



TEXAS TECH UNIVERSITY  
HEALTH SCIENCES CENTER™

*School of Health Professions*

DEPARTMENT OF SPEECH,  
LANGUAGE, AND  
HEARING SCIENCES  
HANDBOOK

**2018-2019**

# Handbook

The Handbook is an important document intended to help you become acquainted with the programs in the Department of Speech, Language, and Hearing Sciences. **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 Health Professions, 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 Health Professions 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.

## 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 Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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 commission should be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement standard.

A member of the Texas Tech University System, TTUHSC has been accredited by the Southern Association of Colleges and Schools Commission on Colleges as a separate institution from Texas Tech University since 2004. TTUHSC received its reaffirmation of accreditation from SACSCOC in 2009. The next reaffirmation is scheduled for 2019.

The Master of Science in Speech-Language Pathology program and the doctoral (Au.D.) education program in audiology at Texas Tech University Health Sciences Center are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

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**SECTION I – OVERVIEW**

## Letter from the Chairperson

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

**FROM:** Sherry Sancibrian, M.S., CCC-SLP, BCS-CL  
Interim 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 Health Professions policies and the university's official operating procedures are updated regularly and can be accessed online.

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.

## Letter from the Program Directors

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

**FROM:** Brittany Hall, M.S., CCC-SLP, Program Director-Speech, Language, and Hearing Sciences Undergraduate Program (traditional and 2<sup>nd</sup> Degree)  
Sherry Sancibrian, M.S., CCC-SLP, BCS-CL, Program Director-Speech-Language Pathology  
Candace Hicks, Ph.D., CCC-A, Program Director-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.

You have selected a career field with great flexibility. 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 at a university or work for government agencies. Whatever you choose, your experiences in the Department of Speech, Language, and Hearing Sciences will provide an excellent background. 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. After a period of rapid growth, the clinic received funding from the local Kiwanis Club, and in 1932 became the first free county speech clinic in Texas. 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 continued to serve the department as a "sage advisor" until his death in 2012. 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 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 health professions 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 2 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 Health Professions 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 Health Professions in August of 1998. In May of 2000, the department and the Speech-Language-Hearing Clinic relocated to a new multi-milliondollar facility on the second floor of the Texas Tech University Health Sciences Center. The clinical doctorate in audiology (Au.D.) program began in the fall of 2000. In 2004, a doctoral research program in communication sciences and disorders was added. Dr. Robin Satterwhite became Dean of the School of Health Professions in August of 2012. Dr. Lori Rice-Spearman became Dean of the School of Health Professions in January of 2016. In January of 2018, the Ph.D. program was consolidated to form the new Ph.D. in Rehabilitation Science (RS) with a concentration in Communication Sciences and Disorders (CSD). This program is housed within the Department of Rehabilitation Sciences. The four current programs in the Department of Speech, Language, and Hearing Sciences award degrees as follows: Bachelor of Science (B.S.) in Speech, Language, and Hearing Sciences (traditional and second degree); Master of Science (M.S.) in Speech-Language Pathology; and Clinical Doctorate of Audiology (Au.D.). All programs continue to grow and thrive.

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

Department of Speech-Language & Hearing Sciences

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## **Departmental Organizational Structure**

### **Chairperson**

The Chairperson is directly responsible for departmental functions including: serving as a liaison between the departmental personnel and the university administration; conducting performance evaluations; determining merit salary; assigning staff 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 reporting to the School of Health Professions Dean.

### **Program Directors**

The Program Directors are responsible for the day-to-day operations of the academic programs and oversight of the clinical operations. Duties include serving as the first point of contact for grievances, course scheduling, and facilities management; assigning faculty members' workloads; participating with the chairperson in annual performance appraisals; monitoring of requirements and completing annual reports related to ASHA Council on Academic Accreditation (CAA) and the Southern Association of Colleges and Schools (SACS) accrediting bodies; maintaining outcome data for the academic and clinical programs; managing the department's Quality Enhancement Plan processes; reviewing students' academic records; and monitoring budgetary matters. The Chairperson may assign other duties.

### **Clinical Directors**

The Clinical Directors assist the Program Directors with matters regarding students' clinical education and the operation of the audiology and speech-language pathology clinics. Duties of the Director of Clinic Operations include: managing clinic resources (personnel, space, equipment, and supplies) efficiently and effectively; developing plans for clinical educators' work assignments; maintaining clinical clock hour reports; overseeing clinical revenues and reimbursement; working with staff to manage clinical services; and monitoring safety procedures and regulations. Duties of the Director of Clinical Education include: developing clinical affiliation agreements (i.e., contracts); developing the students' clinical plan of study; overseeing clinical assignments to ensure that students meet requirements in all categories; conducting regular clinic meetings; and monitoring compliance with accreditation standards for clinical education. The Program Directors or Chairperson may assign other duties.

### **Admissions Committees**

The admission committees review all 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 Committees**

These committees evaluate clinical policies and procedures and make recommendations to the faculty, monitor clinical grading criteria; monitor clerical and logistical matters regarding clinical billing and management. The committees are also responsible for overseeing student support plans and remediation plans for students demonstrating marginal clinical performance. The committee is chaired by a clinical director and consists of a minimum of two additional members (a clinical educator/faculty member and another faculty member within the Department of Speech, Language and Hearing Sciences).

### **Financial Assistance Committees**

These committees review applications of students who have formally applied for scholarships and assistantships and make recommendations for approval by the Program Directors and Chair. The committees report on student funding at faculty meetings.

### **Comprehensive Examination Committees**

These committees compile the department's written comprehensive examinations; schedule examinations and obtain appropriate space; notify students of their results; and report each student's results to the Program Director and Chairperson.

### **Curriculum Committees**

These committees are responsible for maintaining a dynamic and up-to-date curriculum, including: recommending course additions and deletions; making course modifications; approving credit for off-campus courses; coordinating course rotations; and assuring congruence with accrediting bodies. The Audiology program has the following subcommittees:

#### **Knowledge and Skills Review Committee**

The Knowledge and Skills Review Committee coordinates departmental compliance with current accreditation standards, monitors students' progress in meeting KASA standards, and answers faculty question regarding KASA standards.

#### **Audiology Research Committee**

The Research Committee in Audiology serves to coordinate the required clinical research project in audiology. The Committee monitors the research requirements, making recommendations to the Audiology faculty regarding the changes to the process. The Committee monitors student progress through the projects and coordinates the presentation of student research.

### **Au.D./Ph.D. Committee**

The Au.D./ Ph.D. committee reviews Au.D./Ph.D. graduate applications, conducts applicant interviews for Au.D./Ph.D. program, recommends admission or denial to the Chairperson, reviews admission criteria and curriculum requirements as a committee, and monitors the progression of Au.D./Ph.D. students.

**Tenure and Promotion Committee**

The ad hoc committee reviews applications for tenure and promotion in accordance with departmental, school, and university policies and procedures.

**Practice Plan Committee**

The committee maintains information concerning revenues generated from clinical services, identifies trends and concerns, and makes recommendations to the Program Directors and Chairperson.

## **Mission Statements**

### **Texas Tech University Health Sciences Mission Statement**

As a comprehensive health sciences center, our mission is to enrich the lives of others by educating students to become collaborative healthcare professionals, providing excellent patient care and advancing knowledge through innovative research.

### **School of Health Professions Mission Statement**

The mission of the Texas Tech University Health Sciences Center (TTUHSC) School of Health Professions (SHP) is, 1) to provide a high quality, student-centered learning environment for graduate and undergraduate education in the health professions, 2) advance knowledge through scholarship and research, and, 3) provide clinical services that improve health quality of life in Texas and the nation. As part of a state-supported university system, we serve the people of Texas, with particular emphasis on developing regional solutions to meet the educational and clinical needs of the rural communities of west Texas.

### **Speech, Language, and Hearing Sciences Program Mission Statement**

The mission of the undergraduate Program in Speech, Language, and Hearing Sciences within the Department of Speech, Language, and Hearing Sciences (SLHS) is to provide undergraduate students the academic and clinical foundation needed to pursue further academic endeavors or employment related to care for individuals with communication disorders.

### **Speech-Language Pathology Program Mission Statement**

The mission of the Program in Speech-Language Pathology (SLP) is to improve the communication skills of people by offering students the academic, research, and clinical foundations needed to provide evidence-based clinical services to diverse populations, utilizing current best practices.

### **Audiology Program Mission Statement**

The mission of the Doctor of Audiology Program within the Department of Speech, Language, and Hearing Sciences (SLHS) is to improve the quality of life for individuals with hearing and balance disorders by offering students the academic and clinical foundation needed to provide clinical services and engage in research.

### **Ph.D. in Rehabilitation Science Mission Statement**

The mission of the Ph.D. Program in Rehabilitation Science is to prepare students with the competencies and abilities to perform as scholars, leaders, and innovators in academic and research settings by offering students the foundation needed to engage in research and teaching. The Program educates students to advance knowledge about factors and processes that contribute to communication and/or movement disabilities and how they can be reversed or minimized through rehabilitation.

## **SECTION II - ETHICS**

### **SHP Ethical School Standard**

As a student of the School of Health Professions at the Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity, and respect for others.

It is the policy of TTUHSC SHP that students enrolled in the SHP are required to sign the SHP Student Ethical Standard prior to the 12th day of the student's first semester in the program. Failure to submit the form will result in a registration hold for the following semester.

## **Code of Ethics**

### **American Academy of Audiology**

#### **PRINCIPLE 1:**

Members shall provide professional services and conduct research with honesty and compassion, and shall respect the dignity, worth, and rights of those served.

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

Rule 1b: Individuals shall not provide services except in a professional relationship, and shall not discriminate in the provision of services to individuals on the basis of sex, race, religion, national origin, sexual orientation, or general health.

#### **PRINCIPLE 2:**

Members shall maintain high standards of professional competence in rendering services.

Rule 2a: Members shall provide only those professional services for which they are qualified by education and experience.

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

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

Rule 2d: Individuals shall provide appropriate supervision and assume full responsibility for services delegated to supportive personnel. Individuals shall not delegate any service requiring professional competence to unqualified persons.

Rule 2e: Individuals shall not knowingly permit personnel under their direct or indirect supervision to engage in any practice that is a violation of the Code of Ethics.

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

#### **PRINCIPLE 3:**

Members shall maintain the confidentiality of the information and records of those receiving services or involved in research.

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

#### **PRINCIPLE 4:**

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

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

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

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

Rule 4d: Individuals using investigational procedures with human participants or prospectively collecting research data from human participants shall obtain full informed consent from the participants or legal representatives. Members conducting research with human participants or animals shall follow accepted standards, such as those promulgated

in the current Responsible Conduct of Research (current edition, 2009) by the U.S. Office of Research Integrity.

**PRINCIPLE 5:**

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

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

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

Rule 5c: Individuals shall conduct and report product-related research only according to accepted standards of research practice.

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

Rule 5e: Individuals shall maintain accurate documentation of services rendered according to accepted medical, legal, and professional standards and requirements.

**PRINCIPLE 6:**

Members shall comply with the ethical standards of the Academy with regard to public statements or publication.

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

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

**PRINCIPLE 7:**

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

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

Rule 7b: Individuals shall inform colleagues and the public in an objective manner consistent with professional standards about products and services they have developed or research they have conducted.

**PRINCIPLE 8:**

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

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

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

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

Rule 8d: Individuals shall fully cooperate with reviews being conducted by the Ethical Practices Committee in any matter related to the Code of Ethics.

(American Academy of Audiology. (2016). Code of Ethics. Available from <https://audiology.org/publications-resources/document-library/code-ethics.>)



## **Code of Ethics**

### **American Speech-Language & Hearing Association**

#### **Preamble**

The American Speech-Language-Hearing Association (ASHA; hereafter, also known as "The Association") has been committed to a framework of common principles and standards of practice since ASHA's inception in 1925. This commitment was formalized in 1952 as the Association's first Code of Ethics. This Code has been modified and adapted as a society and the professions have changed. The Code of Ethics reflects what we value as professionals and establishes expectations for our scientific and clinical practice based on principles of duty, accountability, fairness, and responsibility. The ASHA Code of Ethics is intended to ensure the welfare of the consumer and to protect the reputation and integrity of the professions.

The ASHA Code of Ethics is a framework and focused guide for professionals in support of day-to-day decision making related to professional conduct. The Code is partly obligatory and disciplinary and partly aspirational and descriptive in that it defines the professional's role. The Code educates professionals in the discipline, as well as students, other professionals, and the public, regarding ethical principles and standards that direct professional conduct.

The preservation of the highest standards of integrity and ethical principles is vital to the responsible discharge of obligations by audiologists, speech-language pathologists, and speech, language, and hearing scientists who serve as clinicians, educators, mentors, researchers, supervisors, and administrators. This Code of Ethics sets forth the fundamental principles and rules considered essential to this purpose and is applicable to the following individuals:

- a member of the American Speech-Language-Hearing Association holding the Certificate of Clinical Competence (CCC)
- a member of the Association not holding the Certificate of Clinical Competence (CCC)
- a nonmember of the Association holding the Certificate of Clinical Competence (CCC)
- an applicant for certification, or for membership and certification

By holding ASHA certification or membership, or through application for such, all individuals are automatically subject to the jurisdiction of the Board of Ethics for ethics complaint adjudication. Individuals who provide clinical services and who also desire membership in the Association must hold the CCC.

The fundamentals of ethical conduct are described by Principles of Ethics and by Rules of Ethics. The four Principles of Ethics form the underlying philosophical basis for the Code of Ethics and are reflected in the following areas: (I) responsibility to persons served professionally and to research participants, both human and animal; (II) responsibility for one's professional competence; (III) responsibility to the public; and (IV) responsibility for professional relationships. Individuals shall honor and abide by these Principles as affirmative obligations under all conditions of applicable professional

activity. Rules of Ethics are specific statements of minimally acceptable as well as unacceptable professional conduct.

The Code is designed to provide guidance to members, applicants, and certified individuals as they make professional decisions. Because the Code is not intended to address specific situations and is not inclusive of all possible ethical dilemmas, professionals are expected to follow the written provisions and to uphold the spirit and purpose of the Code. Adherence to the Code of Ethics and its enforcement results in respect for the professions and positive outcomes for individuals who benefit from the work of audiologists, speech-language pathologists, and speech, language, and hearing scientists.

### **Principle of Ethics I**

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

### **Rules of Ethics**

- A. Individuals shall provide all clinical services and scientific activities competently.
- B. Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.
- C. Individuals shall not discriminate in the delivery of professional services or in the conduct of research and scholarly activities on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, or dialect.
- D. Individuals shall not misrepresent the credentials of aides, assistants, technicians, support personnel, students, research interns, Clinical Fellows, or any others under their supervision, and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services.
- E. Individuals who hold the Certificate of Clinical Competence may delegate tasks related to the provision of clinical services to aides, assistants, technicians, support personnel, or any other persons only if those persons are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- F. Individuals who hold the Certificate of Clinical Competence shall not delegate tasks that require the unique skills, knowledge, judgment, or credentials that are within the scope of their profession to aides, assistants, technicians, support personnel, or any nonprofessionals over whom they have supervisory responsibility.
- G. Individuals who hold the Certificate of Clinical Competence may delegate to students tasks related to the provision of clinical services that require the unique skills, knowledge, and judgment that are within the scope of practice of their profession only if those students are adequately prepared and are appropriately supervised. The responsibility for the welfare of those being served remains with the certified individual.
- H. Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. This obligation also includes informing persons served about the possible effects of not engaging in treatment or not following clinical

- recommendations. If diminished decision-making ability of persons served is suspected, individuals should seek appropriate authorization for services, such as authorization from a spouse, other family member, or legally authorized/appointed representative.
- I. Individuals shall enroll and include persons as participants in research or teaching demonstrations only if participation is voluntary, without coercion, and with informed consent.
  - J. Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
  - K. Individuals who hold the Certificate of Clinical Competence shall evaluate the effectiveness of services provided, technology employed, and products dispensed, and they shall provide services or dispense products only when benefit can reasonably be expected.
  - L. Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.
  - M. Individuals who hold the Certificate of Clinical Competence shall use independent and evidence-based clinical judgment, keeping paramount the best interests of those being served.
  - N. Individuals who hold the Certificate of Clinical Competence shall not provide clinical services solely by correspondence, but may provide services via telepractice consistent with professional standards and state and federal regulations.
  - O. Individuals shall protect the confidentiality and security of records of professional services provided, research and scholarly activities conducted, and products dispensed. Access to these records shall be allowed only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
  - P. Individuals shall protect the confidentiality of any professional or personal information about persons served professionally or participants involved in research and scholarly activities and may disclose confidential information only when doing so is necessary to protect the welfare of the person or of the community, is legally authorized, or is otherwise required by law.
  - Q. Individuals shall maintain timely records and accurately record and bill for services provided and products dispensed and shall not misrepresent services provided, products dispensed, or research and scholarly activities conducted.
  - R. Individuals whose professional practice is adversely affected by substance abuse, addiction, or other health-related conditions are impaired practitioners and shall seek professional assistance and, where appropriate, withdraw from the affected areas of practice.
  - S. Individuals who have knowledge that a colleague is unable to provide professional services with reasonable skill and safety shall report this information to the appropriate authority, internally if a mechanism exists and, otherwise, externally.
  - T. Individuals shall provide reasonable notice and information about alternatives for obtaining care in the event that they can no longer provide professional services.

### **Principle of Ethics II**

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

### **Rules of Ethics**

- A. Individuals who hold the Certificate of Clinical Competence shall engage in only those aspects of the professions that are within the scope of their professional practice and competence, considering their certification status, education, training, and experience.
- B. Members who do not hold the Certificate of Clinical Competence may not engage in the provision of clinical services; however, individuals who are in the certification application process may engage in the provision of clinical services consistent with current local and state laws and regulations and with ASHA certification requirements.
- C. Individuals who engage in research shall comply with all institutional, state, and federal regulations that address any aspects of research, including those that involve human participants and animals.
- D. Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.
- E. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct research activities that exceed the staff member's certification status, competence, education, training, and experience.
- F. Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.
- G. Individuals shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. When such technology is not available, an appropriate referral may be made.
- H. Individuals shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and are properly calibrated.

### **Principle of Ethics III**

Individuals shall honor their responsibility to the public when advocating for the unmet communication and swallowing needs of the public and shall provide accurate information involving any aspect of the professions.

### **Rules of Ethics**

- A. Individuals shall not misrepresent their credentials, competence, education, training, experience, and scholarly contributions.
- B. Individuals shall avoid engaging in conflicts of interest whereby personal, financial, or other considerations have the potential to influence or compromise professional judgment and objectivity.
- C. Individuals shall not misrepresent research and scholarly activities, diagnostic information, services provided, results of services provided, products dispensed, or the effects of products dispensed.
- D. Individuals shall not defraud through intent, ignorance, or negligence or engage in any scheme to defraud in connection with obtaining payment, reimbursement, or grants and contracts for services provided, research conducted, or products dispensed.

- E. Individuals' statements to the public shall provide accurate and complete information about the nature and management of communication disorders, about the professions, about professional services, about products for sale, and about research and scholarly activities.
- F. Individuals' statements to the public shall adhere to prevailing professional norms and shall not contain misrepresentations when advertising, announcing, and promoting their professional services and products and when reporting research results.
- G. Individuals shall not knowingly make false financial or nonfinancial statements and shall complete all materials honestly and without omission.

**Principle of Ethics IV**

Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.

**Rules of Ethics**

- A. Individuals shall work collaboratively, when appropriate, with members of one's own profession and/or members of other professions to deliver the highest quality of care.
- B. Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative mandate, referral source, or prescription prevents keeping the welfare of persons served paramount.
- C. Individuals' statements to colleagues about professional services, research results, and products shall adhere to prevailing professional standards and shall contain no misrepresentations.
- D. Individuals shall not engage in any form of conduct that adversely reflects on the professions or on the individual's fitness to serve persons professionally.
- E. Individuals shall not engage in dishonesty, negligence, fraud, deceit, or misrepresentation.
- F. Applicants for certification or membership, and individuals making disclosures, shall not knowingly make false statements and shall complete all application and disclosure materials honestly and without omission.
- G. Individuals shall not engage in any form of harassment, power abuse, or sexual harassment.
- H. Individuals shall not engage in sexual activities with individuals (other than a spouse or other individual with whom a prior consensual relationship exists) over whom they exercise professional authority or power, including persons receiving services, assistants, students, or research participants.
- I. Individuals shall not knowingly allow anyone under their supervision to engage in any practice that violates the Code of Ethics.
- J. Individuals shall assign credit only to those who have contributed to a publication, presentation, process, or product. Credit shall be assigned in proportion to the contribution and only with the contributor's consent.
- K. Individuals shall reference the source when using other persons' ideas, research, presentations, results, or products in written, oral, or any other media presentation or summary. To do otherwise constitutes plagiarism.

- L. Individuals shall not discriminate in their relationships with colleagues, assistants, students, support personnel, and members of other professions and disciplines on the basis of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language, dialect, or socioeconomic status.
- M. Individuals with evidence that the Code of Ethics may have been violated have the responsibility to work collaboratively to resolve the situation where possible or to inform the Board of Ethics through its established procedures.
- N. Individuals shall report members of other professions who they know have violated standards of care to the appropriate professional licensing authority or board, another professional regulatory body, or professional association when such violation compromises the welfare of persons served and/or research participants.
- O. Individuals shall not file or encourage others to file complaints that disregard or ignore facts that would disprove the allegation; the Code of Ethics shall not be used for personal reprisal, as a means of addressing personal animosity, or as a vehicle for retaliation.
- P. Individuals making and responding to complaints shall comply fully with the policies of the Board of Ethics in its consideration, adjudication, and resolution of complaints of alleged violations of the Code of Ethics.
- Q. Individuals involved in ethics complaints shall not knowingly make false statements of fact or withhold relevant facts necessary to fairly adjudicate the complaints.
- R. Individuals shall comply with local, state, and federal laws and regulations applicable to professional practice, research ethics, and the responsible conduct of research.
- S. Individuals who have been convicted; been found guilty; or entered a plea of guilty or nolo contendere to (1) any misdemeanor involving dishonesty, physical harm—or the threat of physical harm—to the person or property of another, or (2) any felony, shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the conviction, plea, or finding of guilt. Individuals shall also provide a certified copy of the conviction, plea, nolo contendere record, or docket entry to ASHA Standards and Ethics within 30 days of self-reporting.
- T. Individuals who have been publicly sanctioned or denied a license or a professional credential by any professional association, professional licensing authority or board, or another professional regulatory body shall self-report by notifying ASHA Standards and Ethics (see Terminology for mailing address) in writing within 30 days of the final action or disposition. Individuals shall also provide a certified copy of the final action, sanction, or disposition to ASHA Standards and Ethics within 30 days of self-reporting.

(American Speech-Language-Hearing Association. (2016). Code of ethics [Ethics]. Available from [www.asha.org/policy](http://www.asha.org/policy).)

## **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 the 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 an 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 c 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 an 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 an 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)

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

## **Roles and Responsibilities of the Department of Speech, Language, and Hearing Sciences Faculty**

### **Faculty Responsibilities**

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, state, or national levels.

Another important aspect of each faculty member's position is advising. While academic advising is done by the Admissions Committee members, each faculty member counsels students on topics such as career opportunities, research, comprehensive examinations, postgraduate education, certification, or any other topic related to academia. Faculty members also may be very helpful in advising students in non-academic 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.ttuhschool.edu/student-services/](http://www.ttuhschool.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 on each course syllabus.

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. The 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 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. approve all major decisions regarding patient management before they are implemented or conveyed to the patient.

## **Student Rights and Responsibilities**

### **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 Health Professions 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 Health Professions is open to all persons regardless of race, color, religion, sex or national origin who are otherwise eligible for admission as students. No student or potential student will be discriminated against because of physical or mental handicaps which do not obstruct professional performance.

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

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

#### *2. Students with disabilities.*

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 provide the documentation which the student will need to present to each instructor.

### *3. Graduation.*

A student is expected to complete the degree requirements set forth in a particular School of Health Professions 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 Chairperson in a conference with the student.

Students must be enrolled at Texas Tech University Health Sciences Center in the term in which they plan to graduate. Students planning to graduate must complete an **Intent to Graduate** form. A student may not have more than 6 hours remaining after the spring commencement date to be eligible to submit an **Intent to Graduate** form and participate in commencement ceremonies.

### *4. Withdrawal from the School.*

Students who are considering withdrawing should first see the Program Director, who will guide the student through the withdrawal procedures. If a student withdraws in good standing, either during a semester or at the end of a semester, he or she is eligible for re-admission without prejudice under certain terms.

### *5. Re-admission.*

Students who withdraw in good standing are eligible for re-admission to the school on a space-available basis. However, the student who withdraws is not guaranteed readmission to clinical practicum. All requests for re-admission must be made no later than 7 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 Health Professions 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 Health Professions, TTUHSC.

### *6. Regulations of Institution.*

It is the responsibility of the student to become familiar with the various regulations of the Health Sciences Center and the School of Health Professions and to comply with them. Students should refer to the HSC Student Handbook for issues that pertain to the institution (<https://www.ttuhschool.edu/student-services/handbook.aspx>) and to the School of Health Professions Student Policies (<https://hscweb.ttuhschool.edu/health-professions/current/policies.aspx>) for rules and processes specific to the School. 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 removal of conditional status and incomplete grades.

#### *7. Semester Grade Reports.*

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

#### *8. Academic Integrity.*

It is the aim of the faculty of the School of Health Professions 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.

#### *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.

#### *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, websites, films and other reference works, or from the themes, reports or other writings of a fellow student.

#### *9. Assumptions About Student Performance.*

The following assumptions apply to the manner in which each student is expected to meet the objectives of every course. Since 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 the preparation for each of those to meet the stated objective (i.e., 3 hours per credit hour).

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.

*Student preparedness:*

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 expects that each student will devote no less than 3 hours per week for every academic credit hour for which they have enrolled in the department.*** For example, a student taking 12 hours of course work (including clinical practica) will need to spend 36 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 provide tutors and 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.

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

*10. Class and Clinical Attendance.*

Responsibility for class and clinical/laboratory attendance rests with the student. Attendance is expected for all School of Health Professions 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.

A student who intends to observe a Religious Holy Day should provide written notice, at the earliest possible date prior to the absence (at least 30 days), to the following: (1) the instructor of each affected class; and (2) the Associate Dean for Admissions and Student Affairs. A student will be excused from attending class(es), examinations, or other required activities for the observance of a Religious Holy Day, including travel for that purpose. A student whose absence is excused under this section will be allowed to take an examination or complete an assignment within a reasonable time after the absence, to be determined in concert with the instructor of record and/or the Asst. or Assoc. Dean of Student Affairs before or after the absence. This policy does not apply to any student absence for a Religious Holy Day which may interfere with patient responsibilities or patient care. For additional information, see HSC OP 77.12.

#### *11. Dismissal of Students.*

A student may be dismissed from a program in the School of Health Professions if:

The student cheats or plagiarizes.

The student in any class or clinical practicum acts in any manner detrimental to the safety or well-being of a client or patient, other students, or faculty.

The student does not maintain minimum academic and clinical performance requirements of the program.

The student willfully gives misinformation on any official Texas Tech University document or signs the name of another on any such document.

#### *12. Leave of Absence.*

A student may request a leave of absence from his/her studies on a temporary basis for a justifiable reason, as determined by the School of Health Professions Dean. If approved, 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 Health Professions, Office of Admissions and Student Affairs, Room 2B-194.

#### *13. Grievance/Complaint Procedures.*

Contact the Office of Admissions and Student Affairs (743-3220) for information about filing academic grade appeals and non-academic grievances. (Related policies are available at <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>)

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.

**SHP policies**

Students should be familiar with school-wide policies published online under Student Resources. (SHP policies can be accessed at <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>).

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

## **Expectations and Information for 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 Health Professions Office of Admissions and Student Affairs to receive notices of grades, semester bills, and all other correspondence sent out by these offices. The school will not be held responsible for consequences incurred with the Registrar, Bursar, Student Affairs, or departmental offices due to address changes which are not reported within five (5) working days.

### **Addressing Faculty**

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

### **Academic and Clinical Advising**

Because the programs in the Department of Speech, Language, and Hearing Sciences have lock-step curricula (i.e., all student take courses in the same sequence), students typically do not receive individual advising about course registration. However, any student who requires individual advising can request a meeting with their program director. All students receive information about required courses prior to each open enrollment period, via the orientation website for new students and via email for established students. Graduate students receive additional advising during academic and clinical Plan of Study meetings which are conducted at least annually.

Students' role in the advising process is to:

Give thoughtful consideration to personal career goals.

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

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

Attend Plan of Study meetings for graduate students, or scheduled group advising sessions for undergraduates.

The student and instructor or program director 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.

### **Attendance**

The faculty member responsible for the course determines attendance requirements for each course. Students are expected to notify the course instructor in advance by personal communication (telephone or email) if they are unable to attend a lecture, exam, or clinical experience. A student who fails to attend any class for any reason is responsible for the class material, assignments, examinations, announcements, etc. to the same extent as students who attend the class. Excessive tardiness or absences will be considered unprofessional behavior, which may eventually lead to dismissal from the program.

### **Campus Carry**

Texas Senate Bill 11 (SB 11) was signed into law in June 2015, and is often referred to as “Campus Carry.” It permits individuals with a concealed handgun license (CHL) to carry a concealed weapon on public university campuses in Texas beginning August 1, 2016.

The law requires university presidents to develop policies and guidelines for their institutions. They may consult with students, staff and faculty and may consider the nature of the student population, specific safety concerns, and the uniqueness of the campus environment.

In April 2016, the Texas Tech University System Board of Regents reviewed the TTUHSC campus carry policy as part of efforts to implement the provisions of Senate Bill 11. The TTUHSC campus carry policy was developed with input from various stakeholders and through the efforts of the TTUHSC Campus Carry Working Group, which sought to balance the needs of our widely distributed campuses and diverse campus body.

Please visit the campus carry website at <http://www.ttuhsc.edu/campus-carry/default.aspx>. This website will serve as a centralized source of information related to campus carry at TTUHSC. As a university, TTUHSC will continue to strive for an environment of collective safety as we undertake our mission of education, service and research.

### **Certification and Licensure**

The graduate programs in speech-language pathology and audiology are designed to allow students to meet the academic and clinical requirements for certification by the American Speech-Language-Hearing Association and licensure from the state of Texas. The program director verifies satisfactory completion of both undergraduate and graduate academic course work, clinical practicum, and knowledge and skills requirements for certification and licensure.

### **Communication Skills**

Students are expected to communicate effectively (orally and in writing) at a level which will support competent professional practice. This ability is necessary for providing ethical and effective services to speech, language, and hearing impairments and for

exchange of information with other professionals. All international applicants must provide proof of English proficiency as demonstrated by TOEFL or IELTS scores. (See SHP OP: ST.12, International Student Policy <https://hscweb.ttuhs.edu/health-professions/documents/current/International-Student-Policy-Oct2016.pdf>).

### **Complaints/Grievances**

Contact the Office of Admissions and Student Affairs (743-3220) for information about filing academic grade appeals and non-academic grievances. (See the SHP Student Policies <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>).

Students with complaints about the Department of Speech, Language, and Hearing Sciences may 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.

### **Computers & Software**

Computers are located in several areas of the department. Those located in the instructional lab (2A310) 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.**

### **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., flash drives, CDs), unsecured emails, or social media (e.g., Facebook, Twitter).

It is unacceptable for any School of Health Professions Student to interact with any patient or client outside of the scope of clinical practice. This includes any and all social networking sites including but not limited to Facebook, Twitter, Instagram, LinkedIn, Snapchat, text messaging and email.

Students must follow the guidelines set forth for HIPAA regarding patient confidentiality of private health information. (For further information and regulations see HSC OP 52.14 <https://www.ttuhs.edu/hsc/op/op52/op5214.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.

### **Consensual Relationships**

Consensual relationships between a student and a supervisor, patient or other persons at clinical experience sites constitute (1) conflicts of interest, (2) unprofessional conduct, (3) breach of trust, and/or (4) appearances of impropriety, any of which may impair the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience relationship; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting TTUHSC, the clinical sites, and the individuals to the risk of liability.

Therefore, the SLHS programs strictly prohibit any such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationships develop, faculty, staff, preceptors and students who become aware of the relationship have the obligation to disclose the existence of the relationship to the Program Director. Furthermore, a relationship between a student and a high school student or minor at any clinical site with whom the SLHS program has a clinical contract is strictly prohibited during the entire time that the SLHS student is enrolled in an SLHS program; violation of this prohibition may result in dismissal from the program. (See TTUHSC OP 51.03.)

### **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**

Graduate students in the Speech-Language and Hearing Sciences department may need to obtain CPR training. The CPR certification may be required for certain externship placements and is recommended for all patient care situations.

### **Credit by Examination**

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

### **Criminal Background Check**

Students are required to obtain a Criminal Background Check (CBC) after admission but prior to starting classes, and may be required to obtain an additional CBC prior to placement in certain externship sites. The CBC allows the university to evaluate whether students are eligible to participate in clinical care at TTUHSC or participating institutions. 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, or public indecency); and Title 10 offenses (possession of weapons, gambling, alcoholic beverage offenses, or conduct affecting public health). (Reference: 22 TAC, Chapter 741.200 Licensing of Persons with Criminal Convictions)

### **Disabilities**

TTUHSC complies with the Americans with Disabilities Act (ADA), Section 504 Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. No otherwise qualified and competitive individual with a disability shall be denied access to or participation in services, programs, or activities of TTUHSC solely on the basis of the disability. 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. (Additional information is available at <http://www.ttuhscc.edu/student-services/ada/default.aspx>)

### **Dress Code**

One aspect of professionalism is appropriate dress. 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, students 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 TTUHSC ID badges at all times. 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 Director.

### **Drug Testing**

Students who must complete clinical rotations as a requirement of the degree program may be placed at an affiliated entity that requires additional background checks, health



screenings, and/or drug testing. Students who cannot participate in clinical rotations due to a positive drug screening may be unable to fulfill the requirements of the degree program. See SHP OP ST.21 for procedures and additional information.

### **Email**

***Check your ttuhsc.edu email at least once every 24 hours.*** This is the primary way that important information about your program will be communicated to you.

### **Emergencies**

In the event of an emergency, students should contact the department as soon as possible. This is especially important with regard 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 regard to exit procedures or any other appropriate safety measures.

TTUHSC has implemented STAT!Alert, an emergency notification system, to communicate alerts and emergency response information to students, faculty, and staff. (To make sure you receive emergency alerts, add your contact information at [www.ttuhsc.edu/emergencyalert/](http://www.ttuhsc.edu/emergencyalert/).)

### **Enrollment**

**If a student does not pay tuition and fees in full by the 20<sup>th</sup> class day, enrollment will be cancelled.**

### **Ethical Standard – School of Health Professions**

As a student of the School of Health Professions at the Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity and respect for others.

### **Extracurricular Activities**

The department routinely sponsors extracurricular activities such as conferences, seminars, faculty and student research presentations, and invited workshops. It is highly recommended that students attend these activities.

### **Faculty-Student Relationships**

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

### **Financial Aid & Scholarships**

The department supports students financially by awarding a limited number of graduate assistantships. Students interested in applying for graduate assistantships from the department must complete an application form and submit it to the Program Director by the posted deadline each year. Recipients are notified of their award before the fall semester begins.

Upon admission, students may be awarded a competitive School of Health Professions scholarship, and they may apply for additional scholarships through the SHP scholarship committee. Additional financial assistance may be sought from the institution. Financial aid information is available through the Office of Student Financial Aid (743-3025) or (<http://www.ttuhs.edu/financial-aid/default.aspx>).

The following scholarships are administered through the SHP Scholarship Committee, and awarded only to students 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 graduate students who are members of NSSLHA
Kate Baldocchi Scholarship	Honoring Kate Baldocchi, an Au.D. student who designed the Star Spangled	Awarded to graduate or undergraduate students with a 3.0 GPA and a

	Double T to generate scholarships	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-language pathology graduate students with an interest in augmentative communication
Student Academy of Audiology Scholarship	Created by the TTUHSC chapter of SAA	Awarded to Doctor of Audiology graduate students in good academic standing

Upon request and given sufficient notice, faculty members are willing to prepare recommendation letters for students applying for scholarships and other types of financial assistance. 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 (if a hard copy is required).

**Fragrance Policy**

Students should be cautious about using perfume, cologne, aftershave or any other fragrance within the department which may be offensive to or cause an allergic reaction in 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.

The School of Health Professions (OP ST.11) requires 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. Any student who cannot provide current health insurance documentation at the time requested may be denied access to clinical experiences and/or subject to disciplinary action.

The Texas Tech University Health Sciences Center provides 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 (806-743-2300).

### **Identification Verification Policy**

TTUHSC SHP OP ST.22 requires applicants to and/or students enrolled in the SHP to provide a government-issued identification (ID) for the following activities:

- a. Check-in for an applicant interview
- b. Distribution of TTUHSC Student Identification Badge

Acceptable forms of government-issued identification include:

- (1) Driver's License
- (2) State or Government-Issued ID Card
- (3) Military ID
- (4) Passport
- (5) Permanent Resident Card

### **Illegal Drugs and 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. A Health Professions student who has one of these diseases may, in turn, infect other personnel and patients. Such infections established in any healthcare 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 Health Profession 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. Senate Bill 1107 requires all students under the age of 29 to submit proof of a Meningococcal (MCV) vaccination administered within the last 5 years, **but no later than 10 days prior to enrolling at a university.**

Students are required to provide immunization records to the TTUHSC Office of Institutional Health prior to the first day of orientation, and to submit updated records as required while enrolled in the program.

All students are required to show proof of current immunizations prior to being enrolled in the School of Health Professions. (See School of Health Professions 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, and 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.

### **International Program Participation**

TTUHSC students have the opportunity to participate in two types of international programs: faculty-led (faculty members design the program and accompany students abroad) and institutional programs at approved sites (approved teaching hospitals and other health-related organizations with which TTUHSC has an agreement). Students may NOT participate in programs in countries on the Department of State's current Travel Warning. Participation in any international program begins with the School-specific approval process. For students in the Department of Speech, Language, and Hearing Sciences these are the policies and procedures:

1. Students must be in good academic standing at the time they request approval to participate in an international program, and at the time of the trip.
2. Students may be approved for programs which occur during Spring Break or semester breaks. Students will not be approved for programs which conflict with classes or clinical assignments.
3. Students must request approval from their Program Director.
4. After receiving approval from the Program Director, students must enroll in the International Health course. (There is no charge for this course.)
5. If selected for travel, the Office of Global Health will guide students through the pre-departure procedures, which include attending team meetings, completing online educational modules, obtaining a passport, arranging travel, and updating immunizations.

Students may apply for an International Education Fee Award through the Office of Global Health. If selected, the award will offset a portion of the student's cost of participation in an approved international program.

### **Eligibility**

Students must be eligible to participate in the international program at the time of travel. Students must be enrolled in School of Health Professions' courses the semester of travel. Eligibility requirements include, but are not limited to, the student's professional conduct and academic standing. If a student has failed a course in the semester immediately prior to travel; is failing a course during the semester of travel; or is on probation for any reason, the student will not be allowed to travel as a part of the TTUHSC team. If a student has received a Complaint of Misconduct and the complaint has not been resolved prior to the travel date, the student is not eligible to participate in that specific trip. Each student shall verify eligibility requirements with the Program Director and Office of Global Health prior to participation.

### **Cancellation/Refunds**

TTUHSC and the School of Health Professions are not responsible for reimbursement for financial losses as a result of a student cancelling travel or losing eligibility to participate in the international program. These financial losses may include but are not limited to airline fares, payment to country host, or any other expenses incurred for student international travel.

### **Interprofessional Practice and Education (IPE) Core Curriculum**

All TTUHSC students, regardless of school affiliation, are required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

### **Nondiscrimination**

Students, faculty, staff, and individuals served in the TTUHSC Speech, Language, and Hearing Clinic are treated in a nondiscriminatory manner—that is, without regard to race, color, religion, sex, national or ethnic origin, disability, age, sexual orientation, genetic information, citizenship, or status as a covered veteran. The institution and program comply with all applicable laws, regulations, and executive orders to ensure that equal opportunity and access to facilities is available to all. Nondiscrimination is observed in the admission, housing, and education of students and in the policies governing discipline, extracurricular life, and activities. The department maintains a record of complaints alleging a violation of nondiscriminatory policies and takes appropriate corrective action as indicated by TTUHSC policies. (See TTUHSC OP 51.02)

### **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 and 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**

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

### **Photocopy Machines**

A photocopy machine has also been provided for student use. It is located in the clinicians' workroom (2A318). 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.

### **Policies and Procedures**

In addition to the policies and procedures of the Department of Speech, Language, and Hearing Sciences, students should become familiar with the policies of the School of Health Professions, which can be accessed at this location:  
(<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>).

### **Professional Liability**

All students are required to have professional liability insurance. The insurance is furnished through a group policy and is included in the academic fees that students pay each year. 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).

### **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 13,000 members, with chapters in more than 300 university programs. The Texas Tech University Health Sciences Center has a local chapter of 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 6 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.

Students interested in audiology are encouraged to join the Student Academy of Audiology (SAA) and the National Student Speech Language Hearing Association (NSSLHA). The SAA is the nationally recognized student organization for Au.D. students. NSSLHA is the national organization for students interested in the study of normal and disordered communication. Membership in professional associations is an important part of the profession and offers numerous benefits. Students receive journals, newsletters, discounted conference fees, significant savings when converting from student to professional membership, and access to resources which facilitate their understanding of the profession. Membership information can be obtained through the Department or through the SAA information on the AAA website (<http://saa.audiology.org/about-us/membership/become-member-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, bilingual phenomena, electrophysiologic measurement, hearing aids, aural rehabilitation, and listening effort. 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. Graduate students may obtain permission from their Program Director to have access to a key for after-hours access to the department. The after-hours access is only for the completion of class, clinic, or laboratory-related assignments. The students must ensure that departmental doors remain locked at all times. Students must comply with physical facilities' lost key requirements and must return the key prior to graduation.

### **Safety**

The Department of Safety Services works to promote a safe and healthy environment and ensure compliance with all applicable regulatory requirements on the TTUHSC campus. To ensure that students are aware of TTUHSC safety policies, all new students complete an online safety training program as part of the orientation. (Additional student safety tips can be found at <http://www.ttuhs.edu/student-services/safety/default.aspx>)

### **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 Health Professions, or the Associate Dean for Admissions and Student Affairs. 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. (Additional information can be found at



<http://www.ttuhschool.edu/hr/Title9-Home.aspx> and [http://www.ttuhschool.edu/student-services/Student\\_Grievances.aspx](http://www.ttuhschool.edu/student-services/Student_Grievances.aspx).) (See TTUHSC OP 51.02 and 51.03.)

### **Social Media Policy**

It is prohibited for any SLHS student to interact with any patient or client outside the scope of clinical practice while the student is enrolled or on leave of absence from an SLHS program. Prohibited interaction includes any and all social networking sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, SnapChat.

### **Student Center**

The F. Marie Hall Synergistic Center, located on the 2<sup>nd</sup> 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 for student use.

### **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 Student Academy of Audiology (SAA).

### **Student Health**

The Family and Community Medicine clinic is located in the HSC on the first floor, West Wing. The clinic operates on an appointment basis and offers services to students who are currently enrolled and who have paid the Student Health Fee as part of tuition and fees. The student must present his/her Student I.D. Card at the time of the appointment. Current information on health services and fees is available at [www.ttuhschool.edu/student-services/studenthealth.aspx](http://www.ttuhschool.edu/student-services/studenthealth.aspx).

### **Student Representatives**

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

### **Student Services**

Students should contact the Director of Student Services (743-2300) or check the website (<http://www.ttuhschool.edu/student-services/services/default.aspx>) for more information on these topics:

- ADA compliance
- Counseling
- Graduation
- HSC Student Senate
- Legal advice
- Red to Black financial assistance
- Residency appeals
- Student events
- Student insurance

Student announcement page (<http://www.ttuhs.edu/>)  
ID cards  
Tech Express

### **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.

### **Transfer Credit**

The undergraduate SLHS program accepts transfer of core curriculum courses completed at institutions fully accredited by a regional accrediting organization. The graduate programs in Speech-Language Pathology and Audiology do not accept transfer credit.

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

**Upon graduation, students must return the I.D. badge to their Program Director.** If you have any questions concerning your picture I.D., please call the School of Health Professions Office of Student Affairs department at 806-743-3220

### **Tuition and Fees**

Information about tuition and fees can be found in the School of Health Professions catalog (<http://www.ttuhs.edu/health-professions/catalog.aspx>). Billing information and due dates can be located on the Bursar's website (<http://www.fiscal.ttuhs.edu/busserv/bursar/>).

### **Withdrawal from Course or Program**

A student who wishes to withdraw from a course or from any program in the Department of Speech, Language, and Hearing Sciences must schedule an appointment with their Program Director. The Program Director will provide guidance on the withdrawal process.

## **SECTION V – GRADING CRITERIA**

## Grading Criteria

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

Grading criteria for all courses are as follows:

**4.0= A  $\geq$ 90%**

**3.0= B  $\geq$ 80.0 and  $<$ 90%**

**2.0= C  $\geq$ 70.0 and  $<$ 80%**

**1.0= D  $\geq$ 60.0 and  $<$ 70% (does not meet degree requirements)**

**0.0= F  $<$  60% (does not meet degree requirements)**

<b>P/F</b>	<b>Pass/Fail</b>	Some courses are graded pass/fail
<b>CR/NC</b>	<b>Credit/No Credit</b>	NC has the same effect as a grade of F
<b>W</b>	<b>Withdraw</b>	Assigned when a course is officially dropped during the first five weeks of the semester
<b>PR</b>	<b>In Progress</b>	Given when the work in a course (e.g., clinical internship, fieldwork, research) is planned to extend beyond the semester or term)
<b>I</b>	<b>Incomplete</b>	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.

**The School of Health Professions does not grade replace.**

## **SECTION VI – SLHS PROGRAM**

## **SECTION VI A – SLHS Program Information**

## **Bachelor of Science in Speech, Language, and Hearing Sciences Program Traditional and Post-Baccalaureate Second Degree Programs**

### **Speech, Language, and Hearing Sciences Program Mission Statement**

The mission of the Undergraduate Program in Speech, Language, and Hearing Sciences within the Department of Speech, Language, and Hearing Sciences (SLHS) is to provide undergraduate students the educational and clinical foundation to pursue further academic endeavors or employment related to quality healthcare and service for individuals with communication disorders.

### **Bachelor of Science Program Strategic Plan**

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

##### Specific Steps:

Increase our efforts to recruit students by continuing to offer an introductory course in Communication Sciences and Disorders at TTU.

Provide interprofessional education opportunities and challenging academic curricula that prepare all of our undergraduates for employment and/or graduate education.

#### **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 school and college students and counselors in West Texas and Eastern New Mexico.
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.
4. 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.

### **Speech-Language and Hearing Sciences Learning 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 Learning 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)

Utilize effective interpersonal communication skills in the exchange of information and collaboration with peers and healthcare professionals.

(Interprofessional education course modules and project completion)

Demonstrate general education competencies adopted by the TTUHSC for all undergraduate degree programs.

(Exam prior to graduation)



## **Speech-Language and Hearing Sciences Undergraduate Program Essential Functions/Technical Standards**

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

The technical standards of the Department of Speech, Language, and Hearing Sciences reflect the functions that are considered essential to the pre-professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the undergraduate program and must be maintained throughout the time a student is enrolled in the program. These standards are subject to amendment based on changes in healthcare/scope of practice.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our department. Any student with a disability who is accepted to the undergraduate program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

To successfully complete the undergraduate program in the Department of Speech, Language, and Hearing Sciences, an individual must meet the following technical standards:

### 1. Observation

Observe patients' activity and behavior accurately during assessment and treatment procedures.

Accurately monitor, through both visual and auditory modalities, materials and equipment used for the assessment and treatment of patients.

### 2. Communication

Communicate professionally (orally and in writing) as required for coursework and clinical practicum to ensure patient safety.

Use technology to meet requirements of courses and clinical practicum (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).

### 3. Cognition

Comprehend, integrate, and synthesize a large body of information in a short period of time.

Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety.

Accurately self-assess clinical skills and academic performance.

### 4. Social Behavioral Skills

Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions.

Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations.

Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations.

#### 5. Motor Skills

Sustain the necessary physical activity level required for classroom and clinical activities during the defined workday.

Efficiently manipulate testing and treatment environment, materials, and equipment.

Access transportation to attend academic courses.

I understand and acknowledge that I must meet the technical standards required for this degree program in order to complete the program.

## Opportunities for Undergraduate Students

### **Financial Aid & Scholarships**

Upon admission, students may be awarded a competitive School of Health Professions scholarship, and they may apply for additional scholarships through the SHP scholarship committee. Additional financial assistance may be sought from the institution. Financial aid information is available through the Office of Student Financial Aid (743-3025) or (<http://www.ttuhsu.edu/financial-aid/default.aspx>)

The following scholarships are administered through the SHP Scholarship Committee, and awarded only to students 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
Kate Baldocchi Scholarship	Honoring Kate Baldocchi, an Au.D. student who designed the Star Spangled Double T to generate scholarships	Awarded to graduate or undergraduate students with a 3.0 GPA and a history of leadership and service

Upon request and given sufficient notice, faculty members are willing to prepare recommendation letters for students applying for scholarships and other types of financial assistance. 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 (if a hard copy is required).

### **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 for Undergraduate Students**

### **Admission Standards for the Undergraduate Pre-professional Program**

Admission standards for the pre-professional program (beginning with the junior year) include a cumulative GPA of 2.5 (on a 4.0 scale). Placement in the undergraduate program is competitive; meeting the minimum requirements does not guarantee a student will be admitted.

### **Applying for Admission to Graduate Studies**

Students with an undergraduate degree in communication sciences and disorders from any university, or students who complete at least 24 hours of post-baccalaureate leveling coursework in speech, language, and hearing sciences may apply for the graduate program in speech-language pathology (deadline January 15). 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, anatomy and physiology*), physical sciences (e.g., *physics, chemistry*), social/behavioral sciences (e.g., *psychology, sociology, anthropology*), and statistics.

### **Out-of-field students:**

Students with an undergraduate degree in a field other than speech-language pathology may choose to enroll in a one-year (3-semester) post-baccalaureate second degree program to complete the required undergraduate courses in speech, language, and hearing sciences.

#### ***Pros:***

You pay undergraduate tuition and fees while earning a second bachelor's degree. Once "leveling" courses (included as part of the second degree) 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 second-degree coursework and compete for a slot with all other applicants.

### **Applying for TTUHSC Speech-Language Pathology Graduate Program**

Application to the graduate program in Speech-Language Pathology 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 Health Professions website. The application deadline is January 15 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 general test 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 SLP Program Admissions Committee.

### **Admission Standards for the TTUHSC Graduate SLP Program**

1. GRE scores. Results from the Graduate Record Exam general test 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 Committee, nor are they necessarily the best predictor. A competitive application requires GRE scores at least equal to the national average for SLP graduate students.
2. Grade Point Average. The Speech-Language Pathology program 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 (i.e., courses in speech-language pathology and audiology). However, successful applicants typically have GPAs of 3.5 or better.
3. Interview. Applicants who are sufficiently competitive within the applicant pool will complete an interview with members of the Admissions Committee. The interview offers applicants an opportunity to discuss unique circumstances, experiences, and qualifications which may be used in admissions decisions. The committee will contact qualified applicants between January and March to schedule the interview.

### **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 (<http://asha.org/>). The list includes contact information so interested students can obtain 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 December 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?

### **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) and Program Director 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**

To remain in good academic standing, undergraduate students must maintain a 2.50 cumulative GPA and earn a “C” or higher in all required courses.

### *Academic Probation*

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

- Failure to maintain a cumulative GPA of 2.50 or higher
  - A student placed on academic probation due to low cumulative GPA (below 2.50) will remain on academic probation until the cumulative GPA is raised to 2.50 or higher. The student may not remain on academic probation for reasons of low cumulative GPA for more than two semesters total during their enrollment in the program.
- Receiving a grade of “D” or “F” in any course
  - Students placed on academic probation due to receiving a grade of “D” or “F” must obtain a grade of “C” or better in the course the next time the course is offered in the curriculum. For coursework that is repeated under such circumstances, both the original and the repeated course grades are used to calculate cumulative GPA, and both grades will appear on the student grade transcript. The student must meet minimum cumulative GPA requirements to remain in the program.
- Failure by the student to meet the above requirements for removal from academic probation will result in a recommendation from the program director to the department chair that the student be dismissed from the program for reasons of academic deficiency.

Per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation via a letter from the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Associate Dean of the Office of Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>).

### *Dismissal from the Program*

An undergraduate student will be subject to dismissal for any of the following reasons:

1. Failure to be released from academic probation within the time frame specified in the “Academic Probation” section above.
2. Earning a grade of “D” or “F” while on academic probation.
3. Earning a grade of “D” or “F” in a repeated course.
4. Earning a grade of “D” or “F” in more than one course within the program.
5. Violating the TTUHSC Student Code of Professional conduct.

Dismissal procedures will follow the dismissal policy established by the TTUHSC Student Code of Professional Conduct or the School of Health Professions.

*Clinical Experience Hours*

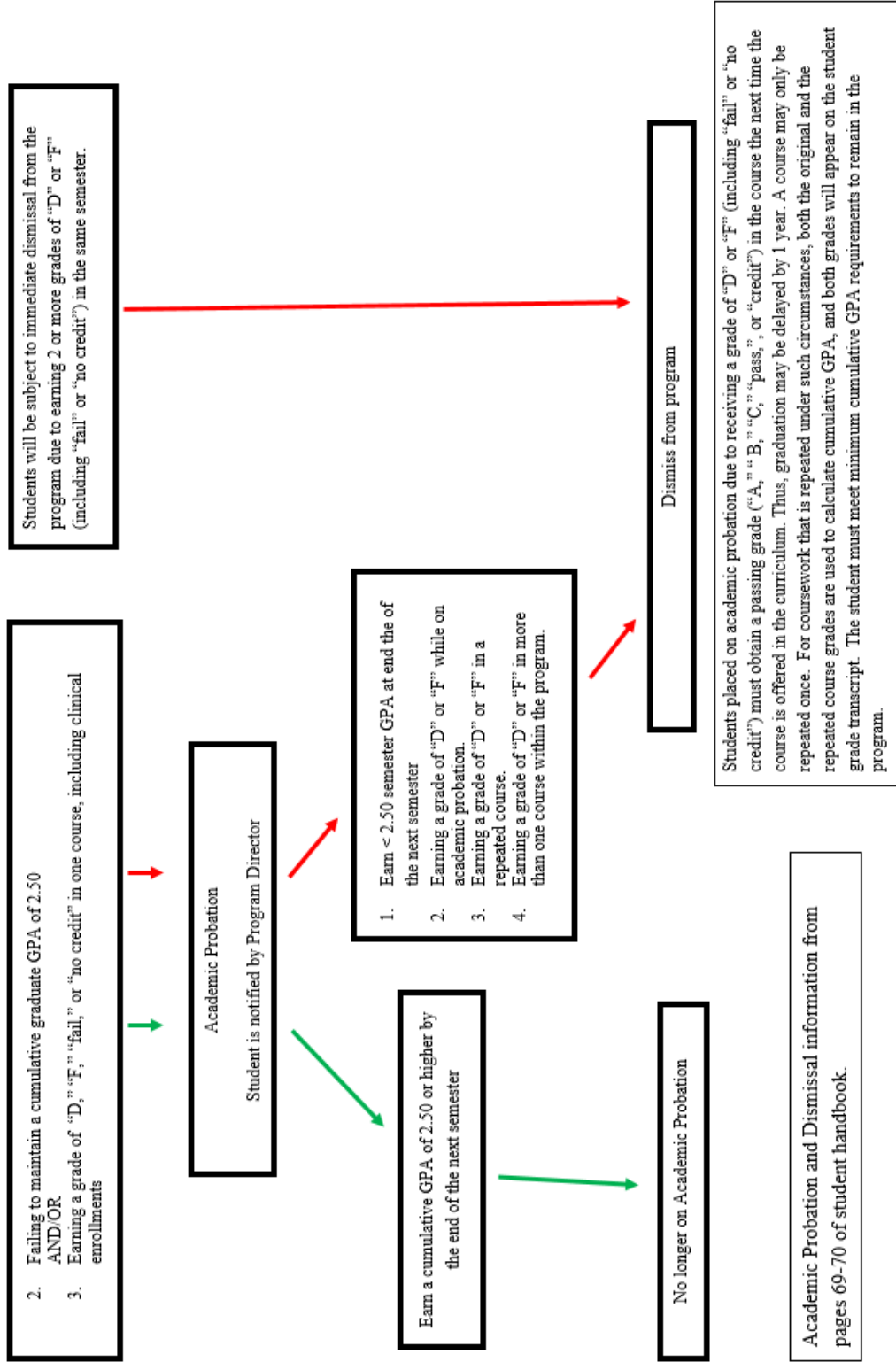
For courses which include supervised clinical experiences (e.g., HPSH 4280), only those experiences completed with a grade of C or better will receive credit which can be used to satisfy the requirements of the ASHA Council for Clinical Certification or the Texas Department of Licensing and Regulation.

## **SECTION VI B – SLHS Program Flowchart**



# SLHS Academic Probation Flowchart

Flowchart: Academic Probation for Undergraduate Program



**SECTION VII – Speech-Language Pathology (SLP)  
Program**

**Section VII A: Speech-Language Pathology Program  
Information**

## **Master of Science in Speech-Language-Pathology Program**

### **Accreditation**

The Master of Science in speech-language pathology program at Texas Tech University Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

### **Speech-Language Pathology Program Mission Statement**

The mission of the Program in Speech-Language Pathology (SLP) is to improve the communication skills of people by offering students the academic, research, and clinical foundations needed to provide evidence-based clinical services to diverse populations, utilizing current best practices.

### **Speech-Language Pathology Program Strategic Plan**

#### **Goal 1: Increase the national visibility of our program**

Specific Steps:

Maintain 100% passing rate for the national certification examination.

Increase the ranking of the program by third parties (e.g., US News and World Report.)

Increase support for SLP graduate students who participate in research (e.g., providing travel funds to present research at state-level professional conferences; increasing grant funding for research assistants.)

Offer unique educational opportunities (e.g., interprofessional coursework and clinical experiences working with students from other disciplines; bilingual clinical practica.)

#### **Goal 2: Meet programmatic (American Speech-Language-Hearing Association Council on Academic Accreditation) and regional (Southern Association of Colleges and Schools) accreditation standards and ensure that graduates meet current standards for national certification (ASHA Council for Clinical Certification) and Texas licensure**

Specific Steps:

Regularly revise didactic and clinical curricula to meet standards for programmatic accreditation.

Include emerging technologies in coursework and clinical practica and provide clinical experiences with linguistically and culturally diverse populations.

Require students to demonstrate oral and written communication skills sufficient for effective interaction with other professionals and clients/patients and their families.

Provide opportunities for students to critically evaluate research and utilize the principles of the scientific method in advanced studies and evidenced-based clinical practice.

Ensure that 100% of graduates meet the coursework and practicum requirements for ASHA CCC and Texas licensure.

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

Specific steps:

Increase the number and proportion of our faculty whose work is published and/or presented in national or international venues.

Provide graduate assistantships to 30% of each cohort; increase competitive scholarships to support out-of-state students.

Increase the enrollment, retention, and graduation rates of ethnic minority students.

Increase grants and clinical contract revenue to supplement institutional funding for equipment, clinical materials, technology, and other program needs.

### **Speech-Language Pathology Learning Outcomes (graduate)**

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

(examples of possible assignments the students will complete to accomplish the Learning 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 healthcare 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 healthcare 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.)

# **Speech-Language Pathology Program Essential Functions/Technical Standards**

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

The technical standards of the Department of Speech, Language, & Hearing Sciences reflect the functions that are considered essential to the professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the graduate programs and must be maintained throughout the time a student is enrolled in the program. Due to changes in healthcare and/or professional scope of practice, these technical standards may be amended over time and are subject to change.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our department. Any student with a disability who is accepted to the graduate program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The 504 coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

To successfully complete the Speech-Language Pathology program in the Department of Speech, Language, & Hearing Sciences, an individual must meet the following technical standards:

## 1. Observation

Observe patients' activity and behavior accurately during assessment and treatment procedures

Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients

## 2. Communication

Communicate effectively at a level which will support competent professional practice

Communicate professionally on papers required as part of coursework and during clinical work (i.e., clinical interactions and documentation) to ensure patient safety

Use technology to meet requirements of courses and practicum (e.g., computer skills, including but not limited to: internet access, learning management systems, electronic health records)

## 3. Cognition

Comprehend, integrate, and synthesize a large body of information in a short period of time

Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety

Accurately self-assess clinical skills and academic performance

4. Social/behavioral skills

Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions  
Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations  
Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations

5. Motor skills

Sustain necessary physical activity level in required classroom and clinical activities for the defined workday  
Efficiently manipulate testing and treatment environment, materials, and equipment  
Access transportation to attend academic courses and clinical placements

I understand and acknowledge that I must meet the technical standards required for this degree program in order to complete the program.



## **Section VII B: Speech-Language Pathology Academic Standards**

## **Academic Standards for SLP Students**

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 will 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.

### **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) and Program Director 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.

### **Academic Performance Policies**

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, F, "fail", or "no credit" in any course
- failing to complete an individualized student support plan when required to remediate Learning 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.

### *Academic Probation and Externships*

A student who is on academic probation or receives two or more course midterm warnings for poor academic performance may not be assigned an externship placement for the upcoming semester until a GPA of 3.0 or better has been attained. This may delay

the start of the clinical externship and may result in a placement other than the student's requested site. Also, the Director of Clinical Education will not develop new affiliation agreements for students who are not in good academic standing. If/When the student returns to good academic standing, his/her externship placement will be at a facility with an existing affiliation agreement.

**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 SHP policy on Academic Probation, students will be notified that they are being placed on academic probation via a letter from 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 Health Professions can be accessed through the following URL:  
<https://hscweb.ttuhs.edu/health-professions/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 student's progress and the outcome of the remediation plan. The student should be aware that some remediation plans can delay projected graduation.

### *Dismissal*

A graduate student will 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 Health Professions.

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 SHP 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 Health Professions can be accessed through the following URL: <https://hscweb.ttuhsu.edu/health-professions/current/policies.aspx>)

### **Knowledge and Skills Acquisition/Learning Outcomes**

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) Standards for the Certificate of Clinical Competence in Speech-Language Pathology. The program has developed 10 broad learning outcomes, tied to the larger Knowledge and Skills Acquisition document. Selected learning outcomes are addressed in every didactic course and clinical practicum, and the instructor determines how those learning outcomes are measured. It is possible for a student to earn a grade of A or B in a course, yet not demonstrate one or more learning outcomes at a satisfactory level. (If a student earns a grade of C or lower for a course, remediation or learning outcomes is automatically required.)

Remediation of learning outcomes. If a student does not meet one or more learning outcomes of a course, the instructor will work with the student to develop a plan outlining the steps for acquiring the lacking knowledge and skills. The plan must include requirements to receive credit for the learning outcome(s), 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 as established 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.

The program director will provide students with regular feedback regarding progress toward the degree and toward the acquisition of the required knowledge and skills through Plan of Study meetings and individual counseling as needed.

### **Withdrawal from Program**

A student who wishes to withdraw from the SLP program must schedule an appointment with the Program Director, who will provide guidance on the withdrawal process.

## **Expectations of Graduate Students in the Speech-Language Pathology Program**

### **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 a Clinical Director.
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.)

### **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:

Completion of required coursework 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 375 at the graduate level). A clinical fellowship completed 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 lifespan, 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 Director of Clinical Education, departmental faculty members, and/or clinical educators. Failure to complete the remediation plan will result in dismissal from the program.

## **Master of Science Degree in Speech-Language Pathology 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 12 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 will be cleared for the graduation if all other requirements are met.
4. If the student fails to successfully complete the individualized remediation program, the student will 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 course 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 program director within 10 calendar days following receipt of the written grade from the CECC. If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student's responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Program Director. The candidate has the right to initiate appeal procedures as described in the TTUHSC School of Health Professions Student Hearing Policy and Procedure.



**Texas Tech University Health Sciences Center**  
**Speech-Language Pathology**  
**Thesis policy**

**Philosophy**

The master's thesis and doctoral dissertation represent the most scholarly work produced by a graduate student in the School of Health Professions. The thesis 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. The student is expected to complete the work independently under the supervision of an approved thesis committee and within a specified period of time prior to graduation.

Above all, scientific rigor and scholarly performance characterize thesis research. These guiding principles are especially embodied in the oral defense of the thesis. 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**

A master's thesis 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., HPSH 6000) for 1-3 hours per semester over four semesters (spring 1, summer 1, fall 2, spring 2). The exact number of hours a student enrolls in each semester is determined via a conversation with the student's thesis chairperson. The student must be enrolled in at least 1 credit hour the semester in which the thesis is defended. In order to register in the appropriate section, students must identify a thesis advisor prior to enrolling in thesis research.

**Committee**

The master's thesis committee will consist of three faculty members; exceptions may be made to include up to five committee members if deemed necessary by the student and student's advisor. The thesis chair must possess an earned doctorate degree. The other committee members may include faculty with a doctorate or master's degree and may be in the Department of Speech, Language and Hearing Sciences or an alternative department at TTUHSC or TTU. The committee members should be able to support an aspect of the student's project, including but not limited to research design, data analysis, content expertise, subject recruitment. The student is expected to first identify a chairperson willing to chair the thesis committee and identify a topic (see below). Once these factors have been identified, the student is expected to personally ask each potential committee member of their willingness to serve. The student should present an overview of the intended topic as well as the intended purpose the committee member will fulfill.

**Topic**

Selection of a topic for thesis 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. The student and advisor are urged to identify a research project that can be completed *within 4 semesters* and that will be the student's *independent* work. Specifically, the research questions should not be provided from an

existing project the advisor is conducting. Possible sources of data/methodologies include but aren't limited to:

- Case studies (choosing a client in the clinic or in the community)
- Replication study
- Chart review
- Descriptive study
- Experimental design

Research questions could involve typical or disordered populations of any age. Research questions could also be derived from existing data or existing projects, so long as the question represents a unique/independent focus of the student.

### **Expectations**

The topic and focus of the thesis project are between the student and advisor. However, there are certain expectations for all students choosing to complete a thesis for graduation credit. These expectations are listed below:

- The thesis will include 5 chapters including an introduction, literature review, methods, results, and discussion.
- Students will decide to complete a thesis in lieu of comprehensive exams during their first fall semester. All students MUST defend by Spring Break of their final spring semester. See a tentative timeline below.
- The student must distribute the first 3 chapters (introduction, literature review, methods) 2 weeks prior to the prospectus meeting to each committee member. These chapters must be completed and in final form (see Prospectus Meeting below for more details).
- The student may not under any circumstances begin data collection or data analysis prior to the prospectus meeting.
- The student is expected to schedule regular meetings with each committee member throughout the process.
- The student must schedule a meeting with the program director once a thesis chair has been selected.

### **Proposal Meeting**

A proposal meeting must be convened before the student proceeds with the thesis/dissertation project. This meeting is to last no longer than 2 hours. For this meeting, the student is expected to present a brief overview of the first three chapters (approximately 20-30 minutes) and then open it up for committee members to comment, question, and suggest changes to support the student's ultimate success. 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 (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 has been approved by the 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 regard to further pursuing the proposed research. Committee approval will be documented in writing and signed by all committee members (see Prospectus form). 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 an 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 in a closed-door meeting with the thesis committee. The defense should not exceed 2 hours, although final deliberations by the committee or subsequent discussions with the candidate may take longer. Students should defend their thesis 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 defense must be approved two weeks in advance, and public notices must be posted. Copies of the thesis must be distributed to each committee member two weeks prior to the defense.

In the event that a student does not successfully defend his or her thesis 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 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 Health Professions and the TTU Graduate School (<https://hscweb.ttuhs.edu/health->

professions/documents/current/Thesis\_and\_Dissertation\_Policy-2016.pdf). All theses must follow the guidelines specified in the current Graduate School Thesis-Dissertation Formatting Guidelines (<http://www.depts.ttu.edu/gradschool/students/current/thd.php>).

The student must schedule a meeting with Michelle Broselow in the Dean's office ([michelle.broselow@ttuhsc.edu](mailto:michelle.broselow@ttuhsc.edu)) prior to beginning writing any chapters to discuss proper formatting. Once the final defense has been approved, and any recommended edits are complete, students must again contact Michelle Broselow to submit the final document.

### **Grading**

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

### **Tentative Timeline**

1<sup>st</sup> Fall Semester:

- Choose to complete a thesis
- Identify a thesis chair
- Begin exploring possible topics
- By early November, register for at least 1 hour of thesis course for spring

Over Winter Break:

- Read several research articles to further identify possible topics/gaps in the literature

1<sup>st</sup> Spring Semester:

- Identify a topic and research questions/aims
- Identify possible committee members
- Schedule meetings with each committee member
- Finalize research questions
- Schedule a meeting with Michelle Broselow to establish proper formatting for chapters
- Write introduction, literature review, and methods
- Register for 1-3 hours of thesis course for summer

Summer Semester:

- Schedule Prospectus Meeting
- Complete IRB paperwork, if applicable
- Register for 1-3 hours of thesis course for fall

2<sup>nd</sup> Fall Semester:

- Begin data collection (if applicable)
- Complete data analyses
- Write the Results chapter
- Begin writing the Discussion chapter
- Register for 1-3 hours of thesis course for summer

2<sup>nd</sup> Spring Semester:

- Finalize Results and Discussion chapter
- Create any necessary tables, figures, appendices
- Schedule and complete Oral defense before spring break
- Schedule meeting with Michelle Broselow
- Submit final document to ETD (Electronic Theses and Dissertations)

Reference: SHP OP: ST. 18 Thesis and Dissertation

# Thesis Committee Selection Form

Date:

Student's Full Legal Name:

R#:

The thesis committee must include a minimum of three members, not to exceed five members including the chair.

By signing, I agree to be an active member on \_\_\_\_\_'s committee through completion of the oral defense.

## Signatures

Graduate Student

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee  
Chairperson

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee Member

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee Member

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee Member

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee Member

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

# PROSPECTUS

Date:

Student's Full Legal Name:

R#:

Title of Thesis: \_\_\_\_\_

By signing, I agree that \_\_\_\_\_ has successfully defended the first three chapters (introduction, literature review, methods) and is approved to begin data collection and analysis.

## Signatures

Graduate Student

\_\_\_\_\_  
Print Name Signature

Committee  
Chairperson

\_\_\_\_\_  
Print Name Signature

Committee Member

\_\_\_\_\_  
Print Name Signature

Committee Member

\_\_\_\_\_  
Print Name Signature

Committee Member

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Print Name Signature

Committee Member

\_\_\_\_\_  
Print Name Signature

# Oral Defense

Date:

Student's Full Legal Name:

R#:

Title of Thesis: \_\_\_\_\_

By signing, I agree that \_\_\_\_\_ has successfully defended his/her thesis and has made all edits as requested by the committee.

## Signatures

Graduate Student

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee  
Chairperson

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

Committee Member

\_\_\_\_\_  
Print Name

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Committee Member

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Committee Member

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Signature



# Completion of Degree Requirements Form

- Thesis
- Prospectus
- Oral defense

Title:

## Signatures

\_\_\_\_\_  
Graduate Student                      Date                      Committee Chairperson                      Date

\_\_\_\_\_  
Committee Member                      Date

\_\_\_\_\_  
Committee Member                      Date

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Committee Member                      Date

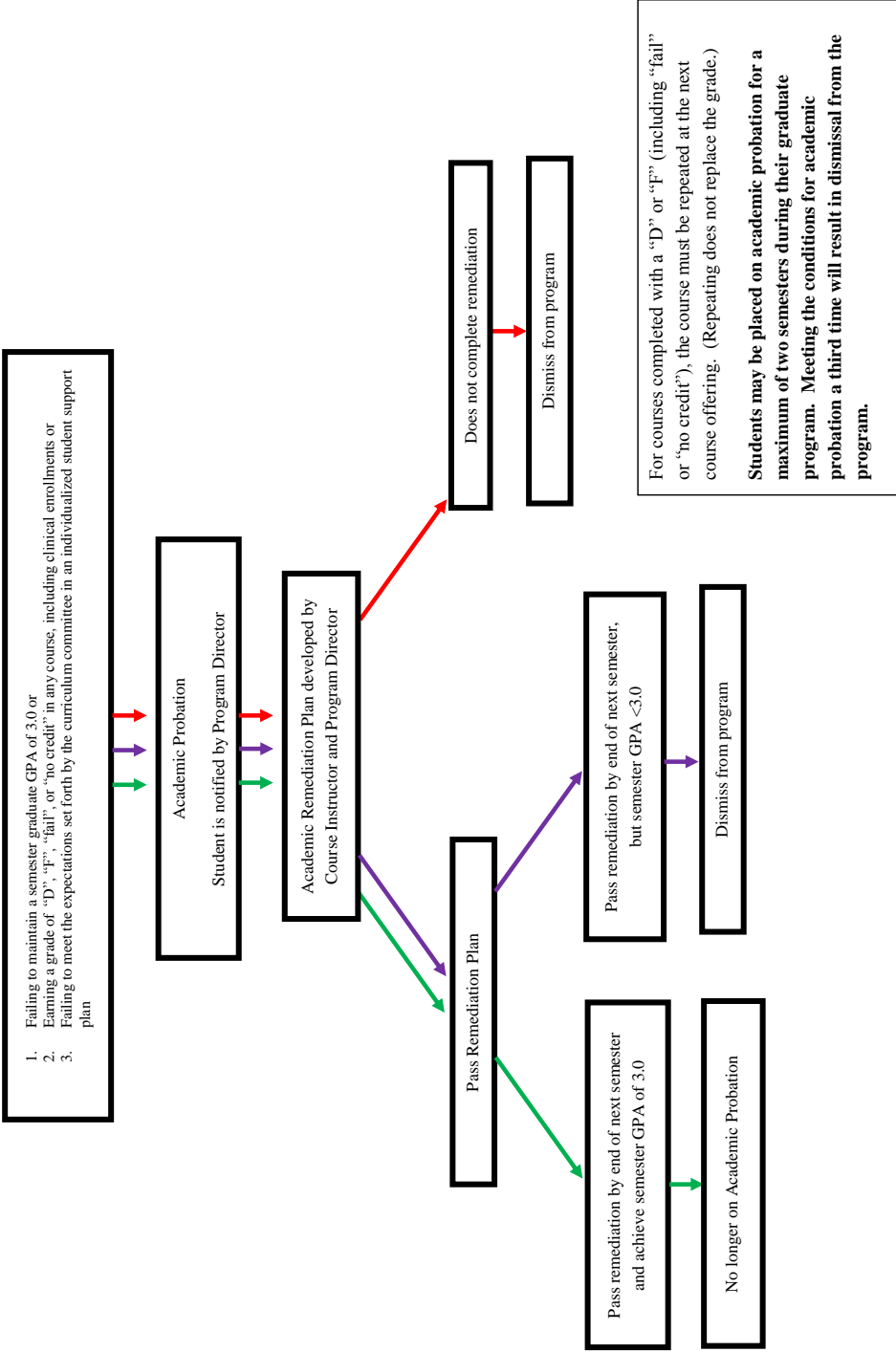
\*The following signatures are ONLY required for the Thesis Oral Defense:

\_\_\_\_\_  
\*Department Chair                      Date

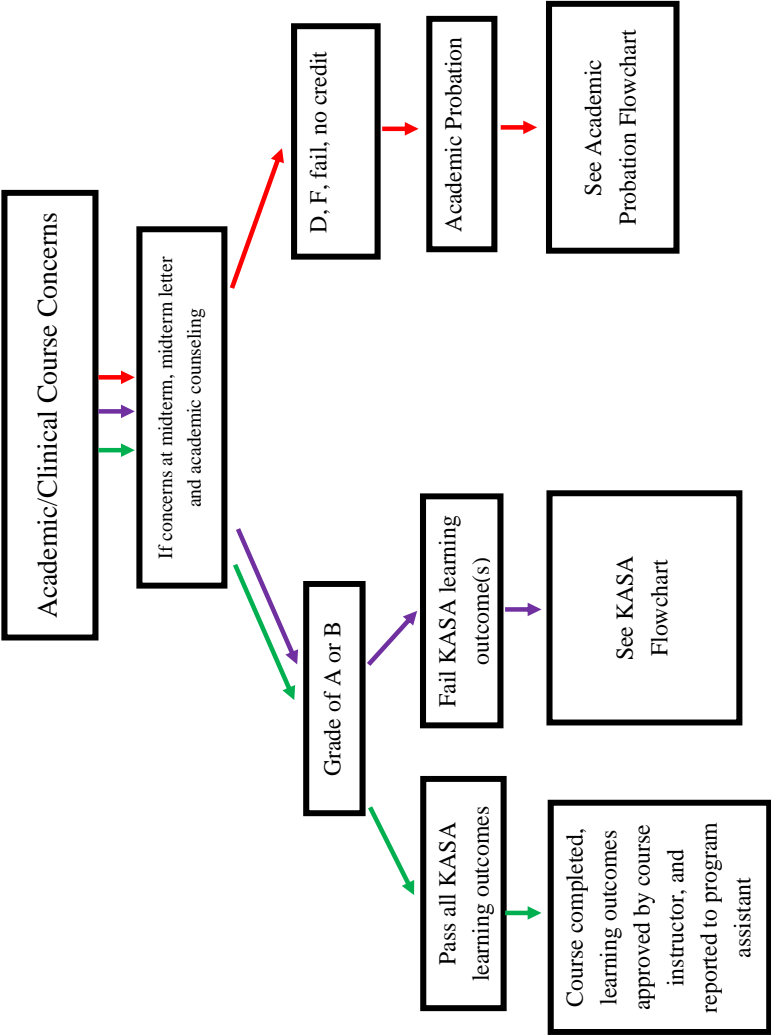
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\*Dean of the School of Health Professions                      Date

## **Section VII C: Speech-Language Pathology Flowcharts**

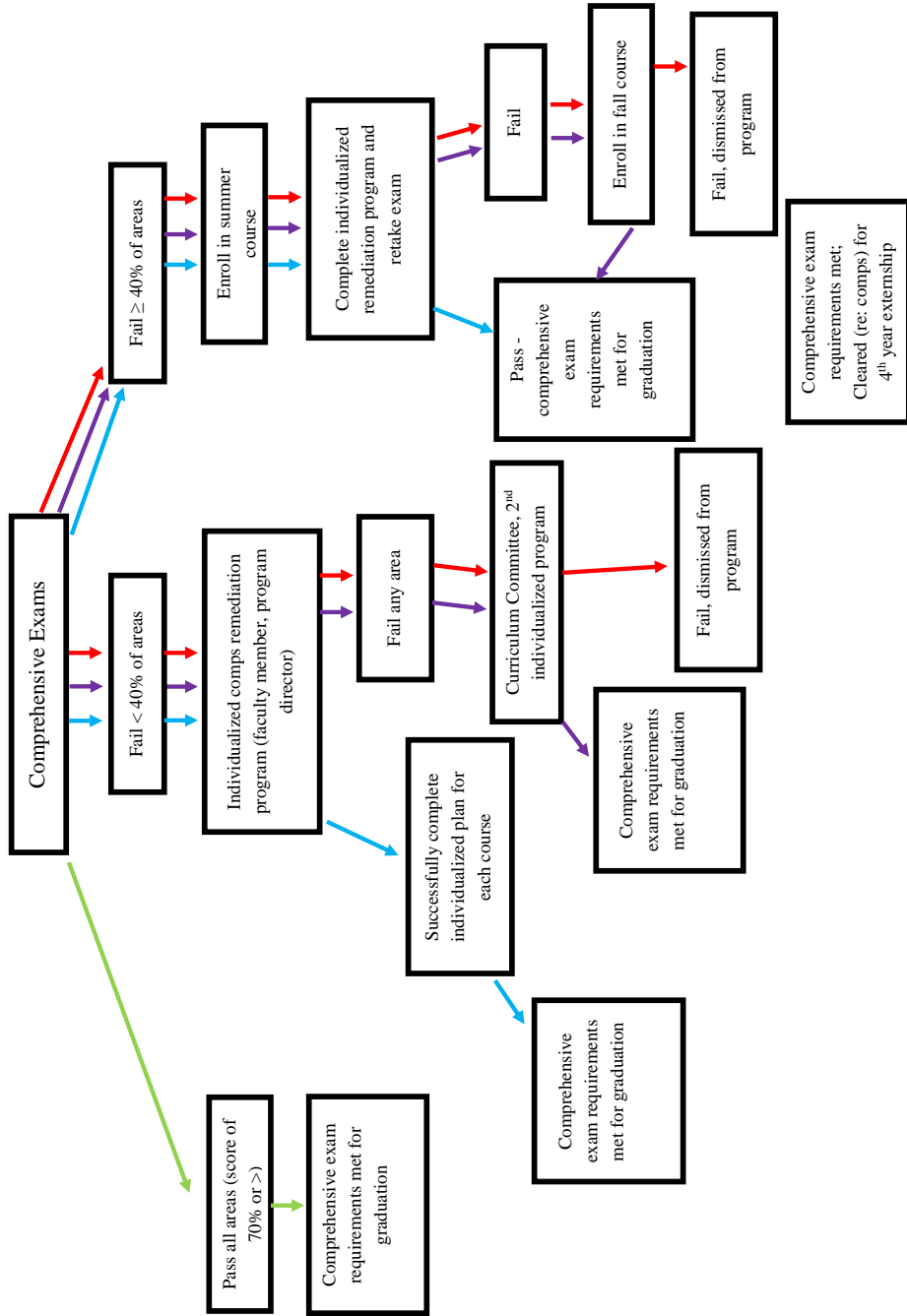
# SLP Academic Probation Flowchart



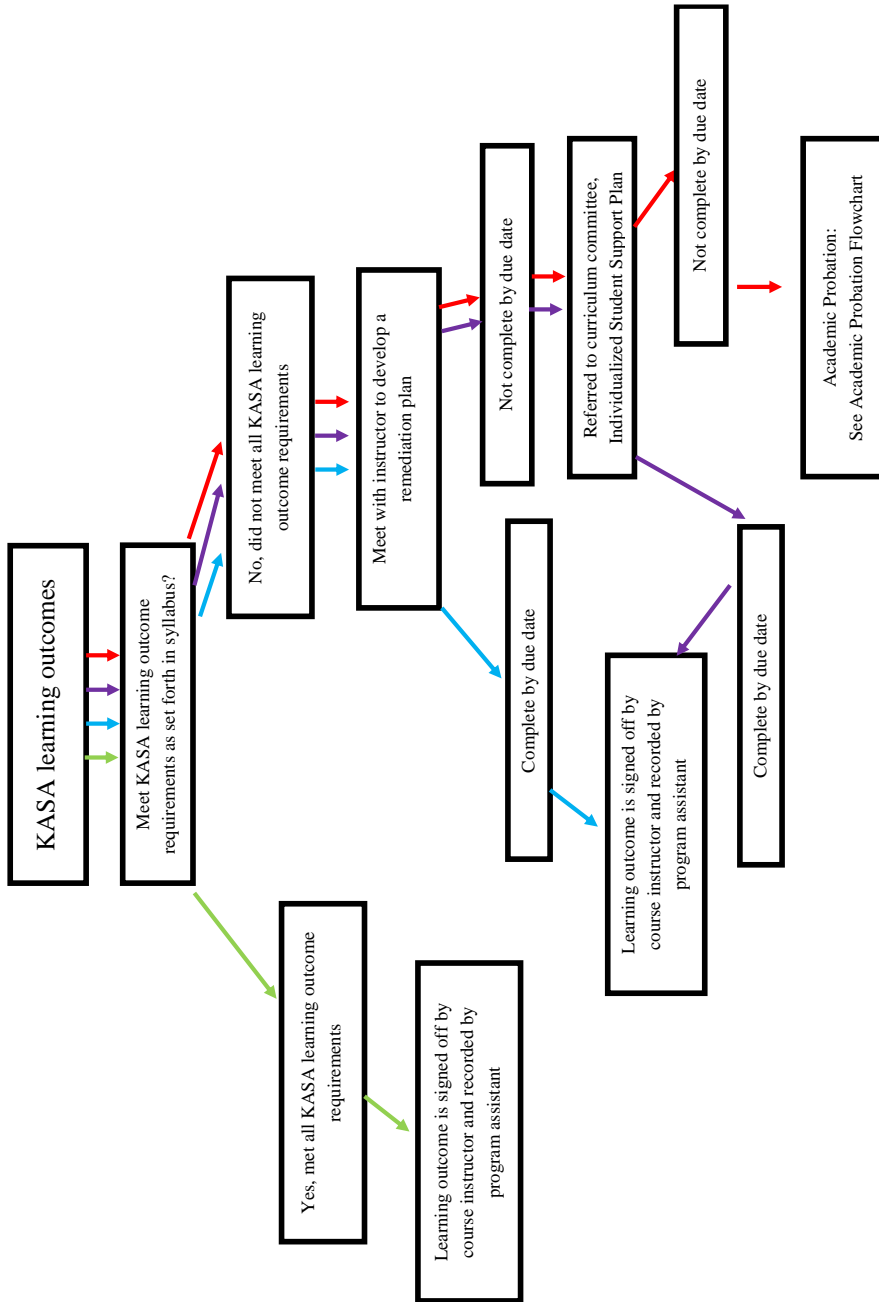
**SLP Academic/Clinical Course Concerns Flowchart**



# SLP Comprehensive Examinations Flowchart



## SLP KASA Learning Outcomes Flowchart



## **SECTION VIII – Audiology (Au.D.) Program**

## **Section VIII A: Audiology Program Information**



## **Doctor of Audiology Program**

### **Accreditation**

The doctoral (Au.D.) education program at Texas Tech University Health Sciences Center is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

### **Audiology Program Mission Statement**

The mission of the Doctor of Audiology Program within the Department of Speech, Language, and Hearing Sciences (SLHS) is to improve the quality of life for individuals with hearing and balance disorders by offering students the academic and clinical foundation needed to provide clinical services and engage in research.

### **Audiology Strategic Plan**

#### **Goal 1: Increase the national visibility of our program**

Subgoals:

Attain one-hundred percent passing rates for the national certification examination. Increase support for audiology students who participate in research (e.g., providing travel funds to present research at state-level professional conferences; increasing grant funding for research assistantships).

#### **Goal 2: Enhance recruitment efforts of quality students, including attraction of students from other disciplines and from diverse socio-economic backgrounds**

Subgoals:

Recruit students with strong academic credentials by offering competitive scholarships and assistantships. Maintain and develop programs for recruiting students from diverse disciplines such as psychology, electrical engineering, biology, physics, human development, and education. Maintain and develop our programs for recruiting students who are members of under-represented groups.

#### **Goal 3: Maintain programmatic (American Speech-Language-Hearing Association) and regional (Southern Association of Colleges and Schools) accreditation standards for Au.D. programs, and ensure graduates meet CFCC (ASHA Council for Clinical Certification) requirements for certification and Texas requirements for licensure.**

Subgoals:

Regularly revise didactic and clinical curricula to meet standards for programmatic accreditation. Provide students clinical training on the most current audiological diagnostic equipment and treatment options, including opportunities to take part in interprofessional education.

Prepare students to meet growing healthcare needs, including training on the use of electronic health records.

Prepare students to be informed consumers of research, through coursework and the completion of the clinical research project. Continue to develop the student research day presentations.

### **Audiology Learning Outcomes**

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

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

**Understands acoustic and electrical principles related to auditory and balance instrumentation, assessment and intervention**

(e.g., completion of exams/assignments in instrumentation; completion of classroom amp activities in educational)

**Understands principles of normal auditory/balance anatