

**DEPARTMENT OF SPEECH-LANGUAGE
& HEARING SCIENCES**



**TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
School of Allied Health Sciences**

STUDENT HANDBOOK IN AUDIOLOGY

2011-2012

Department of Speech, Language, and Hearing Sciences Student Handbooks

The Student Handbooks are important documents intended to help you become acquainted with the undergraduate and graduate programs in Speech, Language and Hearing Sciences, Audiology, Speech-Language Pathology, and Communication Sciences and Disorders. The provisions of the handbooks do not constitute a contract, express or implied, between any student or faculty member and Texas Tech University System, TTUHSC, the School of Allied Health Sciences or the Department of Speech, Language, and Hearing Sciences. *The contents of the handbooks may be changed at any time at the discretion of the Department. The department maintains its right and prerogative to change departmental policies as necessary and without prior notice. The most current edition of the handbooks will be available on the School of Allied Health Sciences website.*

Please read the following statements and sign below.

I am aware that the Student Handbooks for the programs in Speech, Language, and Hearing Sciences, Audiology, Speech-Language Pathology, and Communication Sciences and Disorders are available on the School of Allied Health Sciences website. I understand that the policies, rules and benefits described in the handbooks are subject to change at the discretion of the department at any time, and that I am responsible for accessing the most current version of the handbooks on the School of Allied Health Sciences website.

I am aware that during the course of my enrollment, confidential information will be made available to me (e.g., patient files, student information, and other related data). I understand that this information is critical to the success of the department and must not be disseminated or used outside of the department. Upon exiting the program, whether voluntarily or involuntarily, I hereby agree not to utilize or exploit this information with any other individual or agency.

I agree that my signature below indicates that I understand the above statements and acknowledge my responsibility to read the handbook of the program for which I am enrolled and be familiar with its contents.

Student's Printed Name

Class (year & major)

New students in the Department of Speech, Language, and Hearing Sciences are required to sign a statement acknowledging responsibility to read the Student Handbook and be familiar with its contents.

Notice

This Handbook is for informational purposes only. The Texas Tech University Health Sciences Center (TTUHSC), the School of Allied Health Sciences and the Department of Speech, Language, and Hearing Sciences reserve the right to change, modify, amend, or rescind, in whole or in part, this Handbook at any time without prior notice. This Handbook supersedes all previous editions published by the Department of Speech, Language, and Hearing Sciences and applies to all conduct and activities. The provisions of this Handbook do not constitute a contract, express or implied, between any student or faculty member and Texas Tech University System, TTUHSC, the School of Allied Health Sciences or the Department of Speech, Language, and Hearing Sciences. TTUHSC, the School of Allied Health Sciences or the Department of Speech, Language, and Hearing Sciences reserve the right to publish this Handbook in an electronic version.

TO: Audiology Graduate Students
Department of Speech-Language & Hearing Sciences

FROM: Rajinder Koul, Ph.D., Chairperson

SUBJECT: Student Handbook in Audiology

I'm very pleased to welcome you to the Department of Speech-Language & Hearing Sciences. Thank you for joining us! We want you to feel that your association with the Department of Speech-Language & Hearing Sciences and Texas Tech University Health Sciences Center will be a mutually beneficial and pleasant one.

You have joined a department that has established an outstanding reputation for quality education. Credit for this goes to every one of our faculty, staff, alumni, and students. We hope you, too, will find satisfaction and take pride in your education here.

This handbook provides answers to most of the questions you may have about the department's programs, as well as university policies and procedures we abide by — our responsibilities to you and your responsibilities to the department. If anything is unclear, please discuss the matter with me or the Program Directors. You are responsible for reading and understanding this handbook, and your performance evaluations will reflect your adherence to departmental policies. In addition to clarifying responsibilities, we hope this handbook also gives you an indication of the department's interest in the welfare of all who work and study here.

From time to time, the information included in the Student Handbook may change. Every effort will be made to keep you informed through suitable lines of communication, including postings on the departmental bulletin boards and/or notices sent directly to you in-house. In addition, the School of Allied Health Sciences annually publishes guidelines and the university's official operating procedures are available in my office.

Personal satisfaction gained from learning is just one of the reasons most students apply to our program. Most likely, many other factors count among your reasons for continuing your education—pleasant relationships and learning conditions, career development, being close to family and friends, and related benefits are just a few. The Department of Speech-Language & Hearing Sciences is committed to doing its part to assure you of a satisfying educational experience.

I extend to you my personal best wishes for your success and happiness in the Department of Speech-Language & Hearing Sciences.

TO: Department of Speech, Language, and Hearing Sciences Students

FROM: Program Directors – Speech-Language Pathology and Audiology

Congratulations! If you have been accepted into the Department of Speech, Language, and Hearing Sciences, you have already had to meet rigorous standards. In addition to academic excellence, the professions of speech-language pathology and audiology require emotional stability, maturity, intellectual curiosity, an interest in people, good interaction skills, and the ability to approach problems with a scientific attitude. If this describes you, your clinical experiences will be exciting and satisfying.

Before you leave graduate school, you will acquire extensive experience in direct patient care, as well as other aspects of case management. The Department's Speech-Language and Hearing Clinic will be your first clinical practicum site. After you have completed a portion of your clinical hours under direct faculty supervision, you will be assigned to at least two other clinical sites. Your practica will include experiences with patients of all ages who present with a variety of disorders. This diverse clinical background will allow you to meet the requirements for the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and for a Texas license.

Whether you are preparing for a career in speech-language pathology or audiology, you have chosen a profession that lets you be almost anything you want to be. You can work with children or adults, in educational or healthcare settings. You can be an entrepreneur, developing and marketing new clinical tools, or building your own private practice. You can teach in a university or work for government agencies. Whatever you choose, your experiences in the Department of Speech, Language, and Hearing Sciences will provide a strong foundation for your future. Use your time and the resources available to you wisely.

Table of Contents

SECTION I: OVERVIEW	8
History of Department	9
Faculty & Staff Contact Information.....	11
Organizational Structure.....	12
Philosophy & Mission Statement.....	14
SECTION II: ETHICS	18
<i>Code of Ethics:</i>	
American Academy of Audiology.....	19
American Speech-Language & Hearing Association.....	21
Model Bill of Rights for People Receiving Services.....	25
SECTION III: FACULTY, SUPERVISOR, AND STUDENT ROLES AND RESPONSIBILITIES	26
Faculty Responsibilities.....	27
Clinical Educator Responsibilities.....	29
Student Rights and Responsibilities.....	30
SECTION IV: STUDENT EXPECTATIONS	36
Address/Telephone Changes.....	37
Addressing Faculty.....	37
Certification and Licensure.....	37
Computers and Software.....	38
Confidentiality.....	38
Courseloads.....	38
CPR Certification.....	38
Criminal Background Check.....	38
Dress Code.....	39
Emergencies.....	39
Extracurricular Activities.....	40
Faculty-Student Relationships.....	40
Financial Aid and Scholarships.....	40
Furniture Policy.....	40
Health Insurance.....	40
Illegal Drugs & Intoxicants.....	41
Immunizations.....	41
Keys.....	42
Office Hours and Appointments.....	42
Office and Clinical Conduct.....	42
Photocopy Machines.....	42
Picture Identification Badge.....	42
Professional Organizations.....	43
Professional Liability.....	43

Research Laboratories.....	44
Room Access.....	44
School Pin.....	44
Sexual Harassment.....	44
Student Health.....	44
Student Government.....	44
Student Identification Card.....	45
Student Representatives.....	45
Student Responsibilities Related to Academic Advising.....	45
Student Responsibilities Related to Performance.....	46
Student Responsibilities Related to Clinical Practicum.....	46
Student Services.....	47
Student Survival.....	48
Student Work Area.....	48
Telephones & Fax Machines.....	48
Tobacco Policy.....	48

SECTION V: ACADEMIC STANDARDS _____ **49**

Grading Procedures.....	50
Academic Counseling Criteria.....	50
Good Academic Standing.....	51
Academic Probation.....	51
Remediation.....	52
Dismissal.....	52
Knowledge and Skills Acquisition.....	53
Audiology Comprehensive Exit Examination.....	53
Student Appeal of Exit Examination Grade.....	54
Timing of Audiology Exit Examination and Current Coursework.....	54
Student Appeal Process.....	55
Credit by Examination.....	55
Disabilities.....	55
Clinical Skills and Hours Requirement.....	55
Portfolio.....	55
Length of Program.....	57

SECTION VI: Clinical-Research Project _____ **58**

Introduction.....	59
What Constitutes a Clinical-Research Project.....	59
Requirements.....	59
Procedural Steps.....	59
Checklist and Timelines of the Doctor of Audiology Clinical Research Project.....	64

School of Allied Health Sciences Policies and Procedures _____ **65**

Link to SOAHS Policies and Procedures.....	65
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SECTION I - OVERVIEW

History of the Department of Speech-Language & Hearing Sciences

In 1925, Texas Technological College offered a course in the Department of Speech and Theater Arts called "Speech Correction." Ruth Pirtle was the instructor and chairperson at that time. The earliest documented record of a speech correction major is 1928. Ms. Pirtle also established the first speech clinic in the State of Texas. The clinic grew rapidly and with funding from the local Kiwanis Club became the first free county speech clinic in Texas. That was in 1932. Ms. Pirtle left Texas Tech College in 1941. Our best records indicate that she may have joined the war effort as perhaps the Army's first speech pathologist. To our best knowledge, our program is the oldest in the state of Texas, and more importantly, the fifth oldest in the world!

According to Professor Emeritus William K. Ickes ("A Brief History of Speech & Hearing Sciences at Texas Tech University," 1990), the mid-1950s was a period of dramatic growth. Dr. Bernard Landis was recruited to develop an Audiology program. Not long after that, the newly established West Texas Hearing Clinic became the first contract agency affiliated with the State Health Department to distribute hearing aids in Texas.

In 1962, Dr. Ickes joined the faculty at Texas Technological College and helped establish many of the programs now in place at Texas Tech University Health Sciences Center. He also served as the department's chairperson from 1969 to 1976 and continues to serve the department as a "sage advisor." The department owes much to Dr. Ickes, and he will forever be considered as one of its founders.

The following two decades are described by Ickes (1990) as the "Golden Years." The program continued to grow in terms of student enrollment and facilities. Funding was abundant by today's standards owing primarily to federal expenditures. The department also developed a deaf education program in conjunction with the Department of Special Education in the College of Education. The number of faculty reached a total of 15 full-time instructors. Student enrollment was approximately 85 in 1975.

Sometime during the late 1970s and early 1980s, the department was faced with several important issues. Philosophical differences surrounding deaf education, psycho-linguistics, and tenure/promotion criteria were debated. Several faculty members left the university and the deaf education program was transferred to the Department of Special Education. Unfortunately, the deaf education program would be eliminated from the university in 1993. In 1984, the Southern Colleges and Universities accreditation team visited the campus and recommended that the Department of Speech and Hearing Sciences be transferred to the Texas Tech University Health Sciences Center. This recommendation was made on the basis that the program was more aligned with other allied health programs and would benefit from such a relationship.

Because of the internal differences and a possible transfer to the Texas Tech University Health Sciences Center, Dr. Joe Goodin, then the Dean of the College of Arts & Sciences, appointed a series of interim chairpersons. The department lacked consistent and strong leadership, and like many programs across the country, funding dwindled and student enrollment declined.

In 1989, the faculty agreed to revitalize the program. A new Chairperson was appointed, recruitment efforts were increased, and within two years the total student enrollment doubled. Departmental funding for faculty research increased over 100% while clinical revenue increased 50% for the same period. In 1990, Dr. Shirley McManigal, Dean of the School of Allied Health Sciences at Texas Tech University Health Sciences Center, initiated a concerted effort to transfer the department. The transfer was completed on September 1, 1993. Dr. Paul Brooke became Dean of the School of Allied Health Sciences in August of 1998. In May, 2000, the Department and the Speech-Language-Hearing Clinic relocated to a new multi-million dollar facility on the second floor of the Health Sciences Center. The new classrooms, clinical areas, and research labs will benefit our patients, students, and faculty for years to come.

In closing, you are reminded that the department's mission is higher education. The faculty members are dedicated to providing students with a state-of-the-art education and patients with the best quality care possible. The department also recognizes the importance of scholarly research and community involvement and will facilitate efforts to improve both. You are cordially invited to join us in our efforts.

Faculty & Staff Information

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Organizational Structure

Department of Speech-Language & Hearing Sciences

Chairperson

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration; conducting all performance evaluations; determining merit salary; assigning staff (secretaries and clinic coordinators) duties; mediating all personnel and/or student grievances; assigning and determining space utilization; coordinating faculty meetings; administering all departmental budgets and accounts payable with recommendation from the Budget Committee; determining course instructors; appointing committees; coordinating tenure and/or promotion applications; and executing disciplinary actions per the University Operating Procedures Handbook; reports to the School of Allied Health Sciences Dean.

Program Directors

The Program Director is responsible for the day-to-day operations of the academic programs and clinical operations. Duties include serving as the first point of contact for grievances, questions regarding course scheduling, and facilities management; assigning faculty members' patient and supervisory cases; maintaining immunization records; participating with the chairperson in annual performance appraisals; monitoring curricular requirements in accordance with the ASHA Council on Academic Accreditation (CAA); supervising professional credentialing; maintaining outcome data for the academic and clinical programs; managing the department's Quality Improvement processes; reviewing students' academic records; and monitoring budgetary matters. Other duties may be assigned by the Chairperson.

Clinical Coordinators

The Clinical Coordinator assists the Program Director with matters regarding the operation of the audiology clinic. Duties include developing clinical affiliation agreements (i.e., contracts); monitoring clinical supplies; making clinical assignments to students; developing the students' clinical plan of study; maintaining clinical clock hour reports; conducting regular clinic meetings; monitoring safety procedures and regulations; and managing clinical services. Other duties may be assigned by the Program Directors or Chairperson.

Admissions and Advising Committee

The Admissions and Advising Committee reviews audiology graduate applications; coordinates graduate applicant interviews; recommends admission or denial to the Chairperson; maintains statistical information relative to student indices (e.g., GRE scores, grade point averages, etc.); recommends admissions policies to audiology faculty; executes all admission policies per faculty approval; and reports at faculty meetings.

Clinical Services Committee

The Clinical Services Committee is responsible for overseeing remediation plans for students demonstrating marginal clinical performance.

Financial Assistance Committee

The Financial Assistance Committee reviews applications of students who have formally applied for scholarships and assistantships and makes recommendations for funding; reports on student funding at faculty meetings.

Comprehensive Examination Committee

The Comprehensive Examination Committee compiles the department's written comprehensive examinations; maintains grading system; schedules examinations and obtains appropriate space; and reports each student's results to the Program Director.

Curriculum Committee

The Curriculum Committee maintains a dynamic and up-to-date curriculum; recommends course additions, deletions, and modifications; approves credit for off-campus courses; coordinates course rotations; and assures congruence with accreditation standards.

Knowledge and Skills Review Committee

The Knowledge and Skills Review Committee assists the audiology program in reviewing student KASA portfolios.

Philosophy of the Department of Speech-Language & Hearing Sciences

Program Mission Statement

The mission of the Department of Speech-Language and Hearing Sciences is to provide an opportunity for students to acquire an academic and clinical foundation which allows them to provide clinical service, engage in research, or pursue further academic endeavors. To meet this mission, the Department emphasizes the acquisition of critical thinking skills, an understanding of scientific study, familiarity with interdisciplinary collaboration, the responsibility to educate the public about communicative disorders, the need to abide by ethical principles, and the importance of continued professional development throughout one's career.

Strategic Plan Five-Year Goals

Goal 1: Increase the national visibility of our program

Specific Steps:

1. Attain one-hundred percent first-time passing rates for the national certification examination.
2. Significantly improve the marketing of our Au.D. program, by advertising nationally, both through internet and the brochures.
3. Seek additional ways to recognize and celebrate the academic accomplishments of our Au.D. students.

Goal 2: Enhance recruitment efforts to attract students from other disciplines and from diverse socio-economic backgrounds

Specific Steps:

1. Maintain and develop programs for recruiting students from diverse disciplines such as psychology, electrical engineering, biology, physics, human development, and education.
2. Maintain and develop our programs for recruiting students who are members of under-represented groups.

Goal 3: Meet the American Speech-Language Hearing Association's accreditation standards for Au.D.

Specific Steps

1. Offer curriculum and clinical training that meet the new accreditation standards
2. Prepare students for clinical practice that utilizes emerging technologies and meets the needs of a culturally diverse society.
3. Prepare students to be informed consumers of research, with the ability to critically evaluate research and utilize the principles of the scientific method in advanced studies and evidenced-based clinical practice.

Academic Goals

1. To offer curricula which permit in-depth study of hearing sciences and related disorders.
2. To staff courses with highly qualified faculty who are sensitive to students' needs.
3. To foster critical reflectivity, self-directed learning, problem-solving abilities, and effective oral/written communication skills.
4. To provide graduate coursework which reflects the current scope of practice, prepare students for practice in a culturally diverse society, and incorporates emerging technologies.
5. To develop students' appreciation of the professions' history and foundations in the scientific method.
6. To emphasize honor in science and the importance of professional ethics in All aspects of students' academic and clinical education.
7. To afford students opportunities to conduct research in hearing science or related fields.
8. To offer sufficient coursework to permit students who complete the graduate program to meet the academic requirements for the ASHA Certificate of Clinical Competence and the Texas license.

Clinical Education Goals

1. To supply a variety of observation opportunities for both audiology and speech-language pathology prior to students' initial Clinical assignments.
2. To offer a graduated, sequential clinical program that provides opportunities for students to relate theory and practice.
3. To provide opportunities for students to obtain experience in interviewing and counseling, as well as planning, conducting, interpreting, and documenting assessments of children and adults with a variety of types and severities of auditory-related communicative disorders.
4. To provide opportunities for students to obtain experience in developing, executing, and evaluating treatment plans for adults and children with a variety of types and severities of auditory-related communicative disorders.
5. To offer clinical experiences which include both individual and group patient contact.
6. To provide experiences in team-based services and interdisciplinary practices.
7. To facilitate students' self-assessment of clinical knowledge and skills.
8. To arrange clinical practica in external placements which represent the full range of sites in which a clinician could seek employment.
9. To offer a clinical program enabling students to meet all of the clinical education requirements for the ASHA Certificate of Clinical Competence and Texas licensure.

Clinical Service Goals

1. To respond to the needs of the community by providing cost-effective, comprehensive assessment and intervention services for hearing disorders, including appropriate referrals as needed.
2. To help patients attain the highest level of communicative competence possible.

3. To offer assessment and treatment programs that takes into consideration the patient's communication needs, as well as the effects of linguistic, cultural, and sociological differences.
4. To increase family involvement and awareness of strategies to enhance communication.
5. To advocate for prevention and early identification of communicative disorders.
6. To inform other professionals and the general public about advances and developments and the role of the audiologist in the prevention, assessment, and treatment of communicative disorders.
7. To establish amicable relationships with other professionals in allied disciplines, and engage in interdisciplinary practice whenever appropriate.
8. To use measurable treatment outcomes and patient feedback to evaluate the effectiveness of services.
9. To develop and implement innovative strategies to meet the need for effective service provision in a rural area.

Program Learner Outcomes

The underlying objective of the Doctor of Audiology Program is to maintain a high-quality, clinic-based program, with coursework focusing on use of evidence-based methodology to promote hearing health care. This program includes training in current clinical methods, theoretical bases of clinical skills critical for the practice of audiology, research evaluation as support for clinical methods, and integration of knowledge obtained in coursework with skills obtained in clinical practicum. To meet these objectives, the program focuses on learner outcomes that provide the student with knowledge and skills related to:

(examples of assignments the students will complete to accomplish the Learner Outcome)

1. Understands acoustic and electrical principles related to auditory and balance instrumentation, assessment and intervention
(examination over lab practical; literature review explaining application of electrical principles in electrophysiology)
2. Understands principles of normal auditory/balance anatomy and physiologic function, as well as the effects of disorders to these systems
(perform a basic hearing evaluation; describe the impact of hearing loss on different ages/populations)
3. Use of a variety of evidence-based practices to assess, conserve, and document auditory and balance function
(write evidence-based practice paragraphs in clinical enrollments; develop a reference notebook of evidence-based practice in audiology)
4. Utilizes outcome measures to provide intervention related to disorders of auditory and balance function, using standardized and non-standardized measured in an evidence-based manner
(write therapy objectives and plans; paper on balance function)
5. Utilizes evidence-based practices to determine and measure appropriate characteristics of hearing assistive technology systems, amplification, and other technology
(complete different activities related to classroom amplification; fit hearing aids)
6. Provides education and counseling to patients, families, and other individuals involved in patient care regarding assessment and intervention of auditory and balance function, along with obtaining information relevant to intervention
(counsel with patients in clinical practicum; completion of a personal counseling project and vignettes in counseling)

7. Understands the impact of life-span issues, cultural diversity and underserved populations in audiological practice
(paper related to Deaf culture; completion of a project on differences when counseling persons with different cultures)
8. Familiar with normal life-span speech and language development, changes in communication related to poor auditory function along with identification of when changes are unrelated to auditory function
(examine questions related to speech and language development and disorders; applied research project related to speech and language)
9. Understands the impact of professional practices, business management practices and healthcare systems on service delivery
(completion of IRB training; readings and quizzes over managed healthcare systems)
10. Understands research principles and practices in order to become efficient consumers of research
(critiques of research articles; referenced procedures in regards to various case studies)
11. Understands the scientific and theoretical foundation of auditory practice
(literature review on mechanism and theory in application of electrophysiology; defense of research project)
12. Demonstrates oral and written skills sufficient to achieve effective clinical and professional communication.
(writing clinical reports, presentations to colleagues, writing a research paper)

SECTION II - ETHICS

Code of Ethics

American Academy of Audiology

PREAMBLE

The Code of Ethics of the American Academy of Audiology specifies professional standards that allow for the proper discharge of audiologists responsibilities to those served, and that protect the integrity of the profession. The Code of Ethics consists of two parts. The first part, the Statement of Principles and Rules, presents precepts that members of the Academy agree to uphold. The second part, the Procedures, provides the process which enables enforcement of the Principles and Rules.

PART I: STATEMENT OF PRINCIPLES AND RULES

PRINCIPLE 1: Members shall provide professional services with honesty and compassion, and shall respect the dignity, worth, and rights of those served.

Rule 1a: Individuals shall not limit the delivery of professional services on any basis that is unjustifiable or irrelevant to the need for the potential benefit from such services.

PRINCIPLE 2: Members shall maintain high standards of professional competence in rendering services, providing only those professional services for which they are qualified by education and experience.

Rule 2a: Individuals shall use available resources, including referrals to other specialists, and shall not accept benefits or items of personal value for receiving or making referrals.

Rule 2b: Individuals shall exercise all reasonable precautions to avoid injury to persons in the delivery of professional services.

Rule 2c: Individuals shall not provide services except in a professional relationship, and shall not discriminate in the provision of services to individuals on the basis of sex, race, religion, national origin, sexual orientation, or general health.

Rule 2d: Individuals shall provide appropriate supervision and assume full responsibility for services delegated to supportive personnel.

Individuals shall not delegate any service requiring professional competence to unqualified persons.

Rule 2e: Individuals shall not permit personnel to engage in any practice that is a violation of the Code of Ethics.

Rule 2f: Individuals shall maintain professional competence, including participation in continuing education.

PRINCIPLE 3: Members shall maintain the confidentiality of the information and records of those receiving services.

