Department of Communication Sciences and Disorders
College of Allied Health Sciences
3310 Health Sciences Building | Mail Stop 668
East Carolina University | Greenville, NC 27834-4354
252-744-6100 office | www.ecu.edu/csd

Undergraduate Student Handbook Bachelor of Science (BS) in Speech and Hearing Sciences

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www.ecu.edu

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Welcome

Welcome to the undergraduate program in the Department of Communication Sciences and Disorders! We are honored that you are either considering or have chosen to pursue your degree in speech and hearing sciences. You have selected both a challenging and rewarding academic program. We will work with you to ensure that your journey is enjoyable and satisfying.

The purpose of this handbook is to provide current and prospective students with an overview and a guide to information about the Speech and Hearing Sciences (SHS) Program in the Communication Sciences and Disorders Department. Please read through this handbook thoroughly and refer to it throughout your course of study.

Please note that this handbook is subject to change as ECU policies, departmental policies, and program requirements are updated. If and when such changes occur, you will be informed in writing from the undergraduate program director and/or department chair.

Our faculty and staff are always available for questions and concerns. They are here to support you in achieving your goals as a student in our department.

Best wishes as you pursue your undergraduate degree!

ECU Mission Statement

To be a national model for student success, public service and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

- Approved by the Board of Trustees in July, 2013
- Approved by the Board of Governors in February 2014

Department of Communication Sciences and Disorders Mission Statement

The mission of the Department of Communication Sciences and Disorders is to educate students toward the improvement of the quality of human communication. We will accomplish our mission through leadership, excellence, and innovation in;

1. delivering bachelor's, master's, doctoral and continuing education;
2. providing and participating in professional and clinical service;
3. conducting basic, clinical and applied research in communication sciences and disorders;
4. entrepreneurship and economic development.

Website: ECU CSDI (communications-disorders.ecu.edu/education/undergraduates-bs/)

Degrees Offered

The department of Communication Sciences and Disorders offers degrees at the undergraduate, masters, and doctorate levels.

Undergraduate Degree Programs

- BS, Speech and Hearing Sciences
- Minor in Speech and Hearing Sciences

Graduate Degree Programs:

MS, Communication Sciences and Disorders (Speech-Language Pathology)

- On-Campus
- Distance Education

Doctoral Degree Programs:

- PhD, Rehabilitation Sciences
- AuD, Audiology

Undergraduate Degree Requirements:

BS, Speech and Hearing Sciences (SHS) Application Requirements:

- 3.0 overall GPA
- Interview (Completed digitally)
- Completion of General Education Course requirements (refer to p. 9)
- Completion of Cognate Course requirements (refer to p. 9)
- Grade of B or better (this does *not* include B-) in CSDI 2100 (Intro to Communication Disorders)
- Speech and Hearing Sciences listed as intended major with SHS Academic Advisor
- Application for admission to the Speech and Hearing Sciences Program (communications-disorders.ecu.edu/education/undergraduates-bs/) submitted by the deadline published on CSDI website.

Minor in Speech and Hearing Sciences Requirements:

- 3.2 overall GPA
- Letter submitted to Undergraduate Program Director by the deadline published on CSDI website.

Transfer Students:

- If you are planning to transfer to ECU and major in Speech and Hearing Sciences, apply to ECU during the fall semester (before October) to take advantage of early registration for the spring semester.
- Contact SHS Academic Advisor about transfer general education course credits during the fall semester.
- Completion and/or transfer of General Education Course requirements (refer to p. 9)
- Completion and/or transfer of Cognate Course requirements by the end of 2nd Summer Session (refer to p.9)
- Completion and/or transfer of a grade of B or better in CSDI 2100 (Intro to Communication Disorders) by the end of Spring Semester. Transfer grades must be approved by the Director of the Undergraduate Program.
- Application for admission to the Speech and Hearing Sciences Program submitted by the deadline published on CSDI website

Second-Degree Students:

