

PLEASE NOTE: You must be accepted into the Post Baccalaureate Leveling Program through the UH Department of Communication Sciences and Disorders (ComD) *before* you apply to the University. If you are not accepted into the Department, you will be un-enrolled from Post Baccalaureate leveling courses. Please see department admission requirements below.

**University of Houston
Communication Sciences & Disorders
Post Baccalaureate Leveling Program Application Packet**

Contents:

1. Introductory Letter, instructions on how to submit the application, deadlines and list of requirements
2. Pre-requisite coursework
3. Post Baccalaureate Leveling Program Application: Contact and Background Information
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Dear Prospective Post Baccalaureate Leveling Student,

Thank you for your interest in the Post Baccalaureate Leveling Program in Communication Sciences and Disorders (ComD) at the University of Houston. Please review the enclosed information carefully. Applications will be accepted until **January 15. A minimum undergraduate GPA of 2.8 is required to be considered for admission.**

To apply for admission, you need to submit materials **FIRST** to the Department of Communication Sciences and Disorders, and then, **if accepted**, we will provide details about applying to the University of Houston. If you do not follow these steps, you will be un-enrolled from any classes for which you attempt to register.

UH COMD Department Application: All of the following information must be submitted.

- **APPLICATION PAGE:** Contact and Background Information submitted on the form provided
- **TRANSCRIPTS:** One official or unofficial transcript from each institution attended (INCLUDING UH, if you took undergraduate courses at UH)
- **PERSONAL STATEMENT:** A personal statement that describes your interest in ComD, what makes you a good candidate for the program, relevant activities, and any other pertinent information in 1-2 pages
- **3 LETTERS OF RECOMENDATION:** Letter writers should speak to your communication (written and oral), critical thinking, independent learning, and interpersonal skills.
- **ESSENTIAL FUNCTIONS STATEMENT:** The signed Eligibility Requirements & Essential Functions statement (p. 7)
- **RESUME:** An updated resume
- **FEE:** A \$50.00 non-refundable \$50 fee

Application Submission Instructions

1. **Complete all application materials**
 - If electronic versions of transcripts are not possible, please scan transcripts
 - Letters of recommendation should be emailed to Dr. Byron Ross directly from the letter writer. Letters of recommendation should NOT be sent directly from the applicant. Letters should be email to Byron Ross, **blross3@uh.edu**. The letter writer should indicate who the letter is for in the body of the email.
2. Once all material has been completed, email the Program Director, Dr. Byron Ross.
3. Dr. Ross will send you a link to where you will be able to upload all application material.
4. To submit your payment for the application fee, follow the instructions below:
 1. click on the link <https://uh.edu/comd-payments/>
 2. Click on Department Payments
 3. Click on Applications
 4. Click on Post Bac Applications

5. Submit your payment

- 5. Send a confirmation email to Dr. Ross indicating your application is complete, to which he will confirm.**

**Pre-requisite Coursework for the
Post Baccalaureate Leveling Program in Communication Sciences and Disorders**

The Post Baccalaureate Leveling Program is designed to prepare you for a graduate program in Communication Sciences and Disorders. Post Baccalaureate leveling courses that provide a basic understanding of speech, language, hearing, and swallowing, as well as (basic) courses in natural sciences, physical sciences, social sciences, and statistics must be completed. We strongly recommend that the following background courses be completed prior to entering the Post Baccalaureate Leveling Program:

Biological Science (e.g., biology, human anatomy)

Physical Science (e.g., physics, chemistry)

Social Science (e.g., psychology, sociology, anthropology)

Statistics (e.g., a “stand alone” statistics course)

Content Area	Course name and #	Where was it taken? (which school)
Biological Science (science of living stuff)		
Physical science (science of non-living stuff)		
Social/behavioral sciences (science about people)		
Statistics		

Eligibility Requirements and Essential Functions

Adapted from Schwartz, I., et al. (2007). Eligibility requirements and essential functions.

Paper presented at the Annual Meeting of the Council on Academic Programs in Communication Sciences and Disorders.

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology, to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many of these skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The starred items (*), however, are skills that are more inherent and should be present when a student begins the program.

COMMUNICATION

A student must possess adequate communication skills to:

- Communicate proficiently in both oral and written English language. *
- Possess reading and writing skills sufficient to meet curricular and clinical demands.*
- Perceive and demonstrate appropriate non-verbal communication for culture and context.*
- Modify communication style to meet the communication needs of clients, caregivers, and other persons served. *
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, and community or professional groups.
- Communicate professionally, effectively, and legibly on patient documentation, reports, and scholarly papers required as a part of course work and professional practice.
- Convey information accurately with relevance and cultural sensitivity.

MOTOR

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.*
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.*
- Access transportation to clinical and academic placements.*
- Participate in classroom and clinical activities for the defined workday.*
- Efficiently manipulate testing and treatment environment and materials without violation of testing protocol and with best therapeutic practice.
- Manipulate patient-utilized equipment (e.g., durable medical equipment to include AAC devices, hearing aids, etc) in a safe manner.
- Access technology for clinical management (i.e., billing, charting, therapy programs, etc.).

INTELLECTUAL / COGNITIVE

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.*
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan.

- Solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic and therapeutic plan and implementation.
- Self evaluate, identify, and communicate limits of one's own knowledge and skill to appropriate professional level and be able to identify and utilize resources in order to increase knowledge.
- Utilize detailed written and verbal instruction in order to make unique and dependent decisions.

SENSORY/OBSERVATIONAL

A student must possess adequate sensory skills of vision, hearing, tactile, and smell to:

- Visually and auditorily identify normal and disordered: fluency, articulation, voice, resonance, respiration characteristics; oral and written language in the areas of semantics, pragmatics, syntax, morphology and phonology; hearing and balance disorders; swallowing; social interaction; and cognition related to communication.
- Identify the need for alternative modalities of communication.
- Visualize and identify anatomic structures.
- Visualize and discriminate imaging findings.
- Identify and discriminate findings on imaging studies.
- Discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests.
- Recognize when a client's family does or does not understand the clinician's written and or verbal communication.

BEHAVIORAL/ SOCIAL

A student must possess adequate behavioral and social attributes to:

- Display mature empathetic and effective professional relationships by exhibiting compassion, integrity, and concern for others.*
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.*
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics and university and federal privacy policies.*
- Maintain general good physical and mental health and self care in order not to jeopardize the health and safety of self and others in the academic and clinical setting.*
- Adapt to changing and demanding environments (which includes maintaining both professional demeanor and emotional health).
- Manage the use of time effectively to complete professional and technical tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Dress appropriately and professionally.

Essential Functions Statement

**ALL STUDENTS - PLEASE SIGN THE STATEMENT BELOW
and return it along with your application packet**

I declare that I have read and understand the attached description of Eligibility Requirements and Essential Functions. I understand that if I am unable to meet these standards, I may be dismissed from the program.

Signature of Applicant

Date

ALERT TO NON-NATIVE ENGLISH SPEAKERS

A high level of English language proficiency is critical for clinical work as a speech-language pathologist. Satisfactory performance on the TOEFL does not, in and of itself, imply that one can meet this minimum standard. Please understand that if you are unable to meet this standard, you may be dismissed from the program. All applicants for the Post Baccalaureate Leveling Program who are not native English speakers will be required to meet with a faculty member before admissions can be determined.

RESOURCES FOR STUDENTS WITH DISABILITIES

To request disability related accommodations that may be necessary in order to satisfy the requirements of this program, students must contact the University of Houston Center for Students with DisABILITIES.

Justin Dart, Jr. Center for Students with DisABILITIES
CSD Building #568, Room #110
University of Houston
Houston, Texas 77204-3022
Phone: (713) 743-5400
TDD: (713) 749-1527
Fax: (713) 743-5396
Email: uhcsd@uh.edu
<http://www.uh.edu/csd/>

**UNIVERSITY of HOUSTON
COMMUNICATION SCIENCES AND DISORDERS
POST BACCALAUREATE LEVELING PROGRAM APPLICATION
Contact and Background Information**

Full Legal Name:

Current Mailing Address:

Permanent Mailing Address:

List all Institutions Attended, including current enrollment:

Important Facts

The Post Baccalaureate Leveling Program curriculum is not a degree granting program. You will not obtain a second Bachelor's degree. You will be eligible to apply to a graduate program in Communication Sciences and Disorders (COMD). The prerequisites required in our program are designed to prepare you for the UH graduate program in COMD. Other graduate programs may have different requirements. The UH One Year Post Baccalaureate Leveling Program curriculum consists of three semesters. The UH Two Year Post Baccalaureate Leveling Program curriculum consists of four semesters.

Listed below are critical aspects of the Post Baccalaureate Leveling Program:

1. You must begin in the Fall semester.
2. All of the courses are offered during the daytime. If you work during the day, you will need to adjust your work schedule to accommodate your classes.
3. The Post Baccalaureate Leveling Program does not lead to the attainment of the Texas State Teaching Certificate (additional coursework is required). The Post Baccalaureate Leveling Program does not lead to the attainment of a Speech-Language Pathology Assistant License (assisting experience is required and/or additional courses).
4. Completion of the Post Baccalaureate Leveling Program sequence does NOT guarantee admission into the graduate program. Graduate admission is highly competitive. A limited number of students are admitted annually.

The *minimum* unconditional admission requirements to the graduate school are:

- 3.0 grade point average in the last 60 hours of study
- 3.0 grade point average in all ComD courses

If you have any further questions, you may contact the PB Leveling Coordinator, Dr. Byron Ross by e-mail (blross3@uh.edu), or the Program Undergraduate Advisor, Jessica Zoll (jczoll@central.uh.edu).