Rule 3a: Individuals shall not reveal to unauthorized persons any professional or personal information obtained from the person served professionally, unless required by law.

PRINCIPLE 4: Members shall provide only services and products that are in the best interest of those served.

Rule 4a: Individuals shall not exploit persons in the delivery of professional services.

Rule 4b: Individuals shall not charge for services not rendered.

Rule 4c: Individuals shall not participate in activities that constitute a conflict of professional interest.

Rule 4d: Individuals shall not accept compensation for supervision or sponsorship beyond reimbursement of expenses.

PRINCIPLE 5: Members shall provide accurate information about the nature and management of communicative disorders and about the services and products offered.

Rule 5a: Individuals shall provide persons served with the information a reasonable person would want to know about the nature and possible effects of services rendered, or products provided.

Rule 5b: Individuals may make a statement of prognosis, but shall not guarantee results, mislead, or misinform persons served.

Rule 5c: Individuals shall not carry out teaching or research activities in a manner that constitutes an invasion of privacy, or that fails to inform persons fully about the nature and possible effects of these activities, affording all persons informed free choice of participation.

Rule 5d: Individuals shall maintain documentation of professional services rendered.

PRINCIPLE 6: Members shall comply with the ethical standards of the Academy with regard to public statements.

Rule 6a: Individuals shall not misrepresent their educational degrees, training, credentials, or competence. Only degrees earned from regionally accredited institutions in which training was obtained in audiology, or a directly related discipline, may be used in public statements concerning professional services.

Rule 6b: Individuals' public statements about professional services and products shall not contain representations or claims that are false, misleading, or deceptive.

PRINCIPLE 7: Members shall honor their responsibilities to the public and to professional colleagues.

Rule 7a: Individuals shall not use professional or commercial affiliations in any way that would mislead or limit services to persons served professionally.

Rule 7b: Individuals shall inform colleagues and the public in a manner consistent with the highest professional standards about products and services they have developed.

PRINCIPLE 8: Members shall uphold the dignity of the profession and freely accept the Academy's self-imposed standards.

Rule 8a: Individuals shall not violate these Principles and Rules, nor attempt to circumvent them.

Rule 8b: Individuals shall not engage in dishonesty or illegal conduct that adversely reflects on the profession.

Rule 8c: Individuals shall inform the Ethical Practice Board when there are reasons to believe that a member of the Academy may have violated the Code of Ethics.

Rule 8d: Individuals shall cooperate with the Ethical Practice Board in any matter related to the Code of Ethics.

Adopted from the American Academy of Audiology, August 2003

Code of Ethics

American Speech-Language & Hearing Association

Preamble

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by speech-language pathologists, audiologists, and speech, language, and hearing scientists. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose.

Every individual who is (a) a member of the American Speech-Language-Hearing Association, whether certified or not, (b) a nonmember holding the Certificate of Clinical Competence from the Association, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification shall abide by this Code of Ethics.

Any violation of the spirit and purpose of this Code shall be considered unethical. Failure to specify any particular responsibility or practice in this Code of Ethics shall not be construed as denial of the existence of such responsibilities or practices.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics as they relate to the conduct of research and scholarly activities and responsibility to persons served the public, and speech-language pathologists, audiologists, and speech, language, and hearing scientists.

Principles of Ethics, aspirational and inspirational in nature, form the underlying moral basis for the Code of Ethics. Individuals shall observe these principles as affirmative obligations under all conditions of professional activity.

Rules of Ethics are specific statements of minimally acceptable professional conduct or of prohibitions and are applicable to all individuals.

Principle of Ethics I

Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or participants in research and scholarly activities and shall treat animals involved in re-search in a humane manner.

Rules of Ethics

- A. Individuals shall provide all services competently.
- B. Individuals shall use every resource, including referral when appropriate, to ensure that high-quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or the conduct of research and scholarly activities on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- D. Individuals shall not misrepresent the credentials of assistants, technicians, or support personnel and shall inform those they serve professionally of the name and professional credentials of persons providing services.
- E. Individuals who hold the Certificates of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, and judgment that are within the scope of their

profession to assistants, technicians, support personnel, students, or any nonprofessionals over whom they have supervisory responsibility. An individual may delegate support services to assistants, technicians, support personnel, students, or any other persons only if those services are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.

- F. Individuals shall fully inform the persons they serve of the nature and possible effects of services rendered and products dispensed, and they shall inform participants in research about the possible effects of their participation in re-search conducted.
- G. Individuals shall evaluate the effectiveness of services rendered and of products dispensed and shall provide services or dispense products only when benefit can reasonably be expected.
- H. Individuals shall not guarantee the results of any treatment or procedure, directly or by implication; however, they may make a reason-able statement of prognosis.
- I. Individuals shall not provide clinical services solely by correspondence.
- J. Individuals may practice by telecommunication(for example, telehealth/e-health), where not prohibited by law.
- K. Individuals shall adequately maintain and appropriately secure records of professional services rendered, research and scholarly activities conducted, and products dispensed and shall allow access to these records only when authorized or when required by law.
- L. Individuals shall not reveal, without authorization, any professional or personal information about identified persons served professionally or identified participants involved in research and scholarly activities unless required by law to do so, or unless doing so is necessary to protect the welfare of the person or of the community or otherwise required by law.
- M. Individuals shall not charge for services not rendered, nor shall they misrepresent services rendered, products dispensed, or research and scholarly activities conducted.
- N. Individuals shall use persons in research or as subjects of teaching demonstrations only with their informed consent.
- O. Individuals whose professional services are adversely affected by substance abuse or other health-related conditions shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.

Principle of Ethics II

Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence.

Rules of Ethics

- A. Individuals shall engage in the provision of clinical services only when they hold the appropriate Certificate of Clinical Competence or when they are in the certification process and are supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- B. Individuals shall engage in only those aspects of the professions that are within the scope of their competence, considering their level of education, training, and experience.
- C. Individuals shall continue their professional development throughout their careers.

- D. Individuals shall delegate the provision of clinical services only to: (1) persons who hold the appropriate Certificate of Clinical Competence;(2) persons in the education or certification process who are appropriately supervised by an individual who holds the appropriate Certificate of Clinical Competence; or (3) assistants, technicians, or support personnel who are adequately supervised by an individual who holds the appropriate Certificate of Clinical Competence.
- E. Individuals shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's competence, level of education, training, and experience.
- F. Individuals shall ensure that all equipment used in the provision of services or to conduct research and scholarly activities is in proper working order and is properly calibrated.

Principle of Ethics III

Individuals shall honor their responsibility to the public by promoting public understanding of the professions, by supporting the development of services designed to fulfill the unmet needs of the public, and by providing accurate information in all communications involving any aspect of the professions, including dissemination of research findings and scholarly activities.

Rules of Ethics

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly or research contributions.
- B. Individuals shall not participate in professional activities that constitute a conflict of interest.
- C. Individuals shall refer those served profession-ally solely on the basis of the interest of those being referred and not on any personal financial interest.
- D. Individuals shall not misrepresent diagnostic information, research, services rendered, or products dispensed; neither shall they engage in any scheme to defraud in connection with obtaining payment or reimbursement for such services or products.
- E. Individuals' statements to the public shall provide accurate information about the nature and management of communication disorders, about the professions, about professional services, and about research and scholarly activities.
- F. Individuals' statements to the public—advertising, announcing, and marketing their professional services, reporting research results, and promoting products—shall adhere to prevailing professional standards and shall not contain misrepresentations.

Principle of Ethics IV

Individuals shall honor their responsibilities to the professions and their relationships with colleagues, students, and members of allied professions. Individuals shall uphold the dignity and autonomy of the professions, maintain harmonious inter-professional and intraprofessional relationships, and accept the professions' self-imposed standards.

Rules of Ethics

- A. Individuals shall prohibit anyone under their supervision from engaging in any practice that violates the Code of Ethics.

- B. Individuals shall not engage in dishonesty, fraud, deceit, misrepresentation, sexual harassment, or any other form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- C. Individuals shall not engage in sexual activities with clients or students over whom they exercise professional authority.
- D. Individuals shall assign credit only to those who have contributed to a publication, presentation, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- E. Individuals shall reference the source when using other persons' ideas, research, presentations, or products in written, oral, or any other media presentation or summary.
- F. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- G. Individuals shall not provide professional services without exercising independent professional judgment, regardless of referral source or prescription.
- H. Individuals shall not discriminate in their relationships with colleagues, students, and members of allied professions on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.
- I. Individuals who have reason to believe that the Code of Ethics has been violated shall inform the Board of Ethics.
- J. Individuals shall comply fully with the policies of the Board of Ethics in its consideration and adjudication of complaints of violations of the Code of Ethics.

Adopted from the American Speech-Language & Hearing Association, August 2003

Model Bill of Rights for People Receiving Audiology or Speech-Language Pathology Services

Clients as consumers receiving audiology or speech-language pathology services have:

- The right to be treated with dignity and respect;
- The right that services be provided without regard to race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability;
- The right to know the name and professional qualifications of the person or persons providing services;
- The right to personal privacy and confidentiality of information to the extent permitted by law;
- The right to know, in advance, the fees for services, regardless of the method of payment;
- The right to receive a clear explanation of evaluation results, to be informed of potential or lack of potential for improvement, and to express their choices of goals and methods of service delivery;
- The right to accept or reject services to the extent permitted by law;
- The right that services be provided in a timely and competent manner, which includes referral to other appropriate professionals when necessary;
- The right to present concerns about services and to be informed of procedures for seeking their resolution;
- The right to accept or reject participation in teaching, research, or promotional activities;
- The right, to the extent permitted by law, to review information contained in their records, to receive explanation of record entries upon request, and to request correction of inaccurate records;
- The right to adequate notice of and reasons for discontinuation of services; an explanation of these reasons, in person, upon request; and referral to other providers if so requested.

Adopted from the American Speech-Language & Hearing Association, August 2003

**SECTION III – FACULTY, SUPERVISOR, AND
STUDENT ROLES AND RESPONSIBILITIES**

Faculty Responsibilities

Faculty members in the Department of Speech-Language & Hearing Sciences have specific responsibilities assigned to them on a daily basis. The four major responsibilities include:

1. Academic instruction,
2. Clinical supervision and practice,
3. Scholarly research, and
4. Departmental, school, institutional, and community service.

Faculty members are assigned teaching responsibilities each semester by the Chairperson. These assignments are based in part upon the faculty member's expertise, professional interest, and research. On occasion, a faculty member may be instructed to teach a course that he or she has not taught in the past due to scheduling problems or a faculty shortage in one or more areas of our program. Nevertheless, every effort is made to ensure the quality of instruction.

Near the end of each semester, the faculty are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the Chairperson and the Dean relative to teaching effectiveness, promotion, tenure, retention, and merit pay. The student's assessments are important to the department and are taken seriously. All assessments are anonymous.

Clinical supervision is another important facet of the department. Each clinical faculty member is certified by the American Speech-Language-Hearing Association and licensed to practice in the State of Texas. Furthermore, each faculty member must show proof of continuing education credits in her or his specialty. Typically, this includes attendance at professional conferences, workshops, and seminars.

The importance of research cannot be underestimated. Each faculty member is expected to contribute to a scholarly profession through publications, presentations, workshops, consultations, and reviews. Because our profession was developed initially as an investigative discipline, it is important for students to gain an appreciation of its history and to become facile with its research missions. As such, students are encouraged to challenge traditional views and to offer their insights into new developments in speech-language pathology and/or audiology.

Each faculty member is also assigned numerous service responsibilities. These include regular departmental faculty meetings and committee meetings within the department, school, and institution. On the average, faculty members attend at least two of these meetings per month and spend considerable time outside of the meetings working on assigned projects. Other service roles are demonstrated through participation in professional organizations on local, regional, or national levels.