- If you are planning to transfer to ECU and major in Speech and Hearing Sciences, apply to ECU during the fall semester (before October) in order to take advantage of early registration for the spring semester.
- Contact SHS Academic Advisor about transfer general education course credits during the fall semester.
- Completion and/or transfer of General Education Course requirements (refer to p. 9)
- Completion of Cognate Courses (refer to p. 9)
- Completion and/or transfer of a grade of B or better in CSDI 2100 (Intro to Communication Disorders) by the end of Spring Semester. Transfer grades must be approved by the Director of the Undergraduate Program.
- Application for admission to the Speech and Hearing Sciences Program submitted by the deadline published on CSDI website, (communications-disorders.ecu.edu/education/undergraduates-bs/

BS, SHS Application Process Information:

- Application and Interview Instructions posted on CSDI Undergraduate Program's Website.
- Interview will be scored in the following three areas: **Professional Behavior** (e.g., Poise/Appearance), **Responds to questions completely**, and **Language Use/Structure** (e.g., Vocabulary and Grammar).

- The criteria listed below is used to facilitate the SHS admissions process based on overall GPA, completion of course requirements, interview, and other related work and educational credits.

Department of Communication Sciences and Disorders
B.S. in Speech and Hearing Sciences Application Criteria

1. **Overall Cumulative Grade Point Average (GPA)**
2. **Completion of Prerequisite Course:**
    a. CSDI 2100 – Introduction to Communication Disorders
    b. **CSDI 2100 must be completed with a grade of B or better*
3. **Completion of General Education Courses:**
    a. ENGL 2201 – Writing about the Disciplines
    b. BIOL 1050/1051 – General Biology with lab (or approved biology course)
    c. PHYS 1050 – Physics and the Environment (chemistry may be substituted-speak to advisor)
    d. MATH 1065 – College Algebra
    e. PSYC 1000 – Introductory Psychology
    f. **General Education courses must be completed with a grade of C or better*
4. **Completion of Cognates**:
    a. LING 3760 – Linguistic Theory for Speech and Hearing Clinicians
    b. SPED 2000 – Introduction to Exceptional Children
    c. BIOS 1500 – Introduction to Biostatistics (or approved statistics course)
    d. **Cognate courses must be completed with a grade of C or better*
5. **Interview Evaluation Criteria:**
    a. Professional Behavior (Poise/Appearance/Eye contact)
    b. Responds to Question(s) Completely
    c. Language Use/Structure (Vocabulary and Grammar)

Academic Advising

Undergraduate students are advised in the Old Cafeteria Complex on ECU's main campus. Students are expected to make an appointment with their advisor at least once during each academic semester to gain information on course registration and to ensure they are still on track for graduation.

You may expect your Academic Advisor to:

- Discuss major requirements and assist in the selection of appropriate coursework
- Provide accurate and timely information
- Discuss academic goals and ways to meet them
- Make referrals when necessary (academic, career, personal)
- Be knowledgeable of campus policies and procedures (or be able to find the necessary information)
- Discuss the academic advising processing including the roles of the advisor and advisees'
- Be able to listen, understand, and respond appropriately to advisees' concerns
- Respect advisees as individuals, understanding differences in backgrounds and educational/life goals

SHS Academic Advisor: *Briley Brand*
Email: brandb22@ecu.edu
Telephone: 252-328-6001
Office Location: Old Cafeteria Complex

Undergraduate Curriculum

The minimum degree requirement for the B.S. in Speech and Hearing Sciences is 120 semester hours of credit. The program requires 40 semester hours of foundation curriculum, 8 semester hours of cognates, 36 semester hours in the major, and 36 semester hours in a minor, concentration or structured electives.

The required courses for the major are:

General Education Courses:

Class Code	Class Name
BIOL 1050	General Biology (or an approved biology course and lab)
BIOL 1051	General Biology Laboratory
MATH 1065	College Algebra
PHYS 1050	Physics and the Environment (chemistry may be substituted, speak to advisor)
PSYC 1000	Introductory Psychology

Cognates:

Class Code	Class Name
BIOS 1500	Introduction to Biostatistics (or approved statistics course)
LING 3760	Linguistic Theory for Speech and Hearing Clinicians
SPED 2000	Introduction to Exceptional Children

Major Courses:

Class Code	Class Name
CSDI 2100	Introduction to Communication Disorders
CSDI 3010	Phonetics
CSDI 3105	Hearing Science
CSDI 3020	Language Development
CSDI 3040	Anatomy of Speech and Respiratory Mechanisms
CSDI 3045	Speech Science
CSDI 3050	Acquisition and Development of Phonology and Articulation
CSDI 4440	Neural Processing in Speech and Language
CSDI 4100	Introduction to Audiology
CSDI 4110	Aural Rehabilitation
CSDI 4335	Clinical and Professional Practices in Communication Sciences and Disorders

Minor courses (27 s.h.):

Class Code	Class Name
CSDI 2100	Introduction to Communication Disorders
CSDI 3100	Phonetics
CSDI 3105	Hearing Science
CSDI 3020	Language Development
CSDI 3040	Anatomy of Speech and Respiratory Mechanisms
CSDI 3045	Speech Science
CSDI 3050	Acquisition and Development of Phonology and Articulation
CSDI 4100	Introduction to Audiology
CSDI 4110	Aural Rehabilitation

Students are encouraged to choose from the following courses as electives if available through the university:

Class Code	Class Name
ASLS 2020	Sign Language Studies I
ASLS 2030	Sign Language Studies II
ANTH 1000	Introduction to Anthropology
COMM 2020	Fundamentals of Speech Communication
COMM 2410	Public Speaking
CSDI 4001/4002/4003	Special Problems in Speech and Hearing – Independent Study (consent needed)
ENGL 3810	Advanced Composition
ENGL 3820	Scientific Writing
ENGL 3835	Persuasive Writing
MATH 2121	Calculus for the Life Sciences I
MATH 2122	Calculus for the Life Sciences II
MATH 2171	Calculus I
BIOL 2130	Survey of Human Physiology and Anatomy
BIOL 2131	Survey of Human Physiology and Anatomy Laboratory
BIOL 2140	Human Physiology and Anatomy I
BIOL 2141	Human Physiology and Anatomy I Laboratory
BIOL 2150	Human Physiology and Anatomy II
BIOL 2151	Human Physiology and Anatomy II Laboratory

Class Code	Class Name
BIOL 2300	Principles of Genetics
HIMA 3000	Medical Terminology for Health Professionals
PHYS 1250	General Physics
PHYS 1251	General Physics Laboratory
SOCI 1010	Race, Gender, Class
SOCI 2110	Introduction to Sociology
SOCI 2111	Modern Social Problems
SPAN 2003	Spanish Level III
SPAN 2004	Spanish Level IV
SPAN 2117	Spanish for Professions
SPAN 3001	Spanish Conversation
SPAN 3002	Spanish Composition and Review of Grammar
SPAN 3110	Spanish for the Health Professions
SPAN 3210	Advanced Composition
SPAN 3325	Spanish Phonetics and Phonology
SPAN 3335	Structure of the Spanish Language
HDFS 2001	Child Development II: Middle Childhood Through Young Adulthood
HDFS 2400	Introduction to Gerontology
PSYC 2210	Research Methods in Psychology
PSYC 2777	Ethnocultural Psychology
PSYC 3206	Developmental Psychology
PSYC 3221	Social Psychology
PSYC 3310	Introduction to Neuroscience
PSYC 3311	Neuropsychology
PSYC 3312	Sensation and Perception
PSYC 3375	Abnormal Psychology
LING 2700	Introduction to Language Studies
IRHE 2000	Introduction to Rural Health Care Teams
IRHE 2500	Service Learning in Interdisciplinary Teams
ADRE 2000	Survey of Community Resources in Rehabilitation and Health Care
HDFS 2280	Introduction to Child, Family, and Community Services

Recommended Course Sequence

The following is a suggested guideline to assist the student in arranging his/her schedule of courses. The format is based upon a logical sequence of courses in the major as well as the schedule of when courses in the department are offered. (CSDI courses are ONLY offered during the semester indicated.) Any significant deviations from the sequence must be approved by the Director of Undergraduate Studies.

