

HANDBOOK FOR Ph.D. STUDENTS

Communication Sciences and Disorders Program

2011-2012

Department of Speech, Language, and Hearing Sciences
Texas Tech University Health Sciences Center
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NOTICE

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DOCTOR OF PHILOSOPHY (Ph.D.)

Communication Sciences and Disorders

Admission to a *Doctor of Philosophy (Ph.D)* program in Communication Sciences and Disorders at the Texas Tech University Health Sciences Center requires the recommendation of the Department of Speech-Language and Hearing Sciences, as well as the approval of the Dean of the School of Allied Health Sciences. The objective is to prepare students for careers in research and teaching. Admission to the program is competitive and decisions on admissions normally are made each spring for the following fall semester. The Department awards teaching and research assistantships on a competitive basis. Applicants for the Ph.D. program may specialize in audiology, speech-language pathology, or the communication sciences. Doctoral students in audiology may pursue research in electrophysiology, psychoacoustics, auditory physiology, cochlear implants, amplification, pediatric audiology, and auditory cell biology. Doctoral students who specialize in speech-language pathology may pursue research in phonology, speech perception, bilingualism, developmental disabilities, neurogenic communication disorders, and augmentative communication. For further information, please contact Dr. Rajinder Koul (rajinder.koul@ttuhsc.edu) or Dr. Candace Hicks (candace.hicks@ttuhsc.edu).

Admission Requirements and Standards

- A. The following admission requirements and standards are the minimal eligibility requirements for admission consideration, and do not guarantee admission to the program. Each student's admission file will be evaluated by the Department's Doctoral Committee.
- B. Admission applications for the program must include:
 1. Formal application to the doctoral program in Communication Sciences and Disorders
 2. Submission of official transcriptions of all universities attended (i.e., degree granting or not)
 3. Three letters of recommendation
 4. GRE scores
 5. Graduate and/or undergraduate degree in Speech, Language and Hearing Sciences, or other related fields
 6. Cumulative graduate GPA of 3.0 or better
 7. Letter of intent specifying area of interest

8. Interview with at least one faculty member
 9. TOEFL or IELTS scores, if English is the second language
 10. Resume, if available
- C. There will be two different categories of admission:
1. Full admission status: Students will be admitted to the Ph.D. program with no academic restrictions.
 2. Conditional admission status: Students may be admitted conditionally and enrolled in the Ph.D. program for up to two consecutive semesters. During this timeframe, the student is expected to maintain a minimum graduate GPA of 3.0 in doctoral coursework (per semester and cumulative). At the end of the second semester, students in this category will be subjected to a formal committee review of their educational progress to determine admission to a full status or termination from the program.

Degree Requirements

- I. Program requirements: The following is a description of the degree requirements for the Ph.D. program in Communication Sciences and Disorders.
- A. Degree requirement hours: Each student must earn a total of 81 graduate semester credit hours to meet the requirements for a Ph.D. in Communication Sciences and Disorders. Note that the total degree requirement hours may consist of a combination of graduate transfer hours and graduate hours completed within the program.
1. Students with a graduate degree in Communication Disorders may transfer up to 24 graduate semester credit hours to the Ph.D. program. Transfer of graduate credit hours will be subject to concurrence by the student's Planning Committee and approval by the Director of Doctoral Studies.
 2. Students with a graduate degree in a field other than Communication Sciences and Disorders may transfer up to 12 graduate semester credit hours to the Ph.D. program. Transfer of graduate credit hours will be subject to concurrence by the student's Planning Committee and approval by the Director of Doctoral Studies. These students will also be required to enroll in 12 additional graduate credit hours in Communication Sciences and Disorders, as determined by the student's Planning Committee. These additional 12 semester credit hours will serve as a basic foundation in the field of Communication Sciences and Disorders.
 3. All students must complete a minimum of 57 semester credit hours in the Ph.D. program.

