

**University of Houston
Communication Sciences & Disorders
Graduate Program Application Packet
Fall 2013 admission**

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IMPORTANT!

All of the materials requested for the ComD Graduate Application (see item 2 on the next page) must be sent directly to the UH ComD Department at the address below. Materials that are sent to the university admissions office may not be received by ComD in time to meet the deadlines.

Please be sure to indicate Communication Sciences & Disorders and/or COMD in the address to help prevent your application from being delivered to the wrong department.

Program Coordinator
Department of Communication Sciences and Disorders
100 Clinical Research Services Center
University of Houston
Houston, TX 77204-6018

Dear Prospective Student,

Thank you for your interest in the UH graduate program in Communication Sciences and Disorders. Please review the enclosed information carefully. The deadline is **February 1st** for admission for the Fall semester. (If this falls on a weekend, the application is due on the Monday immediately following).

To apply for admission, you need to complete materials for both the UH Graduate Studies application (on-line Texas Common Application) and the Department of Communication Sciences and Disorders.

1. **Texas Common Application.** All students must complete the on-line application for UH Graduate Studies. https://www.applytexas.org/adappc/gen/c_start.WBX Note that there is a separate application for domestic and international students.
2. **UH ComD Application.** All of the following information must be submitted directly to UH ComD (see address below)
 - 2.1. **TRANSCRIPTS:** One official transcript from each institution attended (*INCLUDING UH, if you took undergraduate or PB courses at UH*). These must be received in a sealed envelope with a stamped seal across the envelope flap.
 - 2.2. **GRE SCORES:** One official copy of your general GRE test scores (can be the old or new version of the test). Scores for Verbal, Quantitative and Writing must be included. *Beginning with spring 2013 admissions, **GRE scores will be accepted up to 5 years after the test was taken (e.g., for Spring 2013 application, test scores from January 2009 or later will be accepted)***. The institution code for the University of Houston Main Campus (UH University Park) is 6870 and the Department code is 0620.
 - 2.3. **PERSONAL STATEMENT:** A personal statement that describes your interest in speech-language pathology, relevant activities and any other pertinent information. Please keep to 1-2 pages long.
 - 2.4. **ESSENTIAL FUNCTIONS STATEMENT:** The signed Eligibility Requirements & Essential Functions statement (p. 8)
 - 2.5. **LETTERS OF RECOMMENDATION:** Three letters of recommendation. You must use UH ComD form, (p. 9-10). Make copies for each of your 3 references.
 - 2.6. **CONTACT INFORMATION FORM:** This information will be used to help track the receipt of all the forms for your application and to contact you in case portions are missing (p. 11)
 - 2.7. **CREDIT/COURSE FORMS:** Completion of Courses in the Major Form (p. 12); Last 60 Credit Hours Form (p.13), and the Repeated Courses Form (p. 14).

- 2.8. **SPECIALTY TRACK/SCHEDULE FORM:** Completion of form indicating interest in a specialty track and full-time vs. part-time enrollment in the graduate program (p. 16)
- 2.9. **SCHOLARSHIPS/ASSISTANTSHIPS:** Students who are interested may complete and submit the application for scholarships and assistantships (optional; p. 17)
- 2.10. **FEE:** A \$75.00 non-refundable processing fee. You can either pay this online with your Texas Common Application or send a check made out to “UH ComD” with your ComD application forms.

3. International Applicants

In addition to the materials listed above, the International Admissions Office requires that you submit the following:

- 3.1. **TOEFL SCORES:** One official copy.
- 3.2. A letter of **FINANCIAL BACKING**.
- 3.3. The **STATEMENT of UNDERSTANDING** located in the application booklet.
- 3.4. **TWO PASSPORT-SIZED PHOTOS**
- 3.5. **FEES:** A \$75.00 processing fee. This is in addition to the \$75.00 departmental fee noted above (item 2.10).

LATE and/or INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.

All materials listed under #2 should be sent to:

**Program Coordinator
Department of Communication Sciences and Disorders
100 Clinical Research Services Center
University of Houston
Houston, TX 77204-6018**

The department has some financial assistance in the form of scholarships and assistantships. If you would like to be considered for financial assistance, please fill out the scholarship/assistantship form (p. 16) and submit it with your application. Letters of acceptance to the program often will specify the type of financial support the department can offer. If support is not specified, it does not necessarily mean it is unavailable, and you are encouraged to contact the department to discuss your needs. For student loans and other forms of financial aid, please visit the UH financial aid website: <http://www.uh.edu/financial/index>

**Pre-requisite Coursework for the
Graduate Program in Communication Sciences and Disorders**

The UH graduate program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Pre-requisite courses that provide a foundational 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 math and science courses be completed prior to entering the graduate program. These include:

Biological Science (science of living things, such as cellular, plant or human biology, etc)
Physical Science (science of non-living things, such as physics, chemistry, etc)
Social Science (e.g., psychology, sociology, anthropology)
Statistics

****NOTE:** As of August 2014, all applicants for certification in Speech-Language Pathology must have completed a statistics course. This replaces the previous requirement for a college-level algebra course. Any student beginning a graduate program in Fall 2013 or later **MUST** have a statistics course.*

In nearly all cases, prerequisite speech/language courses must be completed before beginning the graduate program. These include the following:

Anatomy & Physiology (A&P for speech & hearing; head & neck anatomy for SLPs, etc)
Phonetics
Speech and Language Development
Speech and/or Language Disorders (can be in children or adults)
Audiology
Aural Rehabilitation
Speech Science
Clinical Procedures (Potential topics covered in a clinical procedures course can include:
e.g., evaluation purpose, process and tools, intervention methods, goal writing,
theories to justify underlying principles, service delivery [ECI, public school,
Medicaid, Medicare, etc.], data collection, report writing/clinical documentation,
ethics, etc. Some students may obtain such knowledge & skills through other
communication disorders courses.)

We do not require a neuroscience/neuroanatomy course, but it is extremely helpful if you have taken one prior to entering the graduate program.

If you completed your undergraduate degree at a University other than the University of Houston you may be asked to submit syllabi from select courses. These will be reviewed to ensure that all required competencies have been achieved.

CONTINGENCIES

If you are admitted to the graduate program, the admission offer will be contingent upon the successful completion of your undergraduate degree or any remaining undergraduate prerequisite classes. "Successful completion" is defined as a B- or better in each required course. Failure to meet these requirements may result in a change to provisional status or revocation of your admission.

ADMISSION STATUS

Students admitted under provisional status must not make any grade below a B- during the first semester in the program. A student who does not meet this provision will be dismissed from the program at the end of the first semester.

Eligibility Requirements and Essential Functions

*Adapted from a draft document of the
Council of Academic Programs in Communication Sciences and Disorders (2007)*

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. If you have any questions in this regard, you can contact the Department of Communication Sciences and Disorders (713-743-2897) to request an interview to help determine whether or not you should be concerned.

RESOURCES FOR DISABLED STUDENTS

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/>

To be completed by student

Recommendation Form

Student Name _____

OPTIONAL: I hereby waive my right of access to the material recorded below.

Signature of Applicant _____ Date _____

Respondent Name & Title _____

How well do you feel you know the applicant? ☐ Casually ☐ Well ☐ Very Well

What was the nature of your contact with the applicant? (complete all that apply)

(a) Instructor for the following course(s):

Course	Grade	Class ranking (circle one)					
		Top 5%	6-10%	11-20%	21-33%	34-50%	below 50%
		Top 5%	6-10%	11-20%	21-33%	34-50%	below 50%
		Top 5%	6-10%	11-20%	21-33%	34-50%	below 50%

(b) Employer for _____ months/years Applicant's position _____

(c) Research Advisor for _____ months/years project completed / in progress (circle one)

(d) Other (describe) _____

In your opinion, is the applicant's scholastic record, as you know it, an accurate index of this student's scholastic ability?

☐ Yes ☐ No (please explain briefly) ☐ Inadequate opportunity to observe

Scholarship consideration:

☐ Please consider this student for a scholarship or assistantship based on ACADEMIC MERIT.
(If you feel this student is of sufficient caliber to be considered for a scholarship, please attach a letter that expands upon the information provided on this form.)

☐ Please consider this student for a scholarship or assistantship based on FINANCIAL NEED or other reasons. (Please explain below or in an attached letter).

Please rate the student on the following dimensions, compared to other graduating seniors.

	Clearly Superior	Above Average	Average	Slightly Below Average	Clearly Below Average	Unable to judge
Problem solving						
Oral Expression						
Writing Skills						
Interpersonal Relations (peers, faculty, clients)						
Emotional Maturity						
Ability to work independently						
Responsibility in assignments & undertakings						
Potential for Success in Graduate school						

Overall Rating:

- ☐ Highest Recommendation: Outstanding candidate, representing top 10% of students.
- ☐ High Recommendation: Excellent candidate, representing top 25% of students.
- ☐ Recommend: Competent candidate, representing top 40% of students.
- ☐ Recommend with reservation: Candidate may have difficulty in succeeding in this program.
- ☐ Do Not Recommend: Inappropriate candidate.

Additional comments. Either on the back of this form or in an attached letter, include anything else about the student you think might be helpful to the admissions committee as they make their decisions.

Respondent's signature

Title

Date

**Please place the completed form in a sealed envelope.
Write your name across the back of the seal and return it to the student.**

Contact Information Form

This information will be used to help track information sent as part of your application, and also will be used to contact you in case of missing materials.

Name _____
Alternate names that may appear on transcripts (e.g., maiden/married name) _____

Date of Birth _____

Current Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Email address (this will be used to contact you in case of an incomplete application. Please list an email that you regularly check) _____

PRINT CLEARLY

Names of individuals writing your Letters of Recommendation

1. _____
Name University/Organization
2. _____
Name University/Organization
3. _____
Name University/Organization

All institutions you have attended & which will be sending transcripts. Add extra page if needed (Remember to have transcripts sent to UH ComD, not UH admissions)

College/University Dates attended # credits earned

College/University Dates attended # credits earned

College/University Dates attended # credits earned

College/University Dates attended # credits earned

Courses in Major Form

Applicant Name: _____

University Attended: _____

Student Number: _____

Please list all Communication Disorders courses taken.

Course Name	Course Number	Credits	Grade

Last 60 Hours Form

Applicant Name: _____

University Attended: _____

Student Number: _____

Please list the last 60 hours completed in your undergraduate program, including, if applicable, post-bachelor's courses.

Course Name	Course Number	Credits	Grade

Repeated Courses Form

Applicant Name: _____

University Attended: _____

Student Number: _____

Please list any courses you have retaken. Include the name of the course, the grade you received the first time you took it, and the grade you received when you repeated the course.

Course Name	Course Number	Credits	Initial Grade	Repeated Grade

Schedule & Specialty Track Preferences

Full-Time vs. Part-Time

The University of Houston graduate program in Communication Sciences & Disorders offers both full-time and part-time schedules. Details are available on our website.

Students in the Full-time program complete 10 core courses, 2-3 electives, and 5-6 clinic placements. Full-time students complete the program in 5-6 semesters over the course of 2 years (e.g., Fall-Spring-Summer; Fall-Spring-Summer as needed).

Students in the Part-time program complete 10 core courses, 2-3 electives, and 7 clinic placements. Part-time students complete the program in 7 semesters over the course of 3 years. During the 3rd year, part-time students are assigned to externships which require a 30-40 hour/week commitment. Students who begin in the Part-time program CANNOT switch to the Full-time program to graduate in less than 7 semesters.

Specialty Tracks

Students in the graduate program have the option to complete one of three *Specialty Tracks*. These tracks facilitate additional focused knowledge and skills (academic & clinical). Specialty tracks include 2 focused elective courses, a capstone project, and additional assessment and treatment activities. Tracks are optional.

- (1) Adult Medical Speech-Language Pathology: This track provides in-depth study of a variety of issues and disorders related to medical speech-language pathology. Seminars will provide information beyond what is provided in core courses for: dysphagia (child and adult), motor speech disorders, cognitive-communication disorders, aphasia, laryngectomy, trachs and vents, alternative and assistive communication (AAC), neuro-rehabilitation, and issues related to practice in a hospital setting. Seminar topics will be offered on a rotating basis.
- (2) Pediatric Speech-Language Pathology: This track provides additional breadth and depth in speech-language pathology for children. Seminar topics include literacy development and treatment, legal and ethical issues surrounding SLPs in the public schools, and provision of specialty services including AAC, pediatric swallowing, and craniofacial anomalies. Seminars are offered on a rotating schedule.
- (3) Research: This track is for students who choose to complete a Master's thesis. Topics depend on student and faculty interest.

Schedule & Specialty Track Preferences

Please complete this form and return it with your application. Please note: this information is for program planning only. The preference for full or part time enrollment or specialty track is not binding and does not impact the admission decision.

Name _____

1. Please indicate whether you are interested in the Full-time or Part-time programs.

This is not a binding decision, but is for our planning purposes. You must declare full- or part-time status at the time you begin the graduate program.

You will not be able to change from Part-Time to Full-Time once you have started the program, although you can drop from full to part-time after beginning the program.

☐ FULL TIME

☐ PART TIME

☐ UNDECIDED

2. Please indicate if you would be interested in one of the Specialty Tracks.

This is not a binding decision, but is only for our planning purposes. If you choose to complete a Specialty Track, you must declare your decision during the first Fall semester in the program.

☐ Adult Medical SLP

☐ Pediatric SLP

☐ Research

☐ None or Undecided

Application for Graduate Scholarships and Assistantships

Please fill out the following as completely as possible and return with your application

Name _____ Date _____

Email: _____

Preferred Phone: _____ home / mobile (circle one)

Date of anticipated entry to the graduate program _____

Would you like to be considered for a Scholarship? ☐ YES ☐ NO

Would you like to be considered for an Assistantship? ☐ YES ☐ NO

(You may select both)

IF YOU ARE INTERESTED IN AN ASSISTANTSHIP, PLEASE COMPLETE THIS SECTION

Type of assistantship you are interested in (check all that apply).

Most assignments require a ten hour-per-week time commitment, though there is some flexibility in the scheduled determined on an individual basis.

_____ Graduate Teaching Assistant: provides educational support for an undergraduate class

_____ Graduate Research Assistant: provides research support for a faculty member

_____ Graduate Assistant for Clinic: provides clerical support for clinic and department operations

Skills inventory: Check all that apply. On the back, please describe your level of expertise

☐ Excel ☐ Powerpoint ☐ Data entry/management ☐ Data analysis (please be specific) ☐ Phonetic transcription ☐ Tutoring (specify subject) ☐ Bilingual (specify language)	If you are interested in a TA position, please indicate what courses/topics you are most interested in: ☐ Anatomy ☐ Normal language development ☐ Phonetics ☐ Audiology ☐ Intro to ComD
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Relevant past work experience: (please be specific; add information on back if needed)