Freshman Year

Fall	S.H.	**Spring**	S.H.
*BIOL 1050	3	*MATH 1065	3
*BIOL 1051	1	*PHYS 1050	3
ENGL 1100	3	KINE 1000	1
HLTH 1000	2	Humanities/Fine Arts	3
*PSYC 1000	3	*SPED 2000	2
Elective/Minor	3	Elective/Minor	3
TOTAL	15	TOTAL	15

Sophomore Year

Fall	S.H.	**Spring**	S.H.
*CSDI 2100	3	Elective	3
*ENGL 2201 WI	3	*LING 3760	3
Biostatistics	3	Elective/Minor	6
Social Sciences	3	Social Sciences	3
Humanities/Fine Arts	3	Humanities/Fine Arts	3
TOTAL	15	TOTAL	15

Junior Year

Fall	S.H.
CSDI 3020 Language Development	3
CSDI 3010 Phonetics	3
CSDI 3040 Anatomy & Physiology	3
CSDI 3105 Hearing Science	3
Elective/Minor	3
TOTAL	15

Spring	S.H.
CSDI 4110 Aural Rehabilitation	3
CSDI 3050 Phonology & Articulation	3
CSDI 4100 Intro to Audiology	3
Elective/Minor	3
Elective/Minor	3
TOTAL	15

Senior Year

Fall	S.H.
CSDI 4335 Clin & Prof Practices in CSDI (WI)	3
CSDI 4440 Neural Processing in SLP	3
Electives/Minor	9
TOTAL	15

Spring	S.H.
CSDI 304 Speech Science	3
Electives/Minor	12
TOTAL	15

Retaking Courses

University Policy

At ECU, you can use four grade replacements. Grade replacements allow you to retake any 1000, 2000, 3000, 4000 level course where you have earned a grade of C-, D+, D, D-, of F. A student may replace a grade in four different courses or may replace a single course grade a maximum of four times, or a combination thereof not to exceed the limits of the policy.

For more information: Registrar Grade Policies (registrar.ecu.edu/grade-policies/)

Department Policy

To retake a course in the CSDI Department, the student making the request must first receive approval from the instructor of the course and the undergraduate program director. We strongly encourage any student considering dropping a course to retake it at another time to first talk with their instructor and potentially the director of undergraduate education. It is important to remember that there are limited number of seats available in each CSDI course and that priority for these seats are given to newly admitted students and students who are performing well academically and following the normal progression of CSDI courses.

SHS Academic Requirements

For students entering major for Fall 2022 and *after*, the following guidelines will apply:

- To continue in the major and graduate, students must maintain an overall GPA of at least 2.70 after beginning CSDI 3000 and higher-level major courses
- Dismissal from the program may occur if a student earns a grade lower than D- in a major course.

Guided Clinical Observation Hours

Undergraduate students interested in pursuing a graduate degree in speech-language pathology should begin the process of completing **25 guided clinical observation hours** that are required by all accredited speech-language pathology graduate programs. The guided clinical observations should include the observation of a variety of communication and swallowing disorders across the life span in different settings (e.g., clinics, nursing homes, hospitals, schools, and video recordings). The 25 guided clinical hours must be documented and submitted to graduate programs before the fall semester of graduate program enrollment.
The observations should be documented on the Log of Clinical Guided Observations form, which can be found on the following page.

Some of the guided clinical observation hours can be obtained as part of assignments in CSDI 4335, taken in the fall semester of senior year. In addition, students are encouraged to utilize online guided clinical video observation resources such as Master Clinician (masterclinician.com) or SimuCase (www.simucase.com). ECU's speech-language pathology graduate program will accept 10 hours of video observations; however, more than 10 hours of video observations may be accepted in extreme circumstances. Therefore, each student is responsible for knowing the amount of video observation hours that a graduate program will agree to take upon admission.

In addition, the **Guided Clinical Observation Hours** need to follow the *2020 Certificate of Clinical Competence Standards in Speech-Language Pathology* (www.asha.org/certification/2020-slp-certification-standards/) as outlined on ASHA's website: 2020 Standards

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

Supervisor Requirements for Observation Hours: The observation and direct client/patient contact hours must be within the ASHA *Scope of Practice in Speech-Language Pathology* (www.asha.org/policy/SP2016-00343/) and must be under the supervision of a qualified professional who holds a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student's observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes. As part of ASHA updated Standards V-E, "supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession and who, after earning the CCC-A or CCC-SLP, has completed (1) a minimum of 9 months of full-time clinical experience, and (2) a minimum of 2 hours of professional development in clinical instruction/supervision." This applies to any observation hours acquired after January 1, 2021. You may confirm your supervisor has acquired the needed professional development through the following link: ASHA Certification and Ethics Verification (apps.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=ccchome)

REPORT OF GUIDED CLINICAL OBSERVATION HOURS

Name: _____ **Banner #:** _____

ECU Email: _____

Date	Evaluation (Dx) or Treatment (Tx)	Type of Disorder Observed	Number of minutes observed (or convert to hours)	Guided Observation (Yes/No); Guided observations may be verbal or written communication completed either during or after the observation.	Speech-Language Pathologist or Audiologist verification – printed name, initials and ASHA# (Name must be legible)

A minimum of 25 clock hours of observation of SLP or Audiology sessions is required. Observation hours should be in a variety of settings with a variety of different patient disorders and procedures. Multiple sheets are acceptable if needed.

Essential Functions

ESSENTIAL FUNCTIONS FOR UNDERGRADUATE EDUCATION
EAST CAROLINA UNIVERSITY
COMMUNICATION SCIENCES & DISORDERS

The accredited programs in audiology and speech-language pathology of the Department of

Communication Sciences and Disorders (CSDI) at East Carolina University adhere to the standards set by the *American Speech-Language-Hearing Association* (ASHA) including a code of ethics: Code of Ethics (www.asha.org/policy/code-of-ethics/?srsltid=AfmBOopmqs_WsdW2V3lEZaILYclLc4IB_i540eHF-79aYaRgc_SYw5iZ). Faculty have a responsibility for the welfare of the clients/patients tested, treated, or otherwise affected by students enrolled in the CSDI program.

Thus, it is important that persons admitted, retained, and graduated from the undergraduate program possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to prepare for academic and clinical education, and future practice in speech-language pathology and audiology.

To fulfill this responsibility, the department has established a document of essential functions necessary for successful completion of the requirements of the undergraduate program. Admission and retention decisions are based not only on satisfactory prior and ongoing academic achievement in coursework but are based on satisfactory prior and ongoing academic achievement in didactic and clinical coursework and requires adherence to the essential functions listed below. Essential functions, are necessary to meet academic standards and refer to those cognitive, physical, and behavioral abilities that are necessary for satisfactory completion of all aspects of the curriculum, and the development of pre-professional attributes required by the faculty of all students at graduation.

East Carolina University and our department seek to educate a wide range of students. Included in this group are otherwise qualified students who have disabilities. The University will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum CSDI requirements. Reasonable accommodations will be made to facilitate a student's progress in learning, performing and satisfying the essential functions presented in this document.

A reasonable accommodation should not fundamentally alter the academic and clinical requirements of the CSDI program, pose a direct threat to the health or safety of the student or others, or present an undue burden to the University. Determining appropriate and reasonable accommodations in a professional school program is an interactive and collaborative process involving the student, the CSDI program, the Office of Disability Support Services in consultation with the Office of University Counsel as necessary. This document is to be re-visited periodically with input from all involved to ensure accuracy and compliance with the law.

THE FOLLOWING REPRESENTS THE LISTING OF THOSE ESSENTIAL FUNCTIONS:

A student must possess adequate **COMMUNICATION ABILITIES** to allow them to:

- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Effectively model and/or describe concepts related to normal development of human hearing and communication
- Be proficient in written and spoken English.

A student must possess adequate **PHYSICAL ABILITIES** to allow them to:

- Make travel arrangements to and from classroom and clinical settings required for observational or apprenticeship activities.
- Sustain necessary physical and cognitive endurance to actively participate in required classroom and speech-language pathology and audiology pre-clinical services.

- Use fine motor skills to manipulate materials and equipment, e.g. demonstration and teaching mock-up activities for speech, language, and hearing screenings and assessments, or other instructional lab activities.
- Visually monitor clinician and client/patient responses and materials.
- Make accurate judgments about linguistic and acoustic signals.