Another important aspect of each faculty member's position is advising. While academic advising is done by Admissions Committee members, each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, post graduate education, certification, or any other topic related to academia. Faculty members are also sometimes very helpful in advising students in nonacademic areas. If you are experiencing problems adjusting to the demands of being a student, fulfilling the obligations of a part-time job, or having a healthy personal life, then perhaps one of our faculty members can help you. If not, they know where to direct you on campus to receive professional help in virtually any area of your academic, personal, or social life.

The faculty are also responsible for informing students about their legal rights at Texas Tech University Health Sciences Center. These include the rights of the disabled student as stated below and on each course syllabus.

Students with disabilities. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor to discuss necessary accommodations. A prerequisite for receiving *any* special accommodations is a completed Application for Accommodations, along with sufficient supporting documentation as determined by the 504 coordinator, on file in the Office of HSC Student Services. Students with a temporary limitation (e.g., due to extended illness) should also provide documentation to the Director of HSC Student Services, who will determine appropriate accommodations.

The faculty are also obligated to protect each student's privacy. Posting of grades by the students' names is strictly forbidden by federal law (i.e., Buckley Amendment). Grades will therefore be posted by personal test number or some other method which maintains the students' confidentiality. Faculty are also prohibited from discussing grades and/or performance with a student's family members or anyone else without the student's written permission.

Clinical Educator Responsibilities

Clinical educators within and outside the department have met or surpassed a demanding list of requirements in order to provide students with expert clinical supervision. They also maintain currency with new developments in clinical supervision and within their areas of clinical expertise. In addition, the department's clinical educators are required to perform the following:

1. Provide adequate clinical supervision in order to ensure quality training for students and quality service for the clinic's patients;
2. Provide clinical direction in a manner which is understood by the student;
3. Provide constructive criticisms of the student's clinical performance and in a professional manner;
4. Be available during scheduled appointments with the student;
5. Establish appropriate assessment and intervention approaches which can be supported by documented evidence in terms of clinical efficacy;
6. Explain all clinical policies as approved by faculty consensus;
7. Provide supplemental information for learning when requested by the student clinician;
8. Provide assignments as needed to improve the student's clinical Performance;
9. Submit grades in a timely manner to the program director,
10. Return all files with disposition cards to the clinical coordinator at the end of each semester;
11. Lead professional staffings (e.g., Observation Laboratory; Clinic Meeting);
12. Consider, and when appropriate, approve all major decisions regarding patient management before they are implemented or conveyed to the patient.

Student Rights and Responsibilities

The majority of this handbook is devoted to explaining your responsibilities as a student in the Department of Speech-Language & Hearing Sciences. Great efforts have been made to make this as clear as possible. However, students sometimes forget their responsibilities given that they are new to the program. This handbook was designed as a reference guide and should be consulted whenever you have a question. If after reading the handbook you cannot find an answer to your problem, please feel free to discuss it with your Program Director or Chair.

In essence, your responsibility to the department is first to be an outstanding scholar and second to be a good citizen. In the course of your studies at Texas Tech University Health Sciences Center the faculty will do their very best to educate you as a scholar in one of the nation's most respected professions. They will also teach you by example what it means to be a good citizen. Likewise, you will teach those who follow you into the program. In this way the program will reflect your attitudes and contributions. If you want a good program, then you too must make the appropriate contributions while becoming an active participant in your education.

The Texas Tech University Health Sciences Center and the School of Allied Health Sciences have a responsibility to provide an orderly atmosphere conducive to intellectual development and to discipline those who violate its rules and policies. Enrollment requires students to share this responsibility and abide by the following policies and procedures.

1. Equal Opportunity Employment and Affirmative Action. The Texas Tech University Health Sciences Center School of Allied Health Sciences is open to all persons regardless of race, color, religion, sex or national origin who are otherwise eligible for admission as students. No student or potential student will be discriminated against because of physical or mental handicaps which do not obstruct professional performance.

Texas Tech University and Texas Tech University Health Sciences Center adhere to the principles of affirmative action. Both institutions have affirmative action plans. Texas Tech University's and Texas Tech University Health Sciences Center's equal employment opportunity and affirmative action policies prohibit discrimination based on race, color, religion, national origin, sex, age, handicap, Vietnam Era or special disabled veteran status.

It is also a policy of Texas Tech University and the Health Sciences Center to maintain an environment free from sexual harassment and intimidation. Such conduct on the part of any employee is expressly prohibited and the offenders will be subject to disciplinary action.

2. Students with disabilities. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor to discuss necessary accommodations. A prerequisite for receiving *any* special accommodations is a completed Application for Accommodations, along with sufficient supporting documentation as determined by the 504 coordinator, on file in the Office of HSC Student Services. Students with a temporary limitation (e.g., due to

extended illness) should also provide documentation to the Director of HSC Student Services, who will determine appropriate accommodations.

3. Graduation Under a Particular Catalog. A student is expected to complete the degree requirements set forth in a particular School of Allied Health Sciences catalog. This will be the catalog in effect at the time the student enters the program. Its provisions are applicable during the following school year, September through August. However, a student who registers for the first time or is re-admitted during a summer session is subject to the degree requirements set forth in the catalog effective for the fall semester immediately following the initial enrollment. A catalog issued later than the student's first registration may be selected by the chair in conference with the student.

4. Withdrawal from the School Students who are considering withdrawing should see the Program Director. Necessary paperwork can be obtained from the School's Office of Admissions and Student Affairs. If a student withdraws in good standing, either during a semester or at the end of a semester, he or she is eligible for re-admission without prejudice under certain terms.

5. Re-Admission Students who withdraw in good standing are eligible for re-admission to the school on a space available basis. However, the student who withdraws is not guaranteed readmission to clinical practica. All requests for re-admission must be made no later than three months prior to the first day of the semester to which re-admission is requested. Any student who is re-admitted to the School of Allied Health Sciences must meet degree requirements in effect at the time of re-admission. Re-admission of students who have been dismissed for academic or disciplinary causes is based upon recommendation of the Chairperson and approval by the Dean of Allied Health Sciences, TTUHSC.

6. Regulations of Institution. It is the responsibility of the student to become familiar with the various regulations of the Health Sciences Center, the School of Allied Health Sciences and the University and to comply with them. In addition to keeping the departmental office informed of changes of address, the individual student is responsible for being informed of general and special notices conveyed by mail, TTUHSC e-mail, or posted on the departmental bulletin board. It is the student's responsibility to make arrangements for the completion of all work including examinations, clinical experiences and requirements for removal of conditional and incomplete grades.

7. Semester Grade Reports. Grade reports are posted on the Texas Tech University Health Sciences Center website each semester and can be accessed using the student's e-raider account.

8. Academic Integrity. It is the aim of the faculty of the School of Allied Health Sciences to foster a spirit of complete honesty and high standards of integrity. The attempt of students to represent as their own any work which they have not honestly performed is regarded by the faculty and administration as a most serious offense and renders the

offenders liable to serious consequences, including suspension and, for any second offense, dismissal.

a. Cheating: Examples of cheating include dishonesty of any kind on examinations and quizzes or on written assignments; illegal possession of examinations; the use of unauthorized notes during an examination or quiz; obtaining information during an examination from the examination paper or otherwise from another student; assisting others to cheat; alteration of grade records or illegal entry; or unauthorized presence in an office. These examples are not intended to constitute the specifics of situations; rather, they convey the nature of this offense.

Complete honesty is required of students in the presentation of any and all phases of coursework as their own. This applies to quizzes of whatever length, as well as to final examinations, to daily reports, to term papers and to clinical performance.

b. Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism.

Any student is guilty of plagiarism who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, films and other reference works, or from the themes, reports or other writings of a fellow student.

9. Assumptions About Student Performance. The following assumptions apply to the manner in which each student is expected to meet the objectives of every course. Since each of these expectations applies to each course, these standard expectations are not repeated in each course document. These assumptions are as follows:

a. The student demonstrates a systematic, safe, accurate, timely and efficient approach to the accomplishment of each objective and demonstrates the efficient use of materials in each activity.

b. Adequate time is devoted to class and clinical activities and to preparation for each of those to meet the stated objective (i.e., 3 hrs. per credit hr.)

c. Academic integrity is demonstrated in each element of the student's performance. Ethical behavior appropriate to the standards of a developing professional is maintained at all times in the student's experience, particularly in relation to maintaining the confidentiality of information regarding patients or clients.

d. All students are expected to exhibit consistent professional conduct in the classroom, lab and clinic. Disruptive behaviors can include, but are not limited to, behaviors such as tardiness, leaving early, offensive remarks, talking to others, and reading newspapers or magazines. Cellular phone / electronic device use is

not permitted during class, lab, or clinic. This includes use of such devices for speaking, texting, instant messaging, and/or internet use. This does not preclude use of computers for taking notes in class. Students who do not exhibit professional behaviors may be subject to disciplinary actions.

Each student maintains appropriate personal health status to accomplish the expectations of the program.

10. Class and Clinical Attendance. Responsibility for class and clinical/laboratory attendance rests with the student. Attendance is expected for all School of Allied Health Sciences classes and laboratories.

The effect of absences on grades is determined by the instructor, who will specify those effects at the outset of a given course. When absence jeopardizes a student's standing in a class, it is the responsibility of the instructor to report that fact to the student and to the Dean. Excessive absences can constitute cause for dropping a student from class; in such a case the grade of WF will be given (withdraw/failing).

In case of an illness that will require absence from class for more than one week, the student must notify his or her program director or department chair. The program director or chairperson will inform the student's instructors. In case of class absences because of a brief illness, the student informs the instructor directly.

11. TTUHSC Conditional Admission Policy. Admission into the graduate programs is granted under two circumstances. When an applicant has satisfied all of the entrance criteria established for the program (i.e., Speech-Language Pathology or Audiology), and is competitive with the applicant pool, he or she is granted a full admission status. When an applicant has not met certain criteria (such as the required grade point averages) but has satisfied other remaining criteria, he or she may be offered a conditional admission status. The conditional admission plan is intended to offer students a fair opportunity to demonstrate successfully their academic and clinical abilities despite other deficiencies.

Students admitted under the conditional admission status must earn at least a 3.0 (out of a possible 4.0) grade point average (GPA) by the end of their second semester in the program or the first twelve hours of enrollment (whichever comes first). During the probationary period, students may have limited clinical assignments and also will not be considered for departmental financial assistance until their conditional status has been removed.

If at the end of the second semester or upon completion of the first twelve credit hours, the student has earned a 3.0 GPA, then full admission status will be granted. Those credit hours already earned will be applied toward the degree requirements. If, however, the student fails to earn a 3.0 GPA, his or her program will automatically terminate at the end of the currently enrolled semester. Any coursework completed up to that point may not

be applied toward a degree from the Department of Speech, Language, and Hearing Sciences.

12. Dismissal of Students. A student may be dismissed from the program in the School of Allied Health Sciences if:

- a. The student cheats or plagiarizes.
- b. The student does not meet the competencies in any practicum/clinical course in the specified manner and time.
- c. The student in any practicum/clinical course acts in any manner detrimental to the safety or well-being of a client or patient, other students or faculty.
- d. The student does not maintain minimum academic performance requirements as specified in "Section V Academic Standards"
- e. The student willfully gives misinformation on any official Texas Tech University document or signs the name of another on any such document.

13. Leave of Absence: A student may take a leave of absence from his studies on a temporary basis for justifiable reason, as determined by the School of Allied Health Sciences Dean. This leave ensures a student a place upon return, provided all re-entry requirements are met and space is available. Specific requirements affecting this policy may be obtained in the School of Allied Health Sciences, Office of Student Affairs, Room 2B-194.

14. Grievance/Complaint Procedures: Contact the Office of Student Affairs (743-3220) for information about filing academic and non-academic grievances. Students with complaints about the Department of Speech-Language & Hearing Sciences may also contact the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) at the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, Maryland 20852, or call the CAA office at 301-897-5700. **Students should be familiar with school-wide policies published in the online School of Allied Health Sciences handbook.** SOAHS policies can be accessed at: <http://www.ttuhs.edu/sah/current/policies.aspx>

Academic Advising

The student's responsibilities as an advisee in the advising process are:

To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.

