



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

**DEPARTMENT OF SPEECH,
LANGUAGE, AND
HEARING SCIENCES**

**STUDENT HANDBOOK
SLHS & SLP**

2011-2012

Student Handbook

Speech, Language, and Hearing Sciences

Speech-Language Pathology

The Student Handbook is an important document intended to help you become acquainted with the undergraduate program in Speech, Language and Hearing Sciences and the graduate program in Speech-Language Pathology. **This handbook is intended for information only.** 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. The contents of this handbook may be changed at any time at the discretion of the Department. *The department maintains its right and prerogative to make and change departmental policies as necessary and without prior notice. The most current edition of this publication will be available on the School of Allied Health Sciences website. Students are responsible for periodically accessing any revisions to the publication online.*

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.

Contents

<i>Receipt and Acknowledgment</i>	2
<i>Contents</i>	3
<i>Notice</i>	6
<i>Letter from the Chairperson</i>	7
<i>Letter from the Program Directors</i>	8
<i>About the Department of Speech, Language and Hearing Sciences</i>	9
<i>Faculty and Staff Information</i>	11
<i>Overview of Rights and Responsibilities</i>	12
<i>Departmental Organizational Structure</i>	12
<i>Chairperson</i>	
<i>Program Directors</i>	
<i>Clinical Coordinators</i>	
<i>Admissions Committee</i>	
<i>Clinical Services Committee</i>	
<i>Financial Assistance Committee</i>	
<i>Comprehensive Examination Committee</i>	
<i>Curriculum Committee</i>	
<i>Tenure and Promotion Committee</i>	
<i>Practice Plan Committee</i>	
<i>Rights and Responsibilities of the Department of Speech-Language and Hearing Sciences</i>	
<i>Faculty and Clinical Supervisors</i>	14
<i>Faculty</i>	
<i>Clinical Educator Responsibilities</i>	
<i>Rights and Responsibilities of the Students of the Department of Speech, Language, and Hearing Sciences</i>	16
<i>General</i>	
<i>Equal Opportunity Employment and Affirmative Action</i>	
<i>Graduation Under a Particular Catalog</i>	
<i>Withdrawal from the School</i>	
<i>Re-admission</i>	
<i>Regulations of Institution</i>	
<i>Semester Grade Reports</i>	
<i>Academic Integrity</i>	
<i>Cheating</i>	
<i>Plagiarism</i>	
<i>Assumptions About Student Performance</i>	
<i>Class and Clinical Attendance</i>	
<i>Dismissal of Students</i>	
<i>Leave of Absence</i>	
<i>Grievance/Complaint Procedures</i>	
<i>SOAHS policies</i>	
<i>Performance</i>	
<i>Clinical Practica</i>	

<i>Academic Advising</i>	
<i>Philosophy of the Department of Speech, Language, and Hearing Sciences</i>	22
<i>Texas Tech University Health Sciences Center Mission Statement</i>	
<i>Program Mission Statement</i>	
<i>Program Goals</i>	
<i>Speech-Language and Hearing Sciences Undergraduate Learner Outcomes</i>	
<i>Speech Language Pathology Graduate Learner Outcomes</i>	
<i>Code of Ethics of the American Speech-Language and Hearing Association</i>	27
<i>Preamble</i>	
<i>Principle of Ethics I</i>	
<i>Principle of Ethics II</i>	
<i>Principle of Ethics III</i>	
<i>Principle of Ethics IV</i>	
<i>Model Bill of Rights for People Receiving Audiology and Speech-Language Pathology Services</i>	32
<i>Expectations of Students in the Department of Speech, Language, and Hearing Sciences</i>	34
<i>Address/Telephone Changes</i>	
<i>Certification and Licensure</i>	
<i>Failure to Meet KASA Standards</i>	
<i>Confidentiality</i>	
<i>Course Loads</i>	
<i>Criminal Background Check</i>	
<i>Dress Code</i>	
<i>Extracurricular Activities</i>	
<i>Faculty-Student Relationships</i>	
<i>Fragrance Policy</i>	
<i>Furniture Policy</i>	
<i>Health Insurance</i>	
<i>Illegal Drugs & Intoxicants</i>	
<i>Immunizations</i>	
<i>Office and Clinical Conduct</i>	
<i>Office Hours & Appointments</i>	
<i>Phones and Pagers</i>	
<i>Professional Liability</i>	
<i>Sexual Harassment</i>	
<i>Student Survival</i>	
<i>Tobacco Policy</i>	
<i>General Information for Students in the Department of Speech, Language, and Hearing Sciences</i>	41
<i>Allied Health Club</i>	
<i>Computers & Software</i>	
<i>Emergencies</i>	
<i>Financial Aid & Scholarships</i>	
<i>Resource Room</i>	
<i>Photocopy Machines</i>	
<i>Picture Identification Badge</i>	
<i>Professional Organizations</i>	
<i>Research Laboratories</i>	

<i>Room Laboratories</i>	
<i>Room Access</i>	
<i>Student Center</i>	
<i>Student Government</i>	
<i>Student Health</i>	
<i>Student Identification Card</i>	
<i>Student Services</i>	
<i>Student Work Area</i>	
<i>Telephones & Fax Machines</i>	
<i>Undergraduate Enrollment in Graduate Courses</i>	
<i>Academic Standards</i>	47
<i>Admission Standards for the Undergraduate Pre-professional Program</i>	
<i>Honors College Early Admission Plan</i>	
<i>Applying for Admission to Graduate Studies</i>	
<i>Out-of-field Students</i>	
<i>Option 1</i>	
<i>Option 2</i>	
<i>Applying for TTUHSC Department of Speech, Language, and Hearing Sciences Graduate Programs</i>	
<i>Admission Standards for the TTUHSC Graduate SLP Program</i>	
<i>TTUHSC Conditional Admission Policy</i>	
<i>Applying for Admission to Other Graduate Programs</i>	
<i>Grading Procedures</i>	
<i>Grades Below C</i>	
<i>Academic Counseling Criteria</i>	
<i>Probation and Dismissal Policies-Speech, Language, and Hearing Sciences</i>	
<i>Academic Probation-Undergraduate Student</i>	
<i>Dismissal-Undergraduate Student</i>	
<i>Academic Probation-Graduate Student</i>	
<i>Remediation</i>	
<i>Dismissal-Graduate Students</i>	
<i>Knowledge and Skills Acquisition</i>	
<i>Credit by Examination</i>	
<i>Disabilities</i>	
<i>Master of Science in Speech-Language Pathology –Thesis Policy</i>	55
<i>Master of Science in Speech-Language Pathology - Comprehensive Exam Policy</i>	58
<i>Final Examination Definition</i>	
<i>Nature of the Comprehensive Examination</i>	
<i>Administration</i>	
<i>Question Preparation and Selection</i>	
<i>Examination Grading</i>	
<i>Timing of Comprehensive Examination and Current Coursework</i>	
<i>Student Appeal Process</i>	

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.

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.

The Department of Speech, Language, and Hearing Sciences is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. Contact the (CAA) at the American Speech-Language-Hearing Association, 2200 Research Boulevard, Rockville, Maryland 20850-3289, or call the CAA office at 301-296-5748.

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

FROM: Rajinder Koul, Ph.D.
Chairperson

SUBJECT: Student Handbook

I'm very pleased to welcome you to the Department of Speech, Language, and Hearing Sciences. Thank you for joining us! We want you to feel that your association with the Department of Speech, Language, and 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 the 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 policies and the university's official operating procedures are updated regularly and can be accessed on-line.

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, and 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, and 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 from 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.

About the Department of Speech, Language, and 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, psycholinguistics, 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 Association of 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 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 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 would benefit our patients, students, and faculty for years to come.

In closing, you are reminded that the department's mission is providing high quality 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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Overview of Rights and Responsibilities

Departmental Organizational Structure

ChairpersonThe Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration; conducting 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 Program Directors; 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, 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. The Chairperson may assign other duties.

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; **overseeing clinical revenues and reimbursement**; and managing clinical services. The Program Directors or Chairperson may assign other duties.

Admissions Committee

The committee serves to review all undergraduate and graduate applications to 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 overseeing remediation plans for students demonstrating marginal clinical performance. The committee is chaired by the clinical coordinator, and consists of a minimum of two additional members (a clinical educator/faculty member and an unbiased faculty member within the Department of Speech, Language and Hearing Sciences).

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 faculty meetings.

Comprehensive Examination Committee

The committee will compile the department's written comprehensive examinations; maintain an anonymous faculty grading system; schedule examinations and obtain appropriate space; notify students of their results; and report each student's results to the 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; making course modifications; approving 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

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. You can also obtain help by contacting the Office of Student Services at (806) 743-2300 or www.ttuhscc.edu/student-services.

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 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.

Clinical Educator Responsibilities

Clinical educators 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 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;
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 re-admission without prejudice under certain terms.

4. 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.

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 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 status and incomplete grades.

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

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 all of these expectations apply 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.

Professional behavior: 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.

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 Program Director. 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 absence because of a brief illness, the student informs the instructor directly. For extended absences, the student should provide documentation of an illness or family emergency.

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 clinical practicum in the specified manner and time.
- c. The student in any clinical practicum 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/her 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 re-entry 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.

12. 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, 2200 Research Boulevard, Rockville, Maryland 20850-3289, or call the CAA office at 301-296-5748.

SOAHS policies

Students should be familiar with school-wide policies published in the online School of Allied Health handbook. SOAHS policies can be accessed at <http://www.ttuhschool.edu/sah/current/policies.aspx>

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 professional behavior 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. 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 the clinic 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 criticism from the clinical educator(s).

9. Incorporate constructive criticism provided by the clinical educator(s).
10. Behave in a professional manner when interacting with clinical educators, 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 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 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.

Philosophy of the Department of Speech, Language, and Hearing Sciences

Texas Tech University Health Sciences Mission Statement

The mission of the Texas Tech University Health Sciences Center is to provide excellence in the education of health care professionals to the West Texas region, the State of Texas, and the nation through innovations in technology, research, and patient care.

Program Mission Statement

The mission of the Department of Speech, Language, and Hearing Sciences is to offer an opportunity for students to acquire the academic and clinical foundation needed 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.

Purpose

Upon completion of graduate study, students will:

1. Have the knowledge and skills necessary for entry-level practice in diverse clinical and educational settings.
2. Have the academic and clinical qualifications for the ASHA Certificate of Clinical Competence and Texas licensure.
3. 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.
4. Possess oral and written communication skills sufficient for effective interaction with other professionals and clients/patients and their families
5. Be prepared for clinical practice which utilizes emerging technologies and meets the needs of a culturally diverse society.

Strategic Plan Five-Year Goals

Bachelor of Science Program

Goal 1: Strengthen and grow our Bachelor of Science Program in SLHS

Specific Steps:

1. Increase our efforts to recruit students by continuing to offer introductory course in Communication Sciences and Disorders at TTU.
2. Provide enriched educational opportunities and challenging academic curricula that prepare all our undergraduates for graduate education.
3. Increase the number of scholarships and amount of financial aid available to undergraduates so that no student in the department has to work to an extent that hinders academic progress.
4. Offer more information and assistance through the School of Allied Health Sciences Student Affairs office
5. Enlarge the size of the faculty so as to increase opportunities for students to be able to participate in small classes (<25) where one-on-one instruction with the instructor is possible.

Goal 2: Remain the School of Choice for the most talented students in Texas and for outstanding out-of-state students

Specific Steps:

1. Strengthen our interactions with the leading high schools in West Texas and Eastern New Mexico; by bringing outstanding junior science students and their teachers and parents to TTUHSC.
2. Systematically integrate the use of information technology into our undergraduate curriculum so that students can fully exploit new technology to further their learning.
3. Increase the enrollment, retention and graduation rates of ethnic minority students.

M.S. in Speech-Language Pathology (SLP) Program

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 SLP program, by advertising nationally, both through internet and the brochures.
3. Seek additional ways to recognize and celebrate the academic accomplishments of our SLP students by, for example, providing travel support to enable students who have completed research projects to attend state level professional conferences.

Goal 2: Meet the American Speech-Language Hearing Association's recently revised and substantially more stringent accreditation standards

Specific Steps

1. Revise curriculum and clinical training to 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. Students must possess oral and written communication skills sufficient for effective interaction with other professionals and clients/patients and their families
4. 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.

Goal 3: Remain the School of Choice for the most talented students in Texas and for outstanding out-of-state students.

Specific steps:

1. Increase the number and proportion of our faculty who are regarded by the peers as being among the best in their disciplines.
2. Double the number of SLP students supported by assistantships and scholarships by 2006.
3. Increase the enrollment, retention and graduation rates of ethnic minority students

Speech-Language and Hearing Sciences Learner Outcomes (undergraduate)

Upon completion of the speech-language and hearing sciences undergraduate program, students will be able to:

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

- Identify major anatomical structures and physiological processes underlying speech, hearing, and swallowing
(written exams, lab practicals)
- Obtain, transcribe, and analyze speech-language samples at a basic level
(Course projects, sample analysis on exams)
- Summarize the ramifications of different cultural, linguistic and/or dialectal backgrounds on communication
(Written exams, multicultural class project)
- Identify major milestones of typical speech and language development and factors which place individuals at risk for communication disorders (e.g., hearing loss, neurogenic issues)
(Written exams)
- Communicate effectively, both orally and in writing
(Observation lab reports, article abstracts, class presentations)

Speech Language Pathology Learner Outcomes (graduate)

Upon completion of the speech-language pathology graduate program, students will be able to:

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

- Integrate research principles and processes into evidence-based clinical practice
(Conduct a literature search on a topic related to evidence-based practice. Obtain and review at least 7 research articles related to topic.)
- Select, administer, and interpret assessment measures appropriate to various types of communication disorders and differences
(Develop, administer, and interpret a voice assessment on a person at-risk for a voice disorder. Administer, score, and interpret at least one formal adult language assessment procedure.)
- Apply knowledge of basic human communication and swallowing processes to the evaluation of possible disorders and differences
(Transcribe both normal and disordered speech, using narrow transcription. Label normal oropharyngeal anatomy on a lateral x-ray.)
- Use assessment data to develop differential diagnoses, prognostic statements, and recommendations
(Complete an assignment related to the use, management, and troubleshooting of hearing aids and FM systems for individuals with hearing loss. Determine individuals' candidacy for intervention and write prognostic statements for improvement of communicative function.)
- Develop and implement culturally sensitive, age-appropriate intervention plans to be implemented in health care and educational delivery systems
(Write a report evaluating a published fluency therapy plan. Write a treatment plan and/or discharge summary that is age-appropriate and culturally sensitive for a virtual adult patient with an acquired language disorder in a health care system.)
- Provide effective counseling/education to clients/patients, caregivers, and other professionals
(Develop materials related to typical or disordered speech production, appropriate for caregivers or other

- service providers. Participate in clinical experiences which include successful counseling of individuals with a communication disorder.)
- **Identify risk factors and recommend prevention strategies**
(Maintain a weekly vocal hygiene journal, documenting vocal abuses/misuses and associated strategies to improve vocal health. Identify risk factors associated with dysphagia and/or aspiration pneumonia and recommend strategies to prevent secondary complications.)
 - **Use professional writing skills to document assessment and treatment procedures and results**
(Complete a medical chart entry (SOAP note) based on a speech-language therapy session for a virtual adult patient with an acquired language disorder. Write appropriate and measurable goals for a virtual patient with a motor speech disorder.)
 - **Apply standards of ethical conduct and professional behavior to clinical practice**
(Write a brief summary following a class discussion during which an ethical dilemma was the topic and present it to the instructor one week after the discussion. Summarize the ethical issues involved in conducting and reporting research.)
 - **Identify the impact of regulatory, legislative, and credentialing issues on service delivery**
(Write an essay related to an assigned regulatory or legislative issue. Identify reimbursement and regulatory issues affecting the provision of AAC services.)

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 research 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 research 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 reasonable 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 professionally 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 interprofessional 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.

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

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

1. THE RIGHT to be treated with dignity and respect.

Clients of audiology and speech-language pathology services are human beings. Their communication ability may be reduced, and they may present sensory, perceptual, cognitive, or emotional complications. But, these consumers deserve the same dignity and respect that are given to people without a communication disability. This dignity and respect can be shown in many areas that include the manner of greeting and addressing clients; selection of materials appropriate to the consumer's age, gender, interest, cultural background, and disability; and acceptance of the client's unique, non-destructive personality characteristics.

- 2. THE RIGHT that services be provided without regard to race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability.

Providers of speech, language, or hearing services must not discriminate in the delivery of professional services on the basis of race or ethnicity, gender, age, religion, national origin, sexual orientation, or disability. The inherent nature of a program or the expertise of providers may limit services available to consumers. Such practices can be nondiscriminatory if restrictions are applied uniformly to all potential clients.

- 3. THE RIGHT to know the name and professional qualifications of the person or persons providing services.

Professional qualifications include the service provider's national and state certification/licensure status as well as level of education, training, and experience. Professional qualifications do not include personal data such as home address, age, marital status, family composition, or sexual orientation.

- 4. THE RIGHT to personal privacy and confidentiality of information to the extent permitted by law.

Personal privacy and confidentiality need to be preserved during screening, assessment, and intervention, provided that individual well-being is not at risk and disclosure is not required by law. A requirement of consumer permission prior to release of information promotes privacy and confidentiality.

Certain medical, legal, or educational situations may necessitate release without prior permission. The client has the right to explanation of these instances when they occur.

In other specific situations, medical or legal documentation may indicate that the person with the communication disability is not capable of releasing information. In such cases, a guardian or court-appointed representative may be given access to information that is deemed personal and confidential.

- 5. THE RIGHT to know, in advance, the fees for services, regardless of the method of payment.

Prior to receiving services, the consumer has the right to be advised of fees and provided written documentation when requested. To evaluate fees completely, clients need to know the length of any treatment sessions, the number of scheduled sessions per week, and whether individual and/or group sessions will be provided. It is also important that specific information on fees for missed or canceled appointments and fees for consultation be provided. The right to fee information exists whether payment is to be made directly by the consumer or by a third party.

- 6. 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 spirit of this right is to enable clients to become active participants in service delivery. Within a reasonable time after completion of an evaluation, consumers need to be informed of the results in a form and manner comprehensible to them. The use of highly technical terminology without a full explanation does not provide the understanding needed.

Inclusion of the client in the development of both the general approach to services and the individualized plan also promotes active participation in service delivery. Provider explanation of options that exist, including their advantages and disadvantages, and serious consideration of the consumer's preferences in determining goals and methods of service delivery likewise encourage active participation.

Whenever possible, the client is entitled to know the predicted outcome of proposed services that includes how effective services might be and how long they might take. Consumers are likewise entitled to know the reasons why services may not be recommended and any changes in their prognoses.

- 7. THE RIGHT to accept or reject services to the extent permitted by law.

In some unusual situations, certain legal edicts may supersede this right. An example would be participation in services as ordered by a family court judge. In other situations where medical or legal documentation indicates that the person needing services cannot understand their implication, a family member, guardian, or legal representative may exercise this right on the person's behalf.

- 8. THE RIGHT that services be provided in a timely and competent manner, which includes referral to other appropriate professionals when necessary.

The timeliness of initiating services may vary from setting to setting because of such factors as due process procedures required by law, medical concerns, state regulations, or third-party reimbursement policies and guidelines. The client has the right to ask about any delays in the initiation of services, receive an explanation, and be given other alternatives. Once services have started, they should be continuous and sufficient in number, frequency, and manner of delivery to meet established goals.

Consumers have the right to seek services from other audiologists or speech-language pathologists. In some situations, referral to professionals other than audiologists or speech-language pathologists is necessary for the client's welfare.

- 9. THE RIGHT to present concerns about services and to be informed of procedures for seeking their resolution.

Concerns about services need to be considered seriously and resolved as appropriate. When the service provider cannot resolve concerns, referral to other personnel within the facility who can provide further assistance is appropriate.

- 10. THE RIGHT to accept or reject participation in teaching, research, or promotional activities.

Participation in teaching, research, public relations, marketing, or other activities of the facility is completely voluntary and requires the informed consent of the consumer. The client needs to know the relevant features of the activity to the extent that such information could conceivably influence the decision to participate. When consumers perceive a penalty, real or implied, if they decline or withdraw from participation, then participation is not voluntary. Even if the activity is integral to service delivery, the consumer has the right to refuse participation. In such cases, clients have the right to know that alternatives exist within the same facility and within the community.

- 11. 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.

Consumers have the right to request access to their records to the extent permitted by law and to receive explanation of record entries upon request. Also upon request, clients have the right to timely receipt of copies of these records. A reasonable fee may be charged for duplication and/or mailing.

Prompt, appropriate corrections to records are also part of this right. When disagreement about the accuracy of records exists, notation of the consumer's viewpoint as part of the records is appropriate.

- 12. 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.

Services may be discontinued for many reasons. They include, but are not limited to, achievement of education/habilitation/rehabilitation potential, failure or inability to pay for services, irregular attendance, or lack of client motivation. Consumers are entitled to an explanation of these reasons, in person if so requested, so that they understand that the decision is neither arbitrary nor capricious and can make any necessary behavioral changes to improve future relationships with providers.

Sufficient notice that present services will be discontinued will facilitate the client's arrangement for services from another provider or team, if so desired. A referral list of such providers is also helpful in this regard.

adopted by ASHA 11/93

Expectations of Students 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 (whether the student is on or off campus for a clinical affiliation), and the appropriate address with the Registrar, Bursar, 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.

Certification and Licensure

Students who complete the graduate program in speech-language pathology will meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and Texas licensure. The Program Director verifies satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements. The salient features of the standards for the ASHA Certificate of Clinical Competence include:

- A minimum of 75 semester credit hours culminating in a graduate degree from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.
- Skills in oral and written communication and demonstrated knowledge of ethical standards, research principles, and current professional and regulatory issues.
- Practicum experiences that encompass the breadth of the current scope of practice with both adults and children resulting in a minimum of 400 clock hours of supervised practicum (at least 325 at the graduate level).
- A 36-week clinical fellowship under the direction of a mentoring speech-language pathologist who holds a current Certificate of Clinical Competence.

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 normal and abnormal human communication across the life span, including the effect of cultural and linguistic diversity. Similar knowledge must be demonstrated for swallowing and emerging areas of practice. Examples of acceptable documentation to support the KASA include class projects, clinical experiences, independent studies, checklists of skills, records of progress in clinical skill development, research projects, course modules, and workshops.

Failure to Meet KASA Standards

Students not meeting departmental requirements for acquisition of knowledge and skills must complete remediation plans as defined by the program director in conjunction with the clinical coordinator, departmental faculty and/or clinical educators. Failure to complete the remediation plan may result in dismissal from the program.

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 via any unsecured electronic means, including mobile storage devices (e.g., flashdrives, CDs), unsecure emails or social media (e.g., Facebook, Twitter)

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 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.

Course Loads

Undergraduate enrollment in 12 or more credit hours per semester is considered full-time. 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

During the first semester of school, graduate students in the Speech-Language and Hearing Sciences department will obtain CPR training. The CPR certification is a requirement for all students in patient-care related activities.

Criminal Background Check

Students are required to obtain a Criminal Background Check (CBC) as part of the School of Allied Health Sciences 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; 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. While observing or providing clinical services, student clinicians are expected to maintain a professional image and adhere to the following dress code:

1. No jeans
2. No chewing gum
3. No casual shorts
4. No spaghetti straps, strapless, form-fitting, or low-cut tops
5. No shirts that expose the midriff
6. No tee shirts with slogans
7. No leggings or tight-fitting pants
8. No hemlines which are mid-thigh or shorter
9. 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. Exceptions to the dress code may be made at the judgment of the clinical educator or Clinical Coordinator.

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 appropriate 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.

The Department of Speech, Language, and Hearing Sciences discourages unprofessional relationships which may cause or create the appearance of favoritism or unfairness, or are exploitive in nature. Such behavior includes, but is not limited to dating, cohabitation, and sexual contact, on or off campus.

Fragrance Policy

Students may not wear any perfume, cologne, after shave or any other fragrance within the department which may be offensive to patients, staff, faculty, or other students. Potpourri and scented candles should also be used with caution.

Furniture Policy

Obtain permission before moving any furniture or equipment from a room 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:*** Externship 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.

Office and 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, resource 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).

Office Hours & Appointments

Students are reminded that office hours and appointments are reserved for them to meet with every faculty member and clinical supervisor. Each faculty member maintains an average of 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. 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.

Phones and Pagers

Phones and pagers must be turned off or placed in silent mode when students are in class or clinic.

Professional Liability

All students are required to have professional liability insurance. The insurance is furnished through a group policy and is included in the fees that students pay. The policy covers students in any clinical activity related to the degree program. The policy does not cover students in work-related activities (i.e., students employed in clinical settings).

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 your Program Director, the Chairperson, the Dean of Allied Health Sciences, or the Director of Student Admissions. The Department of Speech, Language, and Hearing Sciences does not tolerate sexual harassment and will use its full authority to dismiss **anyone** found guilty of sexual misconduct.