A student must possess adequate **COGNITIVE ABILITIES** to allow them to:

- Assimilate information, including the ability to comprehend basic professional literature and reports.
- Generate documents containing common discipline-specific terminology in English.
- Seek relevant case information, synthesize, and apply concepts and information from various sources and disciplines.
- Analyze, synthesize, and interpret ideas and concepts in academic and clinical settings.
- Use critical thinking and analysis to reflect on observed clinical sessions or other clinically based learning activities
- Accurately self-evaluate one's own knowledge and skills.

A student must possess adequate **PERSONAL, BEHAVIORAL AND SOCIAL ATTRIBUTES** to allow them to**:**

- Maintain appropriate personal hygiene.
- Comply with administrative, legal, and regulatory policies.
- Demonstrate regular attendance and meet responsibilities in a timely manner.
- Develop and maintain appropriate relationships with peers, clients/patients, faculty, and other professionals
- Maintain composure in demanding situations.
- Adapt to changing environments and situations in clinical learning situations and classroom.
- Communicate effectively with people in person, by phone, and in written form by considering the communication needs and cultural values of the listener.
- Manage the use of time effectively to complete academic and instructional lab tasks within realistic time constraints.
- Accept appropriate suggestions and constructive criticism and respond by modification of behaviors.
- Understand and respect authority.
- Acknowledge the ASHA code of ethics and its purpose which is "is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions."
- Dress appropriately and professionally for varied clinical environments

Dissemination:

Accepted students have access to this document via the website and information will be reviewed

Procedure when student does not meet one or more Essential Function:

- Instructor identifies student as not meeting one or more Essential Function using Starfish Progress Surveys (Course Feedback) in Canvas.
- Instructor alerts student's academic advisor, program director, and department chair.
- A conference will be held with the instructor assigned to the student, undergraduate program director, department chair, and student's advisor to review the concern(s) with student and determine a recommended course of action. Documentation of the conference and recommended course of action will be placed in student's file.
- As needed, Office of Disability Support Services and Office of the Dean of Students will be contacted to ensure compliance with applicable law and University policies.
- Failure to resolve concern may lead to dismissal from program.

Student Disclosure for Speech and Hearing Screenings

As part of the clinical learning process for CSDI Master's student clinicians, they may provide speech and hearing screening services under the guidance of one or more of the licensed and certified clinical instructors in our department as a part of an organized screening event.

These screenings are offered as a free service to our undergraduate students and participation may be required for a class activity. In addition, results of the screening will be shared in a confidential manner and records shall be stored in accordance with the NC Licensure Statue.

Results will be discussed individually and confidentially with the student being screened. Should any results indicate the need for further evaluation, recommendations will be made accordingly so that the student may decide how to best pursue evaluation and potential remediation services.

Should results indicate the potential for impact on participation in the program (see the program's essential functions), student's self-disclosure to ECU's Office of Disability Support Services may be warranted.

ECU Office of Student Rights and Responsibilities

The mission of the Office of Student Rights and Responsibilities (OSRR) is to promote students' personal and academic integrity as well as a safe learning environment for all. The staff facilitates ethical decision-making and empowers students to become responsible citizens.

OSRR administers the East Carolina University Student Code of Conduct, which governs students' on- and off-campus conduct. Office staff is also engaged in campus education on various issues, such as academic integrity, citizenship development, and conflict resolution.

OSRR staff is available to advise all campus community members on their rights under the Student Code of Conduct and the ECU judicial process as well as to clarify university policies pertaining to student conduct.

More information can be found on the OSRR website (osrr.ecu.edu/).

Disability Support Services

The mission of the Department of Disability Support Services is to provide individuals with disabilities support that will enable them to access programs, services, facilities, and activities of the university and to enhance disability awareness among all constituents of the university.

If a student wishes to request accommodations based on a disability, they must first go to the Department of Disability Support Services, located in Slay 138 on main campus, to verify the disability before any accommodations can occur. Faculty members cannot provide any accommodations to any students until they have received a notification letter to do so from the Department of Disability Support Services. Additional information and guidelines can is available by telephone at 252-737-1016, and on the Department of Disability Services' website (accessibility.ecu.edu/students/).

