also available by calling 974-2171.

The CRC is located in the Student Services Building, Room 2088 and the office hours are 8:00 A.M. to 4:00 P.M. An updated recruiting list is available 24 hours a day by calling 974-2200. In addition to coordinating placement activities, the CRC staff presents various job search mini-classes. The Center also holds various special events throughout the year such as the Career Expo, Teacher Job Fair, State Wide Job Fair, Hire a Florida MBA Day, and the Graduate/Professional Day.

## **VII. COMMUNICATION SCIENCES AND DISORDERS (CSD) ALUMNI GROUP**

The Department has organized a society of the USF Alumni Association. For information and application contact the Alumni Office at 974-4380.



**APPENDIX**  
**FACULTY LISTING AND SPECIALTY AREAS**  
**LAB FACILITIES**

***Areas of Specialization***

The Department supports basic and applied research in a wide range of areas across the hearing, speech, language, and neurocommunicative sciences. One of our greatest strengths is the interdisciplinary foundation for much of this research. Our faculty members make connections across disciplines within the communication sciences and disorders and also within the broader disciplines of the cognitive and social sciences. Our faculty members also study efficacy in intervention using theory-driven models of treatment.

Within the hearing sciences, faculty members specialize in:

- Aural rehabilitation
- Psychoacoustics
- Aging
- Temporal Processing
- Speech perception by impaired listeners
- Auditory evoked potentials
- Otoacoustic emissions

Within the speech sciences, faculty members specialize in:

- Anatomy and physiology
- Speech perception and production processes
- Speech perception by normal hearing listeners and Listeners with hearing loss
- Non-native speech perception and production
- Prosody

Within the language sciences, faculty members specialize in:

- Oral language and discourse development in school-age children, including language learning disabilities
- Linguistic correlates for reading, writing, and spelling
- Second language learning and literacy learning
- Language variation and multiculturalism

Within the neurocommunicative sciences, faculty members specialize in:

- Aphasia
- Apraxia

- Cognitive/linguistic processing in normal aging and adults with neurological disorders
- Dysarthria
- Dysphagia.

### ***Academic Faculty: Research Interests***

- **Ruth Huntley Bahr** (Associate Professor, Ph.D., CCC-SLP)  
Dr. Bahr's clinical interests include assessment of individuals with vocal disorders. Dr. Bahr's research focuses in four areas: phonological sensitivity in children who are bilingual and bidialectal, role of prosody in speech production, motor planning disorders, and quality of life issues in patients with spasmodic dysphonia.
- **Tempii Champion** (Associate Professor, Ph.D., CCC-SLP)  
Dr. Champion's research interests include child language acquisition and disorders. In addition, Dr. Champion has completed extensive research on narrative development and production among African American children which has been published in her book, "Understanding of narrative structures used among African American children: A Journey from Africa to America." Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc. Dr. Champion continues to research literacy skills of preschool children from urban communities.
- **Kelly Lamar Crain** (Assistant Professor, Ph.D.)  
Dr. Crain's research interests include: phonemic and phonological awareness of deaf children who acquire language via Cued Speech; the communication and language development of deaf and hard of hearing children from oral, signing, and cueing backgrounds; and the communication and language use of deaf and hard of hearing adults from oral, signing, and cueing backgrounds.
- **Gail Donaldson** (Assistant Professor, Ph.D.)  
Dr. Donaldson's research involves sound and speech perception by adult cochlear implant users. Current studies focus on spatial resolution and the use of spectral speech cues.
- **Theresa Hnath-Chisholm** (Professor and Chair, Ph.D., CCC-A)  
Dr. Chisholm's clinical specialty is aural rehabilitation in children and adults, with emphasis on speech perception and sensory aids. Dr. Chisholm's research focuses on treatment efficacy in audiological habilitation and rehabilitation.
- **Stefan A. Frisch** (Assistant Professor, Ph.D.)  
Dr. Frisch's research investigates the organization of speech sounds and phonological words in the mental lexicon, and the role the lexicon plays in speech production, speech perception, and grammar.

- **Arthur M. Guilford** (Professor and Associate Dean, Ph.D., CCC-SLP)  
Dr. Guilford's research specialties are in neurogenic communication disorders, including adult and child populations who present with dysphagia, dysarthria, or apraxia, and in clinical efficacy with particular focus on treatment efficacy with infants and toddlers.
- **Jacqueline J. Hinckley** (Associate Professor, Ph.D., CCC-SLP)  
Dr. Hinckley's clinical specialty is the treatment of adults with neurogenic communication disorders, especially aphasia and cognitive/memory disorders. Her research focuses on the integration of cognitive science and learning to models and techniques of rehabilitation. Her research specialty is clinical outcomes research.
- **Raymond M. Hurley** (Associate Professor, Ph.D., CCC-A)  
Dr. Hurley's clinical specialty is medical audiology and evoked auditory potentials. Dr. Hurley's research focuses on evoked auditory potentials and otoacoustic emissions.
- **Jean Krause** (Assistant Professor, Ph.D.)  
Dr. Krause's research is concerned with speech perception by normal hearing listeners and listeners with hearing loss, as well as the perception of American Sign Language and other visual communication systems used in the education of the deaf. Long-term goals of this work include improving hearing aids, cochlear implants, interpreting/transliterating services, and literacy levels of deaf children.
- **Jennifer J. Lister** (Associate Professor, Ph.D., CCC-A)  
Dr. Lister's research interests include the assessment and rehabilitation of temporal processing disorders across the lifespan, the assessment of auditory perception in simulated real-world listening environments, and the role of temporal processing in speech perception.
- **Gail V. Pashek** (Assistant Professor, Ph.D., CCC-SLP)  
Dr. Pashek's research and clinical interests focus on cognitive/linguistic processing in normal aging individuals and adults with neurological disorders, including stroke, traumatic brain injury, and dementing conditions. Her current research targets the involvement of various neurotransmitters in language and other areas of cognition and how both chemical and behavioral treatments relate to neural plasticity in recovery from neurologic damage.
- **Catherine L. Rogers** (Associate Professor, Ph.D.)  
Dr. Rogers's research focuses on the perception and production of speech by non-native speakers of English and on the perception of accented speech by native listeners.
- **Elaine R. Silliman** (Professor, Ph.D., CCC-SLP)  
Dr. Silliman's current research investigates oral language-literacy connections in monolingual English speaking children with social dialect variations, bilingual