Student Survival

Students should be mentally and physically prepared to cope with a rigorous curriculum in communication disorders. 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 make an arrangement for counseling

through the Office of Student Services (743-2300). The department also works with students to develop remediation plans designed to supplement knowledge or skill areas.

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.

Tobacco Policy

The use of tobacco products in a TTUHSC facility or anywhere on the grounds of any TTUHSC facility is strictly prohibited by the HSC OP: 10.19, Tobacco-Free Environment Policy. This includes but is not limited to cigarettes, cigars, pipes, chewing tobacco, and snuff. Violations will be treated seriously and violators will be subject to disciplinary action. A Tobacco Intervention Program sponsored by the TTUHSC Southwest Institute for Addictive Diseases is available to students who request assistance in quitting tobacco products.

General Information for Students in the Department of Speech, Language and Hearing Sciences

Allied Health Club

This organization is comprised of students from each discipline within the School of Allied Health Sciences. The purpose of the Allied Health Club is for its members to serve as student ambassadors to the public and as student representatives at functions and forums within the Health Sciences Center. Students typically assist the Office of Student Affairs at yearly events such as the Job Fair and University Day. For information, contact the Office of Student Affairs in Room 2B-194, 743-3220.

Computers & Software

Computers are located in several areas of the department. Those located in the instructional lab and the clinicians' workroom (2A318) are for student use during regular operating hours (M-F, 7:30 a.m. - 5:30 p.m.). Priority is given to students who are using the computers to complete final versions of clinic documents with confidential information. The computers may be used after hours or on weekends with prior permission from the Chairperson. Students are further reminded that they are responsible for the computers 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 Chairperson immediately.

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 his/her Program Director, the student should leave a voice mail message on the departmental phone (806-743-5660 or 743-5678) or 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 supervisor 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.

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 the posted deadline each year. Recipients are notified of their award before the fall 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).

Scholarships in the Department of Speech, Language, and Hearing Sciences:

Mary McKelvey Memorial Scholarship	Created in memory of Dr. Mary McKelvey, former professor in the department	Awarded to undergraduate or graduate students interested in the auditory/oral approach for children with hearing impairment
Bill & Shirley Ickes Scholarship	Created in appreciation of Dr. Bill Ickes, former professor and chair of the department	Awarded to undergraduate or graduate students in audiology or speech-language pathology
Communication Disorders Scholarship	Created with donations from alumni and friends of the department	Awarded to full-time graduate students in audiology or speech-language pathology
Tammy McNeeley Memorial Scholarship	Created in memory of a former graduate student in the department	Awarded to a graduate student who is a member of NSSLHA
Kate Baldocchi Scholarship	Honoring Kate Baldocchi, an AuD student who designed the Star Spangled Double T to generate scholarships	Awarded to a graduate or undergraduate student with a 3.0 GPA, and a history of leadership and service
Curtis E. Hamre Memorial Scholarship	Created in memory of Dr. Curt Hamre, former professor in the department	Awarded to graduate students in speech-language pathology, with special consideration given to students with an interest in adult neurogenic disorders
Francis Elaine Jones Memorial Scholarship	Created by Mrs. Lela Fay Jones in memory of her daughter, who received speech-language therapy in our clinic	Awarded to speech-pathology graduate students with an interest in augmentative communication

Faculty members are willing to prepare recommendation letters, upon written request by students. Students should provide the purpose of the financial support and personal information for the faculty member to prepare the recommendation letter within adequate time, as well as all necessary forms and an envelope that has been stamped and addressed.

Resource Room

The media resource center located in 2A318A has many of the assessment and treatment materials used by licensed and certified speech-language pathologists and audiologists. Students are encouraged to use these clinical as well as academic (e.g., GRE preparation software) materials. .

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 must wear identification badges any time they are on the HSC premises and while performing clinic duties (e.g., therapy, assessment, 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 National Student Speech Language Hearing Association (NSSLHA) and the Texas Speech Language Hearing Association (TSHA). NSSLHA is the national organization for students interested in the study of normal and disordered communication. NSSLHA has more than 14,000 members, with chapters in more than 280 university programs. The Texas Tech University Health Sciences Center has a local chapter of the NSSLHA and students are strongly encouraged to join the local

chapter as well as the national association. Students have opportunities to participate in leadership opportunities at the local level when they belong to the TTUHSC-NSSLHA. 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.

Undergraduates who are interested in audiology are also encouraged to join the Student Academy of Audiology (SAA). SAA is the nationally recognized student organization for AuD students. Membership information can be obtained through the Department, or on the SAA website (<http://www.audiology.org/education/students/SAA>).

Research Laboratories

The department is very proud of its research facilities which are located on the third floor in suite 3A302. Faculty researchers use the laboratories to investigate topics such as speech perception and production, language acquisition, use of augmentative communication, and bilingual phenomena. Students are **strongly** encouraged to take advantage of these facilities which contain equipment they will encounter "on the job." Access to the laboratories must be obtained from the laboratory directors.

Room Access

The Program Directors schedule classroom use through Facilities. Please contact your Program Director if you would like to use a classroom for a school-related function.

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 National Student Speech-Language-Hearing Association (NSSLHA) and the Society for Students in Allied Health (SOSAH).

Student Health

The Family Practice Center is located in the HSC on the first floor, West Wing. 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 on the first floor of the Health Sciences Center.

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 the 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.

Student Identification Card

Your university I.D. is permanent and will be used from year to year. The I.D card can be used at many locations on 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 Services

Students should contact the Director of Student Services (743-2300) 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)
- TTU ID cards
- Tech Express

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.

Undergraduate Enrollment in Graduate Courses

Undergraduates who have at least a 3.0 GPA in the major may enroll for courses carrying graduate credit, subject to the approval of the course instructor and the graduate program director. Undergraduates permitted to enroll for graduate work are expected to receive their bachelor's degree within a year of their first graduate enrollment. An undergraduate may not receive credit for more than 12 semester hours of graduate work prior to admission to the graduate program.

Academic Standards

Admission Standards for the Undergraduate Preprofessional Program

Admission standards for the preprofessional program (beginning with the junior year) include a cumulative GPA of 3.0 (on a 4.0 scale), a grade of C or better for all prerequisite courses, and demonstration of superior written communication skills. Placement in the undergraduate program is competitive; meeting the minimum requirements does not guarantee a student will be admitted.