ECU Academic Policies and Requirements

All admitted students in the BS in Speech and Hearing Sciences Program in the Communication Sciences and Disorders Department are expected to read and follow the East Carolina University Student Code of Conduct and Policies which can be found at Student Conduct Process (policy.ecu.edu/113001/)

Professional and Student Organizations

American Speech-Language-Hearing Association (ASHA)

ASHA is the national scientific and professional association for speech-language pathologists, audiologists, and speech, language, and hearing scientists concerned with communication behavior and disorders. Their mission is to empower and support audiologists, speech-language pathologists, and speech, language, and hearing scientists through advancing science, setting standards, fostering excellence in professional practice, and advocating for members and those they serve.

ASHA is recognized as the accrediting agent for college programs offering master's degrees in speech-language pathology and audiology. The Certificate of Clinical Competence (CCC) is granted by the American-Speech-Language-Hearing Association (ASHA) in both speech-language pathology and audiology. It is the only universally recognized credential for the professions. Only individuals who meet specific requirements may obtain the CCC.

More information about ASHA can be found at ASHA's website (www.asha.org)

North Carolina Speech-Hearing & Language Association (NCSHLA)

NCSHLA is the professional association that promotes and advocates for the professional practice of speech, language and hearing sciences, to advocate and to serve as the voice of the profession, and to advocate for communicatively impaired citizens in North Carolina. Membership is available to students and benefits of joining include statewide professional networking, reduced state convention registration fees, and quarterly newsletters.

More information about NCSHLA can be found at the National Student Speech Language Hearing Association (NSSLHA) website (www.ncshla.org)

National Student Speech Language Hearing Association (NSSLHA)

NSSLHA is the national organization for students studying communication sciences and disorders and membership is available to any graduate or undergraduate student. It is the only official national student association that is recognized by ASHA. There are many benefits to joining NSSLHA, including receiving "members only" access to all ASHA journals and a reduced registration price to the ASHA convention.

More information about NSSLHA can be found at the National Student Speech Language Hearing Association (NSSLHA) website (www.ncshla.org)

ECU Chapter of National Student Speech Language Hearing Association

The ECU Chapter of National Student Speech Language Hearing Association (NSSLHA) is a pre-professional organization for undergraduate and graduate students entering the fields of speech-language pathology and audiology that encourages involvement at the local and national NSSLHA. The group conducts one general council meeting per month. NSSLHA is involved in a variety of fundraising, volunteer and social events throughout the year. Some of these events include: hosting and planning the Annual ECU Speech and Hearing Symposium for professionals and students; student and faculty picnics/gatherings; fall and spring festivals for families in the speech and hearing clinic; bake sale of Haiti relief; Yankee Candle sale; and Relay for Life.

Student Academy of Audiology (SAA) at East Carolina University

SAA is an organization for students interested in hearing and balance. Members of the SAA serve on outreach, undergraduate, fundraising, and social committees that match their interests. We cheer for athletes at Special Olympics North Carolina while screening them for hearing loss and hand out high-fives to children who are deaf and hard of hearing during fun activities through The CARE Project. We also bond with the community that we serve on early mornings at Making Pitt Fit Community Garden and on percent nights at local businesses. Additionally, there are opportunities for leadership as committee chairs and executive board members and professional development through funding to attend state and national conferences related to audiology.

More information about the ECU SAA and upcoming monthly meetings can be found on OrgSync.

Voices of Diversity in Speech-Language and Hearing (V-DISH)

This campus organization is passionate about spreading awareness, educating others and inspiring the next generation, shining a light on the fields of speech-language pathology and audiology. They participate in volunteer and social events throughout the year. They also collaborate with other student groups in special events.

***Note the list above is not exhaustive. Undergraduate students are encouraged to join and get involved with student groups, organizations, and associations at the campus, department and national level.**

Frequently Asked Questions (FAQs)

How many hours are needed to graduate from my program?

120 s.h.

What is the maximum number of credit hours allowed to be taken during the Fall/Spring semester without special permission needed?

A maximum of 18 semester hours of credit can be taken without restrictions.

How many "earned" hours must I have to be a freshman? Sophomore? Junior? Senior?