B. Requirements of all students in the program:

1. Pre-comprehensive exam hours: Each student will be required to complete a minimum of 48 credit hours prior to the comprehensive exam.
 - a. Statistics/research design hours: Each student will be required to complete a minimum of 9 semester credit hours in statistics/research design.
 - i. Courses will be determined by the student's Planning Committee. Courses that fulfill the 9 semester credit hour requirement must be approved by the student's Planning Committee.
 - ii. Courses in statistics/research design are not limited to 9 semester credit hours, as the student's planning committee may require additional hours, based on student interest and/or proficiency.
 - b. The student will be required to complete a minimum of 12 semester credit hours that will be offered within the Department of Speech, Language, and Hearing Sciences as determined by the student's Planning Committee, and based on interest and need.
 - c. The student will be required to complete a minimum of 9 credit hours of lab rotations offered within the Department of Speech, Language, and Hearing Sciences as determined by the student's Planning Committee, and based on interest and need.
 - d. The student will be required to complete a minimum of 9 credit hours offered outside of the Department of Speech, Language, and Hearing Sciences as determined by the student's Planning Committee, and based on interest and need. (Note that these 9 credit hours do not include the required courses in statistics/research design.)
 - e. Each student will be required to complete a minimum of 6 additional semester credit hours that will be offered either within or outside of the Department of Speech, Language, and Hearing Sciences, as determined by the student's planning committee and based on student interest and need.
 - f. Each student will be required to complete a minimum of 3 research credit hours of pre-dissertation project, as determined by the student's Pre-dissertation Committee. Upon completion of the pre-dissertation project, each student must pass a formal defense of the project.

C. Comprehensive Examination: Each student will be required to pass a comprehensive examination.

1. The pre-dissertation research project must be completed and defended prior to the onset of the comprehensive examination.
2. The comprehensive examination will consist of a 3-week take-home examination of 3-4 questions composed by the student's Comprehensive Examination Committee.
3. There is a page limit of 15 pages (without references) per answer. Pages should be double-spaced with 1-inch margins.
4. The student will be required to pass a formal oral defense of the comprehensive examination.

D. Dissertation: Each student will be required to complete a dissertation project.

1. The student will be required to enroll in a minimum of 9 credit hours of dissertation research.
2. The number of hours for which students enroll in each semester depends on their level of involvement in research and their use of university facilities and faculty time. Students in residence who are devoting full time to research should enroll for 9 to 12 hours.
3. Doctoral students who have completed coursework, passed qualifying exams, been admitted to candidacy, and accumulated at least 85 doctoral hours may register as full-time students for one semester, taking the number of hours (not less than 3) that will bring the total to 93 hours. Then they may register as full-time students for up to two more semesters of 3 hours each, thus constituting full enrollment for employment status only. Such lower enrollment may affect financial aid status; students are encouraged to check with financial aid, scholarship, and loan officers before taking the 3-hour option.
4. Once the project is begun, a student must be enrolled in such courses every semester until completion. A student should enroll under the committee chairperson; however, in those instances in which other professors on the committee are making substantial contribution to the student's research, it is permissible for the student to enroll proportionally under those professors.
5. A doctoral student who is required to register solely for the purpose of satisfying a continuous enrollment requirement need not register for more than 1 credit hour during each term. However, a doctoral student who is involved in internship, research, or another type of academic study should register for credit hours in proportion to the teaching effort required of the program faculty."

6. The student will be required to pass a formal prospectus proposing the dissertation project (i.e., a formal oral presentation of the proposed research project to the Dissertation Committee).
 7. The student will be required to pass a formal oral defense of the dissertation and submit a written dissertation document.
- E. Teaching and research experience: Each student will be required to complete at least one semester as a teaching assistant and one semester as a research assistant.
- F. Committee requirements: Each student will be required to select and assemble a series of committees. Note that the following committees may or may not include the same members with the exception of the student's major adviser who will consistently serve as the committee chairperson.
1. Planning committee: Responsible for planning the student's academic curriculum and course load. This committee will consist of a minimum of 3 members, 2 of whom must be within the department.
 2. Pre-dissertation project committee: Responsible for overseeing the student's pre-dissertation research project. This committee will consist of a minimum of 5 members, 3 of whom must be within the department.
 3. Comprehensive examination committee: Responsible for overseeing the student's comprehensive examination. This committee will consist of a minimum of 5 members, 3 of whom must be within the department and 1 of whom must be from outside the department.
 4. Dissertation project committee: Responsible for overseeing the student's dissertation research project. This committee will consist of a minimum of 5 members, 3 of whom must be from within the department and 1 of whom must be from outside the department.
- G. Students Without a Completed Master's Thesis
1. Research project: Each student who enters the program without completing a graduate research project must complete a minimum of 3 additional credit hours of research, prior to the pre-dissertation project.
 2. The student will be required to complete a research project under the direction of the major advisor and at least 2 other faculty members, 1 of whom must be from the department. The student must submit to the committee a manuscript suitable for submission for publication and must present and defend the project to the committee.

H. Student Transfers from another Ph.D. program in Communication Sciences and Disorders

1. Pre-dissertation transfer hours: A student who transfers from another Ph.D. program to the program may transfer up to 24 doctoral pre-dissertation semester credit hours.
2. Pre-dissertation research project: A transfer doctoral student's completed pre-dissertation research project may be transferred to the program, upon approval by the director of Doctoral Studies.
3. Comprehensive examination: The student will be required to complete the comprehensive examination at TTUHSC.
4. Dissertation research project: The student will be required to complete the dissertation research project at TTUHSC.

Semester credit hour requirements: The following table summarizes the semester credit hour requirements for the Ph.D. program in Communication Sciences and Disorders.

Course requirements	Semester credit hour requirements
1. Foundation courses	Graduate degree in communication disorders – may transfer up to 24 graduate hours
	Graduate degree in a field other than communication disorder – may transfer 12 graduate hours and complete an additional 12 graduate hours within the department
2. Required courses	9 hours of statistic/research design
	3 hours of pre-dissertation project
	9 hours of dissertation project
	9 hours of lab rotations
	12 hours within the department prior to the comprehensive examination
3. Prescribed elective courses	9 hours outside of the department prior to the comprehensive examination, excluding statistics/research design requirements
4. Freely elected courses	6 additional hours either within or outside the department
5. Other	3 hours for students without a completed Master's Thesis
Total degree hours	Minimum of 81

Maximum Allowable Hours

Students not making timely progress toward completion of the doctoral degree are subject to termination by the Dean of the School of Allied Health Sciences. Doctoral students beyond the maximum allowable graduate hours as determined by the Texas Legislature (129 hours) may be required to pay out-of-state tuition, regardless of residence status. Students approaching the maximum allowable hours should meet their Major Advisor to establish a plan to complete the degree promptly. Extensions must be requested in advance and be approved by the Department Chairperson and the Dean.

Curriculum

1. The program will not include multiple curricula or program tracks, in that each student, in conjunction with the planning committee, will establish an individualized degree plan based on the student's area of interest and specialization.
2. Non-traditional student accommodations: As this will be an individualized student curriculum, non-traditional students may create a program that meets their individual needs and interests.
3. The potential students in the doctoral program will enroll in courses from several departments within TTU and TTUHSC. The programs such as psychology, special education, linguistics, physiology, neurology, human development, rehabilitation sciences and electrical engineering will complement the program.

Teaching and Research Assistantships

Assistantships are awarded on a competitive basis. Continuation of assistantships are dependent upon academic performance, performance related to assistantship duties, and availability of funding. A student who receives an assistantship must be enrolled as a full-time student.

Full-time Study

Full-time enrollment for Ph.D. students varies between 9 and 13 hours in regular fall and spring semesters, and between 6 and 9 hours in full (HSC) summer semesters. Minimum enrollment for full-time graduate status is 9 hours in regular semesters and 6 hours in full summer semesters. Maximum enrollment for Ph.D students is 13 hours in a regular semester and 9 hours in a full summer semester. Students typically will not be allowed to enroll in more than the maximum allowable hours per semester.

Academic Probation

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

1. Failure to maintain a cumulative or semester GPA of 3.0 or higher. For a student to return to good academic standing and be removed from academic probation, the student must achieve a cumulative and semester GPA of 3.0 or higher within 18 hours or two semesters, whichever comes first, after being placed on academic probation due to a low GPA. Failure to achieve good academic standing will result in a recommendation for dismissal, as described below.
2. A grade of "D" or lower in any course. The student must either re-take the course and earn a grade of "C" or higher or with prior approval from the planning committee take a different course.

Dismissal from the Program

A student enrolled in the PhD program will be dismissed for any of the following reasons:

1. Poor academic performance:
 - a. failure to achieve a cumulative and semester GPA of 3.0 or higher within 18 hours or two semesters, whichever comes first, after being placed on academic probation due to a low GPA;
 - b. failure to pass the pre-dissertation research project defense after two attempts.
 - c. failure to pass the comprehensive examination for admission to candidacy after two attempts;
 - d. failure to pass the dissertation defense (final examination) after two attempts.
2. Failure to complete the curriculum within the maximum allowable time. All requirements for the doctoral degree must be completed within a period of eight consecutive calendar years or four years from admissions to candidacy, whichever comes first.
3. Violation of academic and/or non-academic misconduct policies of the Texas Tech University Health Sciences Center. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Affairs Handbook: Code of Professional and Academic Conduct*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Allied Health Sciences. Refer to the School of Allied Health Sciences policy entitled "Academic Dismissal", available at the following website:

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

Research Facilities

The Department of Speech, Language, and Hearing Sciences at the Texas Tech University Health Sciences Center include laboratories in the following areas: psychoacoustics, augmentative and alternative communication, auditory physiology, linguistics, speech physiology, speech perception, aphasia, and motor speech disorders.

The current research interests of the faculty include:

- Katsura Aoyama: First/second language acquisition, phonology, phonetics, bilingualism, prosody of language, and psycholinguistics.
- Renee Bogschutz: Dysphagia, voice disorders, motor speech disorders, and professional issues.
- Melinda Corwin: Intervention for aphasia and dementia, language processing abilities in various clinical populations
- Paul P. Brooke: Public health policy, access to care, health disparities, and rural health.
- James Dembowski: Articulatory phonetics, acoustic phonetics, physiologic correlates of stuttering, and dysarthria.
- Candace Hicks: Pediatric and educational audiology, listening efforts and fatigue, and classroom amplification.
- Sue Ann Lee: Phonetic and Phonological development and disorders in bilingual children.
- Rajinder Koul: Augmentative and alternative communication, acquired neurogenic disorders, and speech perception.
- Dwayne Paschall: Speech perception, enhancement of speech signals, cortical processing, cerebellar processing of acoustic signals.
- Leigh Ann Reel: Auditory attention, classroom acoustics and amplification, second language exposure on auditory development.
- Steven Zupancic: Electrophysiological measures of cochlear implant performance, assessment and management of balance function testing

Overview of Rights and Responsibilities

Departmental Organizational Structure

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; executing disciplinary actions per the University Operating Procedures Handbook; and reports to the School of Allied Health Dean.

Program Directors

The Program Directors are 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 Coordinators assist the Program Directors with matters regarding the operation of the audiology and speech-language pathology clinics. Duties include developing clinical affiliation agreements (i.e., contracts); monitoring clinical supplies, making clinical assignments to students; maintaining clinical clock hour reports; conducting regular clinic meetings; monitoring safety procedures and regulations; and informing staff and students in regards to third party reimbursement policies. Other duties may be assigned by the Program Directors and/or Chairperson.

Admissions Committee

The committee serves to review all undergraduate and graduate applications into the respective programs of study (i.e., pre-professional & graduate), coordinate graduate applicant interviews; recommend admission or denial to the Chairperson; maintain statistical information relative to student indices (e.g., GRE scores, grade point averages, etc.); execute all admission policies per faculty approval; and report to the Chairperson at each faculty meeting.

Clinical Services Committee

The committee is responsible for all matters concerning the university Speech-Language-Hearing Clinic. It evaluates and reports student and supervisor performance to the Chairperson; schedules and assigns clients and their respective supervisors; collects all clinical fees; maintains all clerical and logistical matters with regard to professional accreditation; coordinates external practica; compiles and distributes clinical handbooks; and reports to the Chairperson at each faculty meeting.

Financial Assistance Committee

The committee will review applications of students who have formally applied for scholarships and assistantships and make recommendations for the Chair's approval. The committee reports on student funding at each faculty meeting.

Comprehensive Examination Committee

The committee will develop the department's two-day (day 1 -major & day 2 - minor) written comprehensive examinations; maintain an anonymous faculty grading system; schedule examinations; notify students of their results; and report each student's results to the appropriate Program Director and Chairperson.

Curriculum Committee

The committee is responsible for maintaining a dynamic and up-to-date curriculum for both the undergraduate and graduate program including: recommending course additions and deletions; course modifications; approval of credit for off-campus courses; coordinating course rotations; and assuring congruence with accrediting bodies.

Tenure and Promotion Committee

The committee reviews tenure-track faculty in accordance with departmental, school, and university policies and procedures

Budget Committee

The committee is responsible for all departmental budgetary matters and for recommending their actions to the Chairperson for final approval; consolidation of all departmental budgets; proposing an annual report and submitting an annual budget request to the Chairperson; garnering a unanimous committee vote to override any Chairperson veto of an earlier request; and soliciting budget needs for all faculty, staff, and students.

Practice Plan Committee

The committee maintains information concerning revenues generated from clinical services and recommends expenditures to the Chairperson.

Rights and Responsibilities of the Department of Speech, Language, and Hearing Sciences Faculty and Clinical Supervisors

Faculty

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

academic instruction;
clinical supervision and practice;
scholarly research; and
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 members are assessed by their students in every class and in every supervisory relationship. These assessments are reviewed by the respective Program Directors, 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. Most faculty members are 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.

Per the 1992 American with Disabilities Act any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible so that the necessary accommodations can be made. Once notifying the instructor, the student will be required to meet with the institution's 504 coordinator prior to any special arrangements (e.g., note taking, testing, etc.).

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 code numbers 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.

Supervisor Responsibilities

Clinical supervisors within and outside the department have met 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 supervisors 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. lead professional staffings (e.g., Observation Laboratory; Clinic Meeting),
11. consider, and when appropriate, approve all major decisions regarding patient management before they are implemented or conveyed to the patient.

Rights And Responsibilities of the Students of the Department of Speech, Language and Hearing Sciences

General

The majority of this handbook is devoted to explaining your responsibilities as a student in the Department of Speech, Language, and Hearing Sciences. 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. 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.

3. 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 readmission without prejudice under certain terms.

4. Re-admission Students who withdraw in good standing are eligible for readmission 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 readmission is requested. Any student who is re-admitted to the School of Allied Health 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, TTUHSC.

5. 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 or 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.

6. Semester Grade Reports Changes in the mailing address for grade reports must be filed on the proper form provided in the registrar's office. Students concurrently enrolled at Texas Tech University and Texas Tech University Health Sciences Center are responsible for notification to registrars at both institutions.

7. 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.

8. 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:

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.

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.)

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, particularly in relation to maintaining the confidentiality of information regarding patients or clients.

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

9. 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. The program director will inform the student's instructors. In case of class absences because of a brief illness, the student informs the instructor directly.

10. Dismissal of Students A student may be dismissed from a 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 of the program.
- e. The student willfully gives misinformation on any official Texas Tech University document or signs the name of another on any such document.

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

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, and 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.

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. You will be in constant contact with patients, and you are expected to demonstrate behavior and professional codes appropriate to this setting.

Clinical Practica

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

1. Submit a realistic daily schedule to the Clinical Coordinator in regard to 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 this handbook.
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 criticisms from the clinical supervisor(s).
9. Incorporate constructive criticisms provided by the clinical supervisor(s).
10. Behave in a professional manner when interacting with clinical supervisors, 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.)

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 final decisions on academic courses and progress toward graduation.

To know the basic requirements for graduation from TTUHSC, and to be aware of his/her own progress toward graduation and certification requirements.

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 advisor for registration and bring appropriate registration materials.

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.

Texas Tech University Health Sciences Center School of Allied Health Sciences

Policies

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

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