(Spanish-English) children, and children with language learning disabilities. Among current projects are spelling-vocabulary learning links in typically developing children and adolescents and relationships between theory of mind and the understanding and production of more literate syntactic constructions in bilingual children and young adults.

## Departmental Laboratory Facilities

- **American Sign Language (ASL) Laboratory (PCD1140)**  
 The ASL Laboratory is used by ASL and interpreting students to practice signing and interpreting skills. This lab contains video recording and playback equipment, and numerous instructional videos.
- **Acoustic Phonetics Laboratory (PCD3016)**  
 The Acoustic Phonetics Laboratory is used for experiments involving the recording and acoustic analysis of speech production, in particular the prosodic aspects of speech. This lab contains an IAC booth, 3 computer workstations for digital signal processing and data analysis, and recording equipment. Members of this lab also use the equipment of the Voice Clinic for research, including the spirometer, glottograph, oronasal nasality measurement and feedback system, airflow-air pressure measurement system, endoscopy/stroboscopy, *VisiPitch III*, and videostroboscopy.
- **Audiology Rehabilitation Laboratory (PCD3006)**  
 The Audiology Rehabilitation Laboratory is used for behavioral experiments in audio-visual speech perception and hearing and other sensory aids. This lab contains an IAC booth, audiometer, CD-player, Titmus vision screener, TDT Psychoacoustic System, two computer workstations, and high resolution video monitors.
- **Auditory Physiology/Evoked Potential Laboratory (PCD3013)**  
 The Auditory Physiology/Evoked Potential Laboratory is used for human experiments in evoked potentials and otoacoustic emissions. This lab contains an IAC booth, Nicolet *Spirit 2000* 4-channel evoked potential system, and Mimosa Acoustics otoacoustic emission system.
- **Group Presentation Laboratory (PCD3008)**  
 The Group Presentation Laboratory is used for multi-subject experiments. This lab contains 4 workstations for presentation of stimuli using TDT System 3 equipment and collection of responses using keyboard, mouse, or button boxes.
- **Language Laboratory I (PCD 3010)**  
 The function of Language Laboratory I is video-recording, including video editing, and data analysis of quasi-experimental, experimental, and qualitative research in child and adult language. This lab is acoustically treated to provide a quiet environment in which to record free-field or to complete data transcription. This lab contains 4 workstations for video editing and transcription and computer-based data analyses, digital tape recorders with wireless microphones, and portable video cameras and tripods.

- **Language Laboratory II (PCD3017)**  
Language Laboratory II contains 4 workstations for audio and video recording and editing, video cameras, digital and analog tape recorders, and assessment instruments for both child and adult language.
- **Language Laboratory III (Language Analysis Lab) (PCD3009)**  
Language Laboratory III is designed for language-based data analyses. A full range of digital audio and video editing equipment is available to facilitate high-quality video production, as well as computer workstations for the creation and presentation of research materials. Comprehensive software programs are on hand for language analyses, reaction time experiments, and a variety of statistical analyses.
- **Psychoacoustics Laboratory (PCD3005)**  
The Psychoacoustics Laboratory is used for behavioral experiments in human auditory perception as well as the generation, processing, and analysis of auditory stimuli. This lab contains an IAC booth; TDT Psychoacoustic System (includes digital to analog and analog to digital converters, filters, attenuators, mixers, speakers); 2 computer workstations for software development, stimulus generation, stimulus presentation, and recording of responses; filters; signal generators; oscilloscopes; and sound level meters.
- **Speech Perception & Production Laboratory (PCD3008A)**  
The Speech Perception & Production Laboratory is used for behavioral experiments in speech production and speech perception, as well as acoustic and articulatory analysis of speech. This lab contains an IAC booth, 3 computer workstations for digital signal processing and data analysis, TDT System 3 stimulus presentation and recording equipment, and an Aloka SSD-1000 ultrasound imaging workstation.
- **Other Laboratory Facilities**  
With faculty supervision, students have access to an electrophysiological laboratory in the Department of Psychology. This laboratory has equipment that allows recording EEG from 128 electrodes.