- Freshman: 1-29 semester hours credit
- Sophomore: 30-59 semester hours credit
- Junior: 60-89 semester hours credit
- Senior: 90 or more semester hours credit

Is a student with a cumulative GPA of less than 3.0 considered in academic difficulty?

Please refer to the major continuation guidelines on page 13 of the handbook.

What is the registration process?

To register, new students must meet with their academic advisor to secure their registration PIN before they can register. Web registration for continuing and re-admitted students requires a registration PIN, which is obtained from the advisor. To complete the process and be officially registered and entered on the class roll, a student must pay fees to the cashier's office. No person will be admitted to any class unless officially registered either for audit or for credit. Students are expected to complete registration (including the payment of all required fees) by the dates prescribed in the university calendar.

For specific information and guidance, please go to: Registration & Planning (registrar.ecu.edu/preparing-to-register/)

How do I apply for graduation?

For specific information and instructions about applying for graduation, please go to: How to Apply to Graduate (registrar.ecu.edu/how-to-apply-to-graduate/)

What are the employment opportunities with this degree?

The SHS undergraduate degree may support employment in the fields listed below. However, there may be additional and specific training required. A master's degree or higher is required to become a licensed speech-language pathologist or audiologist.

- **Service and Consumer Industry**
  - Drama/speech coach
  - Marketing and sales
  - Employment agencies
  - Research administration communications
  - Real estate agent
  - SLP material development
- **Education**
  - Speech language pathology assistants

- Drama/speech teacher
- Teacher's assistant
- Deaf education
- Communication sciences
- Specialized education services

The SHS undergraduate degree might benefit the foundational knowledge requirements when pursuing additional or higher degrees in other professions listed below.

- **Health Care Professional Schools**
  - Dentistry
  - Nursing
  - Community and Therapeutic recreation
  - Social work
  - Pharmacy
  - Human development and family studies
  - Rehabilitation studies

What work settings could I be part of?

Service and consumer industry, education, or health care professional schools.

Are there any scholarships that can be awarded within this program?

There are scholarship applications in CSDI available for undergraduate students

Graduate School Requirements For ECU CSDI

MS Program

- Transcripts: 3.0 overall GPA (undergraduate, post-baccalaureate courses, other MS degrees)
- 3.2 GPA in SLP pre-requisite courses
- 3 Letters of Recommendation (at least 2 from Academic Professors)
- Resume (max 2 pages)
- CASper Assessment
- Writing Prompt
- 25 Guided Observation Hours
- Prerequisites with a B or better preferred
  - Phonetics
  - Language Development
  - Introduction to Audiology
  - Aural Rehabilitation
  - Development of Articulation & Phonology
  - Anatomy & Physiology of the Speech & Hearing Mechanism
  - Neurology/Neural Processes of Speech/language/swallowing (recommended)
  - Speech Science

For more information visit: Master of Science (SLP) (communications-disorders.ecu.edu/education/masters-ms/)

AuD Program

- Bachelor's or master's degree or its equivalent from a regionally accredited institution with a minimum overall grade point average of 3.2 (on a scale of A=4.0).
- The following undergraduate course prerequisites are required: life sciences (6 s.h.), physical sciences (3 s.h.), behavioral sciences (6 s.h.), English (3 s.h.), mathematics (3 s.h.), statistics (3 s.h.), anatomy and physiology (3 s.h.), and language development (3 s.h.). Other courses in communication sciences and disorders are strongly encouraged.
- Graduate Record Examination within five years. Recent applicants have had mean GRE scores of 150 for verbal, 150 for quantitative, and 4.0 for analytic writing. The GRE is waived as an entrance requirement for ECU Scholars at East Carolina University if other criteria are met.
- ECU students accepted in the Early Assurance program are guaranteed entry upon completion of their undergraduate degree provided they satisfy program requirements.
- Three (3) letters of recommendation, at least two from faculty of the college(s) or university(s) previously attended.
- A statement that summarizes reasons for pursuing a clinical doctorate in audiology. Telephone, online video chat, or face-to-face interview

This information applies strictly to ECU's Communication Sciences and Disorders program. If you are applying to other universities, please follow their admissions requirements.