Honors College Early Admission Plan

Texas Tech University Honors College students may make application to the SLHS undergraduate program during the freshman year. Students who complete all the prerequisite courses and maintain Honors College status during their freshman and sophomore years will be guaranteed admission to the undergraduate program. Students must complete the application process by March 1, prior to the first semester of enrollment at TTUHSC and an official TTU transcript showing completion of all prerequisite courses must be submitted prior to enrollment in the SLHS undergraduate program.

Applying for Admission to Graduate Studies

Students with an undergraduate degree in communication sciences and disorders from any university may apply for the graduate program (early deadline November 1, regular deadline February 1). To meet the requirements for national certification, students will also need transcript credit (coursework, advanced placement, or CLEP) in these four areas: life sciences (e.g., *biology, botany, anatomy and physiology*), physical sciences (e.g., *physics, chemistry, geology, astronomy*), social/behavioral sciences (e.g., *psychology, sociology, anthropology*), and mathematics (e.g., *algebra, statistics, calculus, trigonometry*).

Out-of-field students:

- **Option 1** Students with an undergraduate degree in a field other than Speech-Language Pathology may choose to enroll in a one-year leveling program to complete the required undergraduate courses in speech, language, and hearing sciences.

Pros:

- You pay undergraduate tuition and fees while taking leveling courses.
- Once leveling courses are complete, you may apply to the TTUHSC graduate program OR to any graduate program in the U.S.

Con:

- You are not guaranteed a slot in the TTUHSC graduate program. You must apply for the graduate program after your first semester of leveling coursework and compete for a slot with all other applicants.

- **Option 2** Students with an undergraduate degree in a field other than Speech-Language Pathology may choose to enroll in a two-year program leading to a

Bachelor of Science in Speech, Language, and Hearing Sciences, with the option to apply for the graduate program after the 3rd semester.

Pros:

- You earn a Bachelor of Science in Speech, Language, and Hearing Sciences.
- You have a strong background in speech and hearing sciences before beginning graduate school.
- You have enough coursework and credit hours to work as a licensed SLP assistant if you desire.

Con:

- This is the longer option (2 years of undergraduate work followed by 2 years of graduate work).

Applying for TTUHSC Department of Speech, Language, and Hearing Sciences Graduate Programs

Application to the graduate programs in Speech, Language, and Hearing Sciences is made through the Office of Admissions and Student Affairs in Room 2B194 of the Health Sciences Center Building. Applications are available on the School of Allied Health Sciences website. The application deadline is February 1st prior to the semester in which classes begin. The following items are required in order for your application to be complete:

- completed application form (including application fee)
- official GRE scores (verbal, quantitative, and analytical sections)
- official transcripts of all undergraduate work
- TOEFL or IELTS scores if native language is not English

When the Office of Admissions and Student Affairs has received all of the items listed above, your application will be ready for review by the appropriate Department of Speech, Language, and Hearing Sciences Admissions Committee (i.e., either speech-language pathology or audiology).

An interview with the program's Admissions Committee is also required for graduate program applicants. The committee will contact qualified applicants in March to schedule the interview.

Admission Standards for the TTUHSC Graduate SLP Program

1. GRE scores. Results from the Graduate Record Exam are used as one predictor of a student's potential for success in graduate school. They are not the sole predictor employed by the Admissions Committees, nor are they necessarily the best predictor. A competitive application would require GRE scores at least equal to the national average for SLP graduate students. Recent national averages were: Verbal – 424, Quantitative – 485, Analytical (Writing) - 3.5. (Average scores for speech-language pathology and audiology majors across the nation may be obtained by contacting the national GRE office.)

2. Grade Point Average. The Department of Speech, Language, and Hearing Sciences has established a minimum admission standard of a 3.0 cumulative grade point average (on a scale of 4.0) in undergraduate coursework, and 3.0 GPA in major courses.

3. Interview. Applicants for graduate study must complete an interview with members of the respective admissions committees. The interview offers applicants an opportunity to discuss unique circumstances, experiences, and qualifications which may be used in admissions decisions.

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 may be granted a full admission status. When an applicant has not met certain admission criteria (such as the required grade point average) but has satisfied other admission standards, 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 accepted into the program under conditional admission must earn at least a 3.0 (out of a possible 4.0) grade point average (GPA) by the end of their 2nd semester in the program or the first 12 hours of enrollment (whichever comes first). During the probationary period, students may have limited clinical assignments and will not be considered for departmental financial assistance until their conditional status has been removed.

If, at the end of the 2nd semester (or upon completion of the first 12 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.

Applying for Admission to Other Graduate Programs

Each year a list of all accredited graduate programs in speech-language pathology and audiology is available from ASHA's website at www.asha.org. The list includes addresses and telephone numbers where students can write or call for further information. Students are strongly encouraged to apply only to programs that are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Here are a few questions that prospective graduate students should ask:

1. Is the program I am interested in accredited by ASHA?
2. What is the deadline for applying? (typically ranges from February to April)
3. Is there a specific form to be used for letters of recommendation? (It is expected that you will provide a stamped, addressed envelope for each recommendation you request)
4. Do I apply for financial aid separately from my application for admission?

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%	Excellent
B	80.0 - 89.9%	Good
C	70.0 - 79.9%	Fair
D	60.0 - 69.9%	Poor (does not meet degree requirements)
F	below 60.0	Failing (does not meet degree requirements)
P/F	Pass	Some courses are graded pass/fail
CR/NC	Credit/No Credit	NC has the same effect as a grade of F
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)
I	Incomplete	Given at the discretion of the individual faculty member teaching the course 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. 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 automatically becomes an F. Coursework to remediate an I must be completed with at least a grade of C.

Grades Below C

Only courses completed with a grade of C or above are acceptable for degree requirements, certification and licensure. Students who earn a grade of D, F, or NC in a course will be eligible to repeat the course one time, during the next course rotation. Repeating the 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.

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.

Following are the consequences for failing to maintain good academic standing in the Department of Speech, Language, and Hearing Sciences:

Probation and Dismissal Policies – Speech, Language, and Hearing Sciences

Undergraduate Speech, Language, and Hearing Sciences

To remain in good academic standing, undergraduate students must maintain a 2.5 semester GPA.

Academic Probation

An undergraduate student may be placed on academic probation for one or more of the following:

- failing to maintain a semester TTUHSC GPA of 2.5 in any semester of the program.
- earning a grade of D or F in any course. The student will be eligible to repeat the course *one time* at the next course offering. A student will not be allowed to graduate until all courses have been completed with a grade of "C" or above. **(Repeating the 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.)**

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>)

Students must be in good academic standing when they graduate from the program. **A student whose GPA falls below 2.0 in the final semester of the undergraduate program will be ineligible for graduation.**

Dismissal

An undergraduate student may be dismissed from the program for one or more of the following:

- violating the academic and/or non-academic misconduct policies of the School of Allied Health Sciences.

- earning a semester GPA less than 2.5 for two consecutive semesters.

As per the SOAHS policy on Academic Dismissal (available at <http://www.ttuhsu.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.

Graduate Program in Speech-Language Pathology

Every student enrolled in the graduate program in Speech-Language Pathology is required to maintain a high level of performance and to comply fully with the policies of the program and the institution. Failure to do so may lead to academic probation, and ultimately to dismissal from the program. Students who are not meeting academic standards in any course will receive a letter from the Program Director during the semester. Copies of all warning letters will be placed in the student’s file.

To remain in good academic standing, graduate students in speech-language pathology must maintain a 3.0 semester GPA.

Academic Probation

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

- failing to maintain a semester graduate GPA of 3.0.
- earning a grade of D or F in any course
- failing to complete an individualized student support plan when required to remediate learner outcomes.

Graduate credit will be allowed for a course with a grade of ‘C’, but the experience cannot be used to satisfy departmental clock hour minimums and competencies for the KASA.

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.

Repeating a course: Courses completed with a grade of D or below will not meet graduation requirements. Students who earn a D or F in a course will have *one* opportunity to repeat the course, during the next course rotation. Failure to earn a C or better when the course is repeated will result in dismissal from the program. A student will not be allowed to graduate until all courses have been completed with a grade of “C” or above. 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.

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 on academic probation will not be allowed to participate in a clinical externship until they return to good academic standing. To return to good academic standing, the student must earn a semester GPA of at least 3.0 in the semester following probation.

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>)

Remediation

An array of remediation options may be recommended for students placed on academic probation. Options for remediation as determined by the Program Director, in consultation with appropriate faculty, may include but are not limited to:

- Individual tutoring with a program faculty member.
- Individual tutoring with a student who is performing well in the program.
- Auditing courses.
- Repeating courses or clinical experiences.
- Participating in faculty directed group or individual study.
- Preparing a research paper or project.
- Completing reading assignments pertinent to areas needing remediation.

All meetings with the student regarding remediation must be documented, to include the student’s understanding of the problem, and willingness to comply with the plan. Routine follow-up counseling with the student is scheduled to assess and document the progress and outcome of the remediation plan. The student should be aware that some remediation plans can delay projected graduation.

Dismissal

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

- violating the academic and/or non-academic misconduct policies of the School of Allied Health Sciences.
- failing to achieve a semester GPA of 3.0 while on academic probation.

- 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.
- failing to successfully complete remediation as established by the program.
- meeting the conditions of academic probation for a third semester.
- failing comprehensive examination remediation

A graduate student whose semester GPA falls below 2.75 in the final semester of the program will be ineligible for graduation.

As per the SOAHS policy on Academic Dismissal, 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. (Policies of the School of Allied Health Sciences can be accessed through the following URL: <http://www.ttuhs.edu/sah/current/policies.aspx>)

Knowledge and Skills Acquisition

In addition to satisfactory completion of coursework and clinical practica, students must demonstrate knowledge and skills necessary for entry-level, independent practice of speech-language pathology as specified in the American Speech-Language-Hearing Association (ASHA) 2005 and 2008 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The program director will provide students with regular feedback regarding progress toward the degree and toward acquisition of the required 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 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 for an individualized student support plan. Support plans may include the requirement to enroll in additional coursework. Failure to complete the support plan in a timely manner may delay graduation, and ultimately may result in dismissal from the program.

Credit by Examination

Credit by examination is not offered for courses in the Department of Speech, Language, and Hearing Sciences.

Disabilities

Students seeking accommodations on the basis of disability or temporary limitations must contact the TTUHSC Director of Student Services (504 Coordinator) and provide verification of disability. If the student qualifies for accommodations, the Director of Student Services will notify the student’s Program Director.

School of Allied Health Sciences
Texas Tech University Health Sciences Center
Thesis/dissertation policy

Philosophy

The master's thesis and doctoral dissertation represent the most scholarly work produced by a graduate student in School of Allied Health Sciences. The thesis and dissertation must demonstrate a mastery of the techniques of research, a thorough understanding of the subject matter and its background, and a high degree of skill in organizing and presenting the materials. A doctoral dissertation should embody a significant contribution of new information to a subject or a substantial reevaluation of existing knowledge presented in a scholarly style. The student is expected to complete the work independently under the supervision of an approved thesis or dissertation committee and within a specified period of time prior to graduation.

Above all, scientific rigor and scholarly performance characterize thesis and dissertation research. These guiding principles are especially embodied in the oral defense of the thesis or dissertation. Successful completion indicates, in part, that a student has mastered the information and therefore earned the right to be considered an expert in his or her area of research.

Enrollment

Master's thesis

A master's thesis research requires the completion of a minimum of 6 credit hours of research under the direction of a graduate faculty member, typically the chair of the thesis committee. The student will enroll in thesis research courses (e.g., AHSL 6000 in Communication Sciences and Disorders). In order to register in the appropriate section, students must identify a thesis advisor prior to enrolling in thesis research such as AHSL 6000. Permission of the proposed advisor must be obtained before the student enrolls in a thesis section.

Doctoral dissertation

The student will be required to enroll in a minimum of 9 credit hours of dissertation research courses (e.g., AHSL 9000 in Communication Sciences and Disorders). The student must complete all of the required course work, pre-dissertation project(s), and pass the comprehensive examination before enrolling in dissertation research such as AHSL 9000. Once the dissertation project is begun, a student must be enrolled in dissertation research courses every semester until completion. The number of hours for which student must enroll in each semester depends on their level of involvement in research and their use of university facilities and faculty time.

Topic

Selection of a topic for thesis/dissertation research should be influenced primarily by the student's interests and secondarily by the faculty's expertise and availability of necessary resources required for eventual completion.

Committee

Each committee member is expected to be present for all formally scheduled meetings. The chair of the committee is responsible for assuring that the thesis or dissertation complies with all stylistic and publication standards.

Master's thesis

The master's thesis committee will consist minimally of three faculty members. The thesis chair must possess an earned doctorate degree. Students are strongly encouraged to select one committee member from another academic department at either TTUHSC or TTU.