To be responsible for monitoring progress toward graduation, and the requirements for certification and licensure.

To understand the basic structure of the curriculum and its requirements in order to ask meaningful questions.

To become familiar with the class schedule for each term to plan semester schedules. (Changes in the class schedules are posted on the departmental bulletin boards.)

To attend pre-registration meetings or make appointments with an advisor for registration counseling. To attend all academic and clinical plan of study meetings.

To be responsible for maintaining academic and clinical performance in accordance with university and departmental requirements.

The student and advisor or instructor can collaborate to enhance the basic curriculum requirements to meet student career goals. Seeking learning opportunities beyond the required coursework through participation in student organizations, independent studies, and mentorships with faculty will enhance professional development. The highest professional standards, quality of work, and personal integrity are expected from each student.

**SECTION IV – STUDENT EXPECTATIONS IN THE
DEPARTMENT OF SPEECH-LANGUAGE AND
HEARING SCIENCES**

Address/Telephone Changes

It is the responsibility of each student to maintain a current residential address and phone number with the Department of Speech-Language and Hearing Sciences (whether the student is on or off campus for a clinical affiliation), and the appropriate address with the registrar and the School of Allied Health Sciences Student Affairs office to receive notices of grades, semester bills, and all other correspondence sent out by these offices (which includes the Bursar's office). The school will not be held responsible for consequences incurred with the Registrar, Bursar, student affairs or departmental offices due to address changes which are not reported within five (5) working days.

Addressing Faculty

A question asked frequently by new students is how they should address faculty members. According to students, this is especially confusing given that some current students address some faculty members by their first name and others by their title. The answer is very simple: ask the faculty member. Most prefer to be addressed by their title whenever they are in the classroom or in a clinical environment and prefer to be addressed by their first name in their offices or off campus. The faculty wish to develop mentoring interactions with all students, but many times the formality of our positions can hinder or even prevent the development of a mentor-mentee relationship. The first step in building a lasting relationship with a faculty mentor might just be a casual conversation of this nature.

Certification and Licensure

Students who complete the graduate program in audiology will meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and licensure from the state of Texas. The program director verifies satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements. Prior to graduation, students must demonstrate, through completion of the Knowledge and Skills Acquisition (KASA) form with supporting documentation, the ability to analyze, synthesize and evaluate information pertaining to audiologic foundations of practice, along with prevention and identification, evaluation, and treatment of auditory and balance disorders. Students not meeting departmental requirements for acquisition of knowledge and skills must complete student support plan. Failure to complete the plan can result in dismissal from the program. Refer to "Section V: Academic Standards" regarding KASA learner outcomes.

Computers & Software

Computers (IBM™ & Macintosh™) are located in several areas of the department, as are printers and scanners. Those located in the instructional lab and the clinicians' workroom (2A318) are for student use. Priority is given to students who are using the computers to complete final versions of clinic documents with confidential information. Students are reminded that they are responsible for the equipment and will be held liable for any damage or theft due to their

negligence. **Copying departmental software is strictly forbidden and a violation of federal copyright laws.**

Most of the department's computers have a virus detector installed. Do not attempt to alter this system. In the event of a computer malfunction, please contact the office manager immediately. Always power down your systems and replace the dust covers when finished.

Confidentiality

Through clinical activities and attendance at staffings, seminars and other meetings, students will obtain certain information about patients seen in the clinic or in related service programs. It should be emphasized that such information about a patient is confidential and must be treated in a professional manner. All discussion of such information should be confined to the Speech and Hearing Clinic and classes or seminars in the professional areas of speech-language pathology and audiology. Students should be especially careful about discussing cases in public areas (e.g., waiting room, clinic hallways) or in any unsecure electronic means, including mobile storage devices (e.g., flashdrives, CDs), unsecure emails or social media (e.g., facebook, twitter).

Each student must sign a Confidentiality Statement which is placed in his/her permanent file. The purpose of this statement is to ensure the confidentiality of our patients, students, faculty, staff, and other personnel at Texas Tech University Health Sciences Center. Forms will be distributed in clinic meetings.

Students must follow the guidelines set forth for HIPAA regarding patient confidentiality of private health information. For further information and regulations see http://announce.ttuhscc.edu/hipaa/documents/HPP_1.5_HIPAA_Sanctions.pdf.

Course Loads

Graduate enrollment in 9 or more credit hours in the fall and spring and 6 or more credit hours in the summer is considered full-time.

CPR Certification

Graduate students in the Speech-Language and Hearing Sciences department may obtain CPR training. The CPR certification may be a requirement for students in patient-care related activities.

Criminal Background Check

Students are required to undergo a Criminal Background Check (CBC) as part of the School of Allied Health Sciences Center admissions process and may be required to obtain an additional CBC prior to placement in certain externship sites. Students should also be advised that the Texas State Board of Examiners for Speech-Language Pathology and Audiology may deny a license to an applicant because of conviction for a felony or misdemeanor if the crime directly relates to the professional duties of a speech-language pathologist or audiologist. Felonies and misdemeanors which directly relate to professional practice include, but are not limited to:

practicing speech-language pathology or audiology without a license; failing to report child abuse or neglect; deceptive business practices; delivery, possession, manufacturing, or use of a controlled substance, dangerous drug, or narcotic; Title 5 offenses (homicide, kidnapping, assault or sexual assault); Title 7 offenses (arson, burglary, theft, insurance fraud, money laundering, or computer crimes); Title 8 offenses (bribery, perjury, obstructing governmental operation, or abuse of public office); Title 9 offenses (disorderly conduct, public indecency); and Title 10 offenses (possession of weapons, gambling, alcoholic beverage offenses, and conduct affecting public health).

(Reference: 22 TAC, Chapter 741.200 Licensing of Persons with Criminal Convictions)

Dress Code

One aspect of professionalism is appropriate dress. As clinicians, your demeanor, attire, and general appearance affect how you are viewed by patients and their families. A neat appearance and appropriate dress will positively influence impressions of you, and trust in you as a clinician. Student clinicians are expected to adhere to the following dress code:

1. No jeans (including corduroys)
2. No chewing gum
3. No casual shorts
4. No spaghetti straps, strapless, or low-cut tops
5. No tee shirts with slogans (TTU shirts are acceptable)
6. No leggings or tight-fitting pants
7. No hemlines which are mid-thigh or shorter
8. No noisy flip-flop shoes

In the clinic, students must wear name tags any time they are providing clinical services. Students whose clinical dress is not considered appropriate by the supervisor will either be required to wear a lab coat or will be sent home.

Emergencies

In the event of an emergency, students should contact the department as soon as possible. This is especially important in regards to patient scheduling and student testing. Other than in exceptional circumstances, students are expected to maintain their responsibilities to their patients and faculty. If a student is unable to contact the department or leave a message on its answering machine, he or she should contact the Student Affairs office at (806) 743-3220. It is, however, the student's responsibility to negotiate the problem with the faculty member or clinical educator to avoid any negative consequences.

Students should become familiar with the codes used to announce emergencies over the public address system (e.g., Code Red means fire). The faculty and staff have been trained to respond to emergencies (e.g., tornado, fire, etc.). If you are instructed by a faculty or staff member to vacate the building, please do so immediately. Instructions will also be provided in regards to exit procedures or any other appropriate safety measures.

Extracurricular Activities

The department routinely sponsors extracurricular activities such as conferences, seminars, faculty and student research presentations, and invited workshops. All students are required to attend these meetings unless they have a written excuse which will be considered on a case-by-case basis by the Program Director. Since these presentations are part of the department's curricula and designed to supplement the students' education, repeated failure to attend these activities may jeopardize the student's program of study.

Faculty-Student Relationships

To maintain an environment that supports the department's educational goals, the relationship between faculty and students should be that of teacher and scholar. According to Texas Tech University Health Sciences Center Operating Policy and Procedure (HSC OP 70.56), consensual relationships between faculty and students "constitute (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety and question the validity of consent." Such relationships cause or create the appearance of favoritism or unfairness, or are exploitive in nature. As such, consensual relationships are prohibited by TTUHSC.

Financial Aid & Scholarships

The department supports students financially by awarding graduate assistantships and scholarships. Students interested in applying for financial aid from the department must complete an application form and submit it to the Financial Assistance Committee by posted deadlines. Recipients are notified of their award before the semester begins. Additional financial assistance may be sought from the institution. Financial aid information is available through the Office of Student Financial Aid in HSC 3B-310 (743-3025).

Furniture Policy

Do not move any furniture or equipment from a room without permission and then only with the understanding that you are responsible for returning the items to their original location.

Health Insurance

You are required by TTUHSC to pay a Medical Service Fee each semester. With this fee you can access healthcare in a TTUHSC clinic and see a nurse or physician at no charge for minimal or limited minor problems.

TTUHSC *strongly recommends* that each student maintain health insurance to cover major medical, emergency care, specialty care and pharmacy services. ***Please note:*** Clinical sites may require proof of health insurance.

The Texas Tech University Health Sciences Center does provide students the opportunity to purchase health insurance through a private carrier. Students may contact the Health Sciences Center, Office of Student Services for more information concerning purchasing health insurance.

Illegal Drugs & Intoxicants

The use of illegal drugs or intoxicants by students attending state-supported institutions of higher education is strictly forbidden by The State of Texas under House Resolution (HR) 253. Any student found guilty of drug-related activity or the use of intoxicants will be subject to immediate suspension from the university.

Immunizations

Students involved in patient-care activities are at higher risk than the general population for acquiring communicable diseases such as measles, mumps, rubella, chicken pox, and tuberculosis. An Allied Health student who has one of these diseases may, in turn, infect other personnel and patients. Such infections established in any health care facility are serious in their potential for medical and possible legal complications. Therefore Texas Tech University Health Sciences Center has a policy of immunization that all Allied Health students must follow. This policy conforms with Texas Statute Title 25 Health Services, SS97.61-97.77 of the Texas Administrative Code that requires all students to be fully immunized during their patient care experiences.

The School of Allied Health Sciences has partnered with American Databank to create an Immunization Tracking System, for which students pay a yearly subscription of \$25.00. Students log on to <http://www.texastechhscbackground.com> and create an immunization record account. All necessary forms and documents are sent to American DataBank at 303-339-7521 or 877-619-4139 or immunization@americandatabank.com.

All students are required to show proof of current immunizations prior to being enrolled in the School of Allied Health Sciences. (See School of Allied Health Sciences policies for a list of current immunization requirements.)

If immunization records are not available, candidates may meet these requirements by submitting serologic confirmation of immunity to hepatitis B, mumps, measles, rubella, varicella or receive immunizations for these diseases.

These inoculations/tests can be obtained in the Family Medicine Clinic at the Health Sciences Center. Female students will be required to take a pregnancy test prior to the MMR being given. Call 743-1177 and ask to speak to a nurse scheduler. You will need to provide your R number and also indicate the specific immunizations you need. Take your immunization records with you at the time of the visit. Remember to keep personal immunization records in a safe place, as they are required for all healthcare workers. Never supply the department with original documents. All copies of immunization records provided to the department become the property of the School of Allied Health Sciences.

Keys

Students may obtain permission to have access to a key for after-hours access to the department. The after-hours access is only for the completion of class, clinic, or laboratory-related assignments. The students must ensure that departmental doors remain locked at all times. Students must comply with physical facilities' lost key requirements and must return the key prior to graduation.

Office Hours & Appointments

Students are reminded that office hours and appointments are reserved for them to meet with every faculty member and clinical educator. Each faculty member must post (on his/her office door) and maintain three hours a week for student conferences. If the student cannot meet during those times, it is the student's responsibility to schedule a mutually acceptable time to meet with the faculty member or supervisor. While the faculty will make every reasonable effort to meet with students, they should not be expected to meet with students outside of the designated office hours without prior notification. Because the faculty schedules are often quite full, students should be prepared to wait several days or possibly a week in order to meet with a faculty member at times other than posted office hours. If all else fails and a student cannot arrange a meeting with the faculty member, he or she should contact the Program Director for further instructions.

Office & Clinical Conduct

The Department's Speech-Language and Hearing Clinic is a professional facility designed to meet the needs of patients as well as the educational needs of students. The clinic is also unlike most academic departments in this regard. Students should not loiter in the clinical areas (i.e., waiting room, secretary's office, graduate student offices, media room, clinic hallways and treatment areas) or conduct personal conversations in areas in which they may be overheard by patients or their caregivers. They should also refrain from interrupting the department's secretaries. Students should think of our clinical areas as being like any other medical or health-related facility and conduct themselves appropriately (e.g., speak quietly).

Photocopy Machines

A photocopy machine has also been provided for student use. It is located in the clinicians' workroom (2A318) and requires a magnetic card for operation. Vending cards may be purchased from the Copy Center located at the Health Sciences Center. Students may not use the copy machine located in the faculty work area unless given permission by the department's Office Manager. Reproduction of copyrighted materials is not permitted without the written consent of the author(s) and/or publisher(s) unless stated otherwise within the document.

Picture Identification Badge

All students shall wear identification badges any time they are on the HSC premises and while performing clinical duties (e.g., hearing or speech screenings) off campus. This will aid patients

in identifying student clinicians and make the name and classification of the student clear to the patient and other professionals.

During your admission and orientation process, you will have your picture taken. You should receive your I.D. badge during the first week of classes. Your picture I.D. badge is permanent and will be used from year to year. If your I.D. badge is damaged, lost, stolen, or if your name changes, a replacement can be obtained by contacting the SOAHS Office of Admissions and Student Affairs to obtain the required form. If you have any questions concerning your picture I.D., please call our departmental secretary at 743-5660, extension 221.

Professional Organizations

Students are encouraged to join the Student Academy of Audiology (SAA) and the National Student Speech Language Hearing Association (NSSLHA). The SAA is the nationally recognized student organization for AuD students. NSSLHA is the national organization for students interested in the study of normal and disordered communication. Membership in professional associations is an important part of the profession and offers numerous benefits. Students receive journals, newsletters, discounted conference fees, significant savings when converting from student to professional membership, and access to resources which facilitate their understanding of the profession. Membership information can be obtained through the Department, on the SAA information on the AAA website (<http://www.audiology.org/education/students/SAA/Pages/default.aspx>), or by calling NSSLHA at (800) 498-2071.

TSHA offers a student membership to anyone who is enrolled in at least six hours in an accredited university program in communication disorders. Membership in professional associations is an important part of the profession and offers numerous benefits. Students receive journals, newsletters, discounted conference fees, significant savings when converting from student to professional membership, and access to resources which facilitate their understanding of the profession. Students may also be interested in joining the South Plains Speech-Language-Hearing Association (SPSHA), which is the professional association for speech-language pathologists and audiologists in the Lubbock area. Membership information can be obtained through the Department or by calling NSSLHA at (800) 498-2071 and TSHA at (888) SAY-TSHA.

Professional Liability

All facilities require that students have professional liability insurance. The insurance is furnished through a group policy and is a part of the fees that students pay. **Students must show proof of liability and health insurance prior to assignment to clinical activities.** Failure to provide adequate insurance documentation can result in immediate termination of clinical practica. A copy of the documentation is included in this handbook.

Research Laboratories

The department is very proud of its research facilities. Laboratories include state of the art equipment for the study of speech perception, electrophysiologic measurement, hearing aids, aural rehabilitation, and listening effort. Access to the laboratories must be obtained from the laboratory directors.

Room Access

Classroom access related to student activities is possible. The students must contact the program director to reserve the space.

School Pin

The school pin is available to students who wish to purchase it. Contact the Office of Admissions and Student Affairs at 743-3220 for details. School pins must be ordered before March 1st if you wish to wear one at your May graduation ceremony.

Sexual Harassment

Sexual harassment of any kind is prohibited by law. It includes, but is not limited to, unwelcome behavior such as sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature. If you are sexually harassed, state your objections to the offending party at the time that the behavior occurs. Express your objections about the undesirable behavior clearly and firmly and then report the incident to either the Chairperson, Dean of Students at Texas Tech University, Dean of Allied Health Sciences, Manager of Student Services, the Women's Studies Council at Texas Tech University, or individually to each person. The Department of Speech-Language & Hearing Sciences does not tolerate sexual harassment and will use its full authority to dismiss anyone found guilty of sexual misconduct.

Student Center

The F. Marie Hall Synergistic Center, located on the 2nd floor West wing, is a smoke-free lounge with ping-pong tables, pool tables, foosball, exercise equipment, shower facilities, TV area, telephones, refrigerators, and microwaves.

Student Government

Students may run for election to the Texas Tech University Health Sciences Center Student Senate, the local chapter of the Student Academy of Audiology (SAA), the National Student Speech-Language-Hearing Association (NSSLHA) and the Society for Students in Allied Health (SOSAH).

Student Health

The TTUHSC Family Practice Center is available to students with medical needs. The clinic operates on an appointment basis. Those students currently enrolled, and who have paid the Student Health Fee as part of tuition and fees, are eligible to receive care at no charge. The student must present his/her Student I.D. Card and Red Card at the time of the appointment. A Health Sciences Center Red Card can be obtained at the Central Registration Desk.

Eligible students seen in the Family Practice Center will not receive a bill; however, their insurance will be billed. Laboratory or radiology studies that are performed at Student Wellness Center (located at Main and Flint) will be done at no charge to the student. Any consultations that are ordered or visits to other departments that generate a fee or charge in the Health Sciences Center will be the student's responsibility. In the event that a student receives a bill from the Health Sciences Center for services covered by the student health fee, the student should take the bill to the Family Practice Center.

All students can have their prescriptions filled at Student Health in Thompson Hall at the discount price. If a student elects to have a prescription filled at a pharmacy other than Student Health, then the student will be required to pay the full price for the prescription.

Student Identification Card

Your university I.D. is permanent and will be used from year to year. The I.D. can be used at many locations on the TTU campus such as the Bookstore, Student Union Building (SUB), Library, Health Service and Recreational Sports, depending on what Student Service Fees have been paid.

If you currently have a university I.D., it is not necessary to retake your picture each year. If your I.D. card is damaged, lost, or stolen between semesters, during the summer, or during the school year, a replacement must be purchased. Replacement of lost, stolen, or damaged cards can be handled through the Registrar's office.

Student Representatives

Elected officers of SAA and NSSLHA serve as representatives to attend faculty meetings and assist with department activities as needed. Our students are also active in the HSC Student Senate. This is an opportunity to develop interdisciplinary activity and leadership.

Student Responsibilities Related to Academic Advising

The student's responsibilities as an advisee in the advising process are:

1. To give thoughtful consideration to personal career goals so that academic and professional goals can be coordinated and discussed with advisor (or other faculty member) as appropriate.

2. To be responsible for monitoring progress toward graduation, and the requirements for certification and licensure.
3. To know the basic requirements for graduation from TTUHSC. Student files are located in the department office. Students may request to see their files for review in the presence of a faculty member. The department is unable to disperse any part of the file without written permission of the student, or by clearance of the department chairperson or a TTUHSC authority.
4. To understand the basic structure of the curriculum and its requirements in order to ask meaningful questions.
5. To become familiar with the class schedule for each term to plan semester schedules. Changes in the class schedules are disseminated to students.
6. To attend pre-registration meetings or make appointments with advisor for registration and bring appropriate registration materials.
7. To maintain personal copies of the current department check sheet, grade slips, clinical evaluations, transfer evaluations, registration forms, etc.
8. To be responsible for knowing and maintaining their academic and clinical performance in accordance with university and departmental requirements.

The student and advisor or instructor can collaborate to enhance the basic curriculum requirements to meet student career goals. Seeking learning opportunities beyond the required coursework such as student organizations, independent studies, and mentorships with faculty will enhance professional development. The highest professional standards, quality of work, and personal integrity are expected from each student.

Student Responsibilities Related to Performance

All students are expected to demonstrate high standards of performance and integrity during classroom, laboratory and clinical activities. As a health care student in the Texas Tech University Health Sciences Center, your personal and professional conduct represents your chosen profession and personal values. Being a student in a health sciences center environment, where clinical services are offered, is different from the typical university or college classroom. During both casual and academic activities in this building you will be in constant contact with patients. As a result, students are expected to demonstrate behavior and professional codes appropriate to this setting.

Student Responsibilities Related to Clinical Practicum

As students advance through the program, they will assume greater responsibilities as clinicians. Below is a summary of some of the major responsibilities.

1. Maintain a realistic daily schedule which allows sufficient time to manage patient assignments.
2. Determine if your clinic assignments are sufficient to meet your clinical clock hour requirements.
3. Schedule patients during regular operating hours subsequent to obtaining the supervisor's permission.
4. Maintain all clinical fees, hours, and records as specified in clinic syllabus.
5. Attend all clinic meetings, supervisory appointments, and other professional activities (e.g., staffings and extracurricular departmental presentations).
6. Secure all equipment, files, tests, rooms, and buildings used.
7. Fulfill all assignments issued by the Program Director or Clinical Coordinator.
8. Solicit constructive criticism from the clinical educators(s).
9. Incorporate constructive criticisms as provided by the clinical educator(s).
10. Behave in a professional manner when interacting with clinical Educator(s), patients, other professionals, and caregivers (e.g., parents).
11. Obtain formal permission from the supervisor (s) prior to implementation of any communication with a patient or his or her caregiver(s) or the initiation of any clinical management (e.g., therapy, referral, dismissal from therapy, cancellation of a scheduled clinical session, assessment results and/or recommendations, etc.)

Student Services

Students should contact the Office of Admissions and Student Affairs for more information on these topics:

ADA compliance

Counseling

Double T Star Spangled Banner scholarships

Graduation

HSC Student Senate

Legal advice

Residency appeals

Student events

Student insurance

Student announcement page (www.ttuhscc.edu)

ID cards

Tech Express

Student Survival

Students should be mentally and physically prepared to cope with a rigorous curriculum in the Department of Speech-Language and Hearing Sciences. Students should carefully organize their activities in order to succeed. ***The faculty fully expect that each student will devote no less than three hours per week for every academic credit hour they have enrolled for in the department.*** For example, a student taking twelve hours of course work (including clinical practica) will need to spend thirty-six hours per week studying! That's a full-time job for anyone and students would be well advised to consider it as such. Those who need assistance with managing the demands of the program are encouraged to contact the Program for Academic Support Services (PASS) at 742-3664 or the University Counseling Center at 742-3674.

The faculty and staff truly want you to succeed. There is no greater satisfaction to the faculty than to hear about the excellent contributions made by our graduates. While we recognize the rigor (and in fact foster it), we know too that a well-earned degree is far more valuable than a token degree from a less challenging program.

Student Work Area

Students engaged in activities related to clinic are encouraged to use the clinicians' workroom, located in 2A318. Students are urged to secure all of their personal items against possible theft or vandalism. Graduate students may use the lockers; see the department secretary to obtain a lock. The department is not responsible for the loss of personal items.

Telephones & Fax Machines

A telephone is available in the clinicians' workroom (2A318) for students to use when contacting patients, families, and other health professionals. **It is not for personal use.** Also, please be respectful of patients or visitors who may be in your company during all telephone conversations and do not disturb the secretaries (e.g., asking for telephone books, paper & pencil, etc.).

The department provides a fax machine in the faculty workroom. It is for university business and should not be used for any other purpose (e.g., transmitting last minute job applications). If you need to send or receive patient information via fax, please obtain permission from the Clinical Coordinator first.

Tobacco Policy

The use of tobacco products in a TTUHSC facility or anywhere in the grounds of any TTUHSC facility is strictly prohibited by the HSC OP:70.29, Tobacco-Free Environment policy. This includes but is not limited to cigarettes, cigars, pipes, chewing tobacco, and snuff. Students are required to strictly adhere to tobacco free environment policy.

SECTION V – ACADEMIC STANDARDS

Grading Procedures

The Department of Speech-Language and Hearing Sciences adheres to the School of Allied Health Sciences grading criteria. For each course, the procedures for determining your grade will be clarified by the instructor at the beginning of the course, and will be included in the course syllabus.

Grading criteria for all courses are as follows:

- A** 90.0 - 100%
 - B** 80.0 - 89.9%
 - C** 70.0 - 79.9%
 - D** 60.0 - 69.9%
 - F** <60%
 - I** Incomplete
 - Unable to complete the coursework due to a documented emergency or crisis situation that has been approved through the department.
 - Prior work must be passing at the time an "I" is requested.
 - Make-up work must be completed with a grade of at least "C".
 - W** **Withdraw** Given when a course is officially dropped during the first five weeks of the Semester
 - WF** **Withdraw failing** Given when a course is officially dropped after the first five weeks of the semester, and the student's work is not passing when the course is dropped (*WF is calculated into the GPA as an F*)
- Pass/Fail or Credit/No credit**
Courses (e.g., clinic or research enrollments) may also be **pass/fail** or **credit/no credit**. Receiving a "fail" or a "no credit" constitutes a failing grade for that enrollment.

A grade of incomplete ("I") grade may be given only when documented illness or circumstances beyond the control of the student prevent the student from completing course requirements, and the student is passing the course prior to requesting the grade of "I." Per School of Allied Health Sciences Center Student Policies, it is not used as a substitute for an "F". Before the next semester begins, the student must make arrangements to remove the grade of "I." An "I" which is not removed within 12 months may become an "F." Coursework to remediate an "I" must be completed with at least a grade of "C".

For course(s) in which a student receives a withdraw or withdraw failing, the student must re-enroll in these course(s) at the next scheduled course offering.

Academic Counseling Criteria

Each term, the faculty will review students' performance at mid-semester. If there are concerns about a student's academic or clinical work, the student will receive a letter from the Program Director, instructing him or her to meet with the Instructor(s) to discuss the concerns and to determine what measures the student needs to take to return to good academic standing. Copies of all warning letters will be placed in the student's file.

Good Academic Standing

To remain in good academic standing, graduate students must maintain a semester GPA of 3.0 and achieve a grade of “B” or better in all coursework.

Academic Probation

A graduate student will be placed on academic probation for one or more of the following:

1. failing to maintain a semester graduate GPA of 3.0 or
2. earning a grade of “C”, “D”, “F”, “fail”, or “no credit” in any course, including clinical enrollments or
3. failing to meet the expectations set forth by the curriculum committee in an individualized student support plan

Students on academic probation must complete academic remediation (see below). Students on academic probation will not be allowed to be placed in a clinical setting outside of TTUHSC until they return to good academic standing. If a student is not in good academic standing at midterm or receives 2 or more course midterm warning letters for poor academic performance, an externship placement for the upcoming semester will not be assigned until grades of 3.0 or better have been verified. This may delay the start of the clinical externship and may result in a placement other than the student’s requested site.

Graduate credit will be allowed for a course with a grade of “C” but the experience can not be used to satisfy competencies for the KASA. Courses completed with a grade of “D” or below will not meet graduation requirements. For courses completed with a “D” or “F” (including “fail” or “no credit”), the course must be repeated at the next course offering. A course may be repeated only once. Failure to earn a “C” or better when the course is repeated will result in dismissal from the program. In addition, any clinical enrollment completed with a “D” or “F” (including “fail” or “no credit”) will result in loss of all clinical hours obtained during the semester and will not count toward departmental clock hour minimums. A student will not be allowed to graduate until all courses have been completed with a grade of “C” or above. .

(Repeating a course does not replace the original grade. For the purpose of calculating GPA, the grade obtained when a course is retaken is averaged with previous grades.)

Students may be placed on academic probation for a maximum of two semesters during their graduate program. Meeting the conditions for academic probation a third time will result in dismissal from the program.

As per the SOAHS policy on Academic Probation, students will be notified that they are being placed on academic probation in a letter generated by the Office of Admissions and Student

Affairs and signed by the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Director of the Office of Admissions and Student affairs. (Policies of the School of Allied Health Sciences can be accessed through the following URL: <http://www.ttuhs.edu/sah/current/policies.aspx>)

Academic remediation for students on academic probation

Academic remediation plans will be developed for students placed on academic probation by the course instructor and approved by the Program Director. The student should be aware that some remediation plans will delay projected graduation date. Options for remediation as approved by the Program Director include but are not limited to:

- Individual tutoring with a program faculty member.
- Faculty directed group or individual study.
- Repeating clinical experiences/tracts.
- Repeating course(s).* A student will be allowed to repeat a course only once.

*Repeating course(s) is the only option for students on academic probation for receiving a “D” or “F” (including “fail” or “no credit”). A course may be repeated only once. Failure to earn a “C” or better when the course is repeated will result in dismissal from the program.

Routine follow-up counseling with the student will be scheduled to assess and document the progress and outcome of the remediation plan. All meetings with the student regarding remediation must be documented by the faculty member(s) involved, to include the student’s understanding of the problem, willingness to cooperate and compliance with the plan.

Dismissal

A graduate student may be dismissed from the program for one or more of the following:

1. violating the academic and/or non-academic misconduct policies of the School of Allied Health Sciences.
2. failing to obtain graduate semester GPA of 3.0 upon completion of probationary period(s).
3. failing to successfully complete remediation as documented in the remediation plan
4. meeting the conditions of academic probation for a third semester.
5. failing to earn a grade of “C” or better when repeating a course in which the student previously earned a grade of “D” or “F.”
6. failing audiology comprehensive exit examination remediation (see below).

If a student’s semester and/or overall GPA falls below 3.0 or if the student is placed on academic probation for the final semester prior to being cleared for the fourth-year placement, the student’s fourth year externship (and subsequently, graduation) will be delayed.

As per the SOAHS policy on Academic Dismissal (see <http://www.ttuhs.edu/sah/current/policies.aspx>), students will receive an “intent to dismiss” letter generated by the Office of Admissions and Student Affairs and signed by the Department Chair.

This letter will provide information about the student's right to appeal the dismissal. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Director of the Office of Admissions and Student Affairs

Knowledge and Skills Acquisition

In addition to coursework, students must acquire knowledge and develop skills necessary for entry-level, independent practice of audiology. These knowledge and skills are delineated by the American Speech-Language-Hearing Association (ASHA) 2011 Standards for Certificate of Clinical Competence in Audiology. Students must meet departmental requirements for the acquisition of such knowledge and skills to graduate. The program director will meet regularly with the students to review academic progress, along with reviewing acquisition of knowledge and skills. For students not meeting specific knowledge and skills in a course, the instructor will develop a document outlining the steps for acquiring the lacking knowledge and skills for the student. This document must include specific requirements for meeting the specific knowledge and skills, along with a date of completion. Completion dates must be before mid-term of the semester following the course enrollment. Failure to successfully complete the requirements set forth in this document will result in the student being referred to the curriculum committee for an individualized student support plan. Failure to complete the individualized student support plan will result in academic probation.

Audiology Comprehensive Exit Examination

Definition. Completion of the AuD degree requires that each student successfully complete the audiology comprehensive exit examination. The audiology exit examination consists of tests related to coursework taken during completion of the AuD degree. Questions will be primarily integrative and will include such issues as philosophy, theory, anatomy and physiology, assessment, and treatment. Some objective questions requiring factual knowledge may also appear, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.

Question Preparation and Selection. The appointed faculty committee representative will solicit questions from faculty responsible for graduate curricula.

Administration. The exit examination will be administered each year during the spring semester. A faculty proctor will supply the day's questions and collect completed test packets.

Examination Grading. The faculty member supplying questions for a content area will grade the candidate's response(s).

To obtain an overall passing grade for the comprehensive exit examination, the candidate must achieve a score of 80% or better for each content area.

In the event that passing scores are not achieved, an individualized remediation program will be developed by a Student Advisory Committee (SAC). This SAC will consist of the faculty members from the course(s) needing to be remediated and the Program Director for Audiology. The SAC may recommend one of three options based on the score on the original examination, input from the course(s) faculty, and information provided by the student:

1. Re-examination: Students may be required to re-take that portion of that portion of the comprehensive exams (with different questions). These re-examinations can be written and/or oral. The re-examination may be offered during the same semester as the exit examination or, if determined appropriate by the advisory committee, the student may be asked to take the re-examination by the end of the semester following the comprehensive exit examination. The additional semester required before re-taking the exam can delay the student's graduation date.
2. Comprehensive examination remediation project: This could be a project or independent study developed by the SAC. This project may be offered during the same semester as the exit examination or, if determined appropriate by the advisory committee, the student may be asked to complete the project by the end of the semester following the comprehensive exit examination. The additional semester required for completing the project can delay the student's graduation date.
3. Comprehensive examination remediation and enrollment in independent study course: Students who fail ≥ 7 of the comprehensive examination subject areas will be required to complete a remediation plan which must include enrolling in an independent study course in the summer semester following the comprehensive examination. Students will not be cleared to begin the 4th year externship until he/she has satisfactorily completed remediation of all coursework and completed the summer independent study enrollment.

Upon successful completion of the chosen option, the student would be cleared to start the fourth year externship (given that all other requirements have been met). Should a passing grade not be obtained, the SAC will recommend the student perform another option for remediation (re-examination, remediation project, or independent study course enrollment). In this case, graduation will be delayed. If the student failed to successfully complete the second remediation plan specified by the SAC, the student would be dismissed from the program without graduation or conferral of the degree.

Students cannot start their fourth year clinical externship until all portions of the audiology exit examination have been successfully completed. For students required to enroll in the summer independent study course, 4th year externship cannot begin until the fall semester following comprehensive examinations (if all remediation and the course was successfully completed).

Student Appeal of Exit Examination Grade If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Student Advisory Committee.

Timing of Audiology Exit Examination and Current Coursework. Because the comprehensive exit examination will be completed prior to final examinations, many students will

take the audiology exit examination while enrolled in one or more courses during that same semester. Satisfactory completion of **both** the exit examination and all coursework is required for the AuD degree. For example, it is possible that a candidate might pass the graduate course for the content area but fail the comprehensive examination in that content area. In this event, policies governing each requirement (the audiology exit examination and coursework) will be separately applied to determine the student's progress toward the AuD degree.

Student Appeal Process

If a candidate wishes to appeal the decision of the comprehensive examinations, he/she should follow the School of Allied Health Sciences Student Compliant Resolution and Hearing Policy (accessed through <http://www.ttuhs.edu/sah/current/policies.aspx>).

Credit by Examination

Courses in the Department of Speech-Language and Hearing Sciences may not be taken by examination.

Disabilities

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor to discuss necessary accommodations. A prerequisite for receiving *any* special accommodations is a completed Application for Accommodations, along with sufficient supporting documentation as determined by the 504 coordinator, on file in the Office of HSC Student Services. Students with a temporary limitation (e.g., due to extended illness) should also provide documentation to the Director of HSC Student Services, who will determine appropriate accommodations.

Clinical Skills and Hours Requirements

A student is expected to successfully complete all clinical requirements as stated in the clinical syllabus and manual. Hour requirements are a minimum of 1500 hours of direct patient contact time and 350 hours of non-contact hours for a total minimum of 1850 hours. For more information and documentation, the student is directed to the clinical student syllabus. Failure to complete clinical requirements may result in a delay in graduation until requirements are met.

Portfolio/KASA:

Throughout the academic program, the portfolio will be submitted at different times during each student's clinical experience. At midterm of the Spring semester (Wednesday before Spring Break each year) for 1st, 2nd, and 3rd year, the student should submit his/her portfolio for review to the KASA committee. The portfolio should include the information noted below.

A completed version will be turned in during the final semester of the fourth year to represent a cumulative report of academic knowledge, clinical knowledge and clinical experience. Portfolios are to be submitted in the fourth year to the Program Director by April 15th.

Portfolios should be arranged in the following manner:

- Put your name on either the front or side of the portfolio; also put a cover sheet on the top of the materials inside the notebook with your name.
- Divide each section using divider sheets with tabs.
- Sheet protectors for information within the sections would be beneficial to ensure that papers do not tear/fall out.
- Because the department will have to add in material, please use a notebook that is large enough (e.g., at least a 2-inch binder) so material can be added.

Section 1: *Materials to be signed by program director.*

You will receive many of these forms in your 3rd year.

Section 2: *KASA*

Include most recent learner outcome form and KASA by foundation form

Section 3: *Plan of study*

Include all documentation from academic and clinical plan of study meetings.

Section 4: *Transcripts*

Include copies of all transcripts; these transcripts should be official if possible.

**note: you will have to have copies of official TTUHSC transcript after “degree conferred” is noted for licensure/certification.

Section 5: *Clinical hours*

Include the end-of-semester clinical hours for each semester of your AuD program; make sure to include the most current hours sheet received from the department (the electronically signed version from Dr. Bogschutz).

Section 6: *Clinical evaluations*

Include all summative (i.e., end of semester) clinical evaluations you have.

On the top of this section, include the material provided by the program director/clinical coordinator showing your progression of clinical skills (e.g., the form that shows how many clinical skills for which you have “met expectations” over the course of your program)

Section 7: *Syllabi*

Include the syllabus for each course you have taken.

INCLUDE CLINICAL SYLLABI ALSO (INCLUDING one syllabus for years 1-3 and one syllabus for 7020, 4th year)

Include syllabi from undergrad courses you took which count toward a graduate course (e.g., if you took diagnostic audiology as an undergrad)

Section 8: *Research*

Include all signed research forms. The final portfolio MUST include the form with signatures proving that the research project has been completed (defense & write-up)

Section 9: *Projects*

Include any projects for a knowledge/skill which hasn't been met in clinic or coursework. The program director and/or clinical coordinator will inform you about such projects in the plan of study meetings.

Supplemental folder:

Keep all projects in a supplemental folder – for example, the grading forms from papers that met learner outcomes in courses, etc. You will not have to mail this folder in during your fourth year, but this will allow you to retain anything that licensure/certification agencies may ask.

Length of Program

The program is designed as a four-year program. Different circumstances may prolong the program. In the case that a program is prolonged, the total length of the program will not exceed 6 years. Course credit will not be counted toward the graduation requirement if the course credit was obtained more than 6 years prior to anticipated graduation date. In order to ensure the student has current knowledge related to the field at the time of graduation, such courses (credit obtained > 6 years prior to graduation) must be taken again for credit to meet graduation requirements. Clinical skills may also be affected and have to be demonstrated again, under this guideline. Any student entering the program with a previous Master's degree will have the years spent in obtaining the Master's degree counted in this process. However, the interim years following the receipt of the Master's degree will not apply, as knowledge level will have been considered for the individual admission degree plan. Students whose program exceeds 6 years due to medical leave may apply for exemption by requesting a review of knowledge and skills before the curriculum committee.

SECTION VI – CLINICAL-RESEARCH PROJECT

Introduction

All students enrolled in the Doctor of Audiology (Au.D.) program at Texas Tech University Health Sciences Center (TTUHSC) must complete a clinical-research project. It is expected that the guidelines contained in this document will be useful for students and members of their committee in planning and performing the research project.

Objective

The clinical research project meets the following objective:

1. Understands the application of principles and practices of research

KASA: A11

Broad Learner Outcome: J

What Constitutes a Clinical-Research Project?

The profession of Audiology is moving towards a more evidence- and mechanism-based approach, and one that stresses the assessment of results from applied and basic research. As a result, the faculty at SLHS – TTUHSC supports expanding the field through research. During the course of the Doctor of Audiology Program, each student is expected to engage in research. Although the student is responsible for the content and format of the project, a Student Research Committee (SRC) selected by the student is expected to provide guidance. The chairperson of the SRC is especially important in the guidance process, and serves the roles of chairperson and mentor. Both the student and chairperson/mentor, therefore, should read and understand these guidelines prior to initiating the clinical-research process. **This document describes the procedural sequence necessary to complete the clinical-research project in a timely fashion, but does not guarantee that the student will graduate on time.**

Requirements

The clinical-research project comprises three 1-credit hour enrollments in clinical research courses. . The initial topic and methodology should be approved by the SRC at the end of the first enrollment. At the end of the second enrollment, the SRC will approve the student's question, literature review, and methodology. The completed clinical-research project must also be approved by the SRC, and presented as a poster in a peer reviewed forum at the end of the third enrollment. The various procedures and guidelines associated with completion of the research project are outlined as follows:

Procedural Steps

Detailed below are the steps needed to complete the clinical-research project. A timeline has been included.

1. Initiation

The initial step in the process is to identify a general area of interest. At this stage, the topic or format of the clinical- research project need not be specific, but the student should have a general

idea about the area of interest. The majority of ideas for research projects arise from reading the literature, or as the result of discussions with course instructors, classmates, and with other professional colleagues. For these reasons, students are encouraged to discuss possible research ideas with course instructors, professionals, and/or classmates prior to making their decision. Students are expected to use moral and ethical judgments when communicating with faculty and students about the ideas of others.

2. *Selecting a Chairperson/Mentor*

Choosing a faculty member from the Department of Speech, Language and Hearing Sciences to chair/mentor the research project is equally important. In addition to providing assistance in selecting other SRC members, that the chairperson/mentor will interact closely with the student as the student works to refine the original study idea into a prospectus, conduct the project, write the final product, and develop a final presentation. In this respect, the chairperson/mentor is expected to provide guidance and mentorship to the student during all phases of the research experience.

INSTRUCTOR	AREA OF STUDY
Lisa Flores, Au.D.	Multicultural Issues, Hereditary Hearing Loss
Jeremy Donai, Au.D.	Amplification
Tori Gustafson, Au.D.	Auditory Processing, Unilateral Hearing Loss, Audiologic Rehabilitation
Candace Hicks, Ph.D.	Pediatric/Educational Audiology, Assistive Listening Devices, Listening Effort
Dwayne Paschall, Ph.D.	Speech Perception, Electrophysiology, Psychoacoustics
Leigh Ann Reel, Au.D., Ph.D.	Selective Auditory Attention, FM systems
Steven Zupancic, Au.D., Ph.D.	Balance Function, Electrophysiology, Cochlear Implants

3. *Selection of Student Research Committee*

Once a student has identified a topic and found a chairperson/mentor, the next step is to identify faculty who will serve on their SRC. **The SRC should consist of a minimum 2-3 members, including the chairperson/mentor, with at least 1 committee member being from the Department of SLHS faculty.** Students may seek committee members outside of SLHS once these requirements have been met. If data are to be collected off-site, a representative of the facility should be included on the committee, or act as a consultant for the project.

Selection of Au.D. project topic, chairperson and committee must be completed by the end of Year 1 Summer.

4. *Project Format*

The project can take one of two forms: a data-driven project or an annotated bibliography which answers a clinical research question.

- i. Data-driven project. In this project, the student will design a study that would answer the developed research question(s). This might include a pilot study, single-subject study, file review or more involved data collection designs.
- ii. Annotated bibliography. This would involve an exhaustive review of the literature in a particular area. It should be directed toward answering a specific clinical research question. The articles must be quality-ranked, followed by statistical analysis of the importance of that source to the question. A minimum of 25 sources must be included.

**Students enrolled in the dual Au.D./Ph.D. program must complete a data-driven project if they wish for it to count as the initial graduate research project of the Ph.D. portion of the program.*

5. *Prospectus*

The student will meet with the SRC for a prospectus meeting. The prospectus should be prepared under the direction of his/her mentor/chairperson. Prior to the meeting, the student will provide the SRC with a written literature review and methodology for a data-driven project. For the annotated bibliography, the student will provide a list of annotated references and a proposal of how these references will be used to answer the research question. At this meeting, the committee will discuss the project proposal and suggest changes. The student will prepare a 15-20 minute presentation, which describes the proposed clinical-research project. The presentation should include a brief overview of the literature, research question, and methodology (if collecting data) or how the references will be used to answer the research question (if annotated bibliography).

Prospectus must be completed by the end of Year 2 spring semester.

6. *Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) & Institutional Biohazards Committee (IBC) (Spring of 2nd year)*

TTUHSC, in compliance with Federal law, has specific policies that govern projects involving human and animal subjects, as well as bio-hazardous materials.

When a clinical-research project involves human subjects (or clinical files), an application must be submitted to the TTUHSC Institutional Review Board (IRB) for review and approval. IRB policies and procedures can be found at <http://www.ttuhs.edu/research/hrpo/irb/>. Prior to submitting an application, students must take an online training course on human subjects, available at the above site, as well as training for HIPAA. **A project involving human subjects cannot begin without IRB approval.**

When a project involves animal subjects, approval must be obtained through Institutional Animal Care and Use Committee (IACUC). IACUC policies and procedures can be found at <http://www.ttuhs.edu/sponsoredPrograms/acuc/>. **A project involving animal subjects cannot begin without IACUC approval.**

Projects involving bio-hazardous materials must gain approval from the Institutional Biohazards Committee (IBC). IBC policies and procedures can be found at <http://www.ttuhs.edu/sponsoredprograms/ibc/>. **A project involving bio-hazards cannot begin without IBC approval.**

The IRB, IACUC, and/or IBC application should be prepared by the student under the guidance of their chairperson/mentor. It will be submitted to the department chairperson at least one week prior to the submission date for IRB/IACUC for his/her approval and signature per IRB requirements. Submission deadlines can be found at the IRB website. In general, it will take about 4 to 8 weeks, or more, for an application to be reviewed and notification sent to the student and chairperson/mentor.

7. *Conducting the Project/Preparing a Preliminary Draft (Summer of 2nd year and Fall of 3rd year)*

Once all necessary approvals have been obtained, as discussed in the previous sections of these guidelines, the student's task is to conduct the clinical-research project.

8. *Presentation*

After the SRC has reviewed and approved the completed student project, the student will present the clinical-research project in the form of a poster presentation. Format information will be provided to the student. At the conclusion of the poster presentation, the SRC will schedule to meet in the absence of the student to decide if the student has satisfactorily completed the clinical-research project, and to recommend, if necessary, any additions or changes to the research project. A project is satisfactory when a majority of the SRC is in agreement. The student will then be notified by the chairperson/mentor of the SRC's decision(s).

The research projects must be presented by the end of the fall of the 3rd year.

9. *Additional Requirements for Annotated Bibliography*

For the annotated bibliography, the student must also submit the final written document (i.e., the written annotated bibliography). The project is not completed until the SRC has also approved the final draft of this document. Once the final report has been completed, it is expected that the student will submit one hard copy and one electronic version to his/her chair/mentor.

The annotated bibliography must be completed and approved by the SRC by the end of the fall of the 3rd year.

10. Grading Procedure

Research enrollments are graded as stated in the syllabus associated with each research enrollment (see “Section V: Academic Standards” section of the audiology handbook).

The completed Au.D. research form must be included in the student’s portfolio. Successful completion of all requirements will constitute having met the KASA requirements for the clinical research project.

See next page for the Au.D. research form, which also re-iterates and documents the required timelines.

School of Allied Health Sciences

Policies and Procedures

The Texas Tech University Health Sciences Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

Policies of the School of Allied Health Sciences can be accessed through the following URL:

<http://www.ttuhscc.edu/sah/current/policies.aspx>