Doctoral dissertation

The dissertation committee will consist minimally of five faculty members. The chair of the committee must possess an earned doctorate degree and be a faculty member of the student's department. Three of the committee members must be from within the department and at least one member must be from outside the department.

Proposal Meeting

A proposal meeting must be convened before the student proceeds with the thesis/dissertation project. All thesis/dissertation committee members are obliged to attend and determine if the project as proposed is viable for continuation. Students should be prepared to present the entire committee with the first three chapters of their thesis/dissertation (i.e., Introduction, Review of Literature, and Methods) two weeks in advance of the scheduled meeting. Evidence of a well-developed rationale, literature review, statement of the hypothesis, and research design will facilitate approval.

Students must not collect any data until their proposed thesis or dissertation has been approved by the dissertation committee. In the event of using human subjects, approval must also be obtained from the TTUHSC Institutional Review Board for the Protection of Human Subjects (IRB).

At the conclusion of the meeting, the committee will vote as to approval, conditional approval (with conditions specified), or disapproval of the proposed project. This action will constitute an agreement between the student and the committee in regards to further pursuing the proposed research. Committee approval will be documented in writing and signed by all committee members. Any substantive changes in study design must be approved by the entire committee in writing.

Oral Defense

The oral defense is a public forum in which the candidate presents his or her area of research and answers questions directed to him or her by the committee members, other professionals, and private citizens. The candidate will be instructed to make a public

presentation of the thesis or dissertation research. The presentation should provide a concise review of the salient literature and the hypothesis and rationale. In addition the presentation should describe the subject population, methods and procedures, and overview of the results. Finally, the candidate should make brief comments concerning the implications. Following the public presentation, the candidate will defend his or her thesis or dissertation in a closed door meeting with the thesis or dissertation committee. The defense should not exceed two hours, although final deliberations by the committee or subsequent discussions with the candidate may take longer. Students should defend their thesis or dissertation before the deadline of the semester that she or he intends to graduate.

Once the examination period has been completed, the committee chair will ask the candidate to be excused while the committee reviews the candidate's performance. After all due deliberations have concluded, the chair will call for a vote from the committee in regards to passing, passing with revisions (as specified in writing by the committee), or failing. A majority vote will be used in reaching a decision. The chair will record the votes for possible future reference. The candidate will then be invited back into the room and given the decision of the committee. Revisions, if warranted, will also be explained at that time.

The room number, date, and time of the thesis or dissertation defense must be approved two weeks in advance and public notices must be posted. Copies of the thesis or dissertation must be distributed to each committee member two weeks prior to the defense. An additional copy of the thesis or dissertation must also be made available for public review in the department's main office two weeks prior to the defense.

In the event that a student does not successfully defend his or her thesis/dissertation and the scope of the problem exceeds what would typically be required in a major revision, the committee may fail the student. In the event of failure, the student may follow the remediation guidelines set by his or her respective academic program.

Format and style

The thesis/dissertation must be written in a clear and grammatically correct manner. The final format must conform to the standards of the respective department within the School of Allied Health Sciences. The committee chairperson is ultimately responsible for ensuring that the completed thesis or dissertation meets the requirements for all stylistic and publication standards.

Grading

Each enrollment in thesis or dissertation will be graded on a Pass/Fail basis.

All theses and dissertations must follow the guidelines specified in the current *Graduate School Thesis-Dissertation Formatting Guidelines* (<http://www.depts.ttu.edu/gradschool/current/etd.php>).

MASTER OF SCIENCE DEGREE
Department of Speech, Language, and Hearing Sciences
Comprehensive Examination Policy

Final Examination Definition

The final examination shall consist of the satisfactory completion of a master's thesis or a comprehensive examination. Students who select the comprehensive examination option must achieve passing scores on all portions of the exam to be eligible for graduation.

Nature of the Comprehensive Examination

Candidates taking the comprehensive final examination will respond to questions on two or three consecutive days (schedule determined annually). Many of the questions will be integrative and will require students to draw on their knowledge of normal development as well as disorders, and address issues such as the philosophies and theories supporting assessment and treatment. Students should be prepared to answer questions related to all areas of the KASA and related topics such as legislation, ethics, and other professional issues. Some objective questions requiring factual knowledge will be included, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.

Administration

The examination will be administered each year during the spring semester. Candidates will write for up to 10 hours distributed across two to three days (schedule determined on an annual basis). All answers will be handwritten. The department will provide Scantrons, blue books, or other test forms. A faculty proctor will supply all the day's questions at the beginning of the day. Students may take breaks from writing as needed.

Question Preparation and Selection

The Comprehensive Examination Committee Chairperson (CECC) will solicit questions from faculty responsible for graduate curricula in the major and minor content areas. The CECC will ask for questions 6 weeks prior to the exam. Faculty questions will be submitted to the CECC by 3 weeks prior to the exam.

Examination Grading

The faculty member supplying questions for a content area will grade the candidate's reply. The CECC may also ask one other faculty member in the respective area (major or minor) to evaluate the student responses.

To obtain an overall passing grade for the comprehensive examination, the candidate must achieve a score of 70% or better for each content area on the comprehensive examination. A student with an average score of 92% or above will be designated *passing with honors*. In the event that a passing score is not achieved:

1. Students who initially fail a section of the exam typically will be required to re-take that portion of the exam (with different questions on the same topic area), or complete a project designed by the course instructor.
2. Students who fail 40% or more of the comprehensive exam subject areas will be required to enroll in an independent study course in the summer following administration of the exam, and then retake the sections of the exam which they failed initially.
3. For students who fail re-examination, an individualized remediation program will be developed by a committee. Upon successful completion of the remedial activity, the student would be cleared for the graduation if all other requirements were met.
4. If the student failed to successfully complete the individualized remediation program, the student would be dismissed from the program without graduation or conferral of the degree.

Timing of Comprehensive Examination and Current Coursework

Because the comprehensive examination will be completed prior to final examinations, many students will take the comprehensive examination while enrolled in one or more courses during that same semester. Satisfactory completion of ***both*** the comprehensive examination ***and*** the coursework is required for the Master's degree.

Student Appeal Process

A candidate may informally discuss any complaint about the exam and/or grading procedure with the CECC. If this discussion does not resolve the student's complaint, the complaint should be submitted in written form to the departmental chairperson within 10 calendar days following receipt of the written grade from the CECC. The candidate has the right to initiate appeal procedures as described in the TTUHSC School of Allied Health Student Hearing Policy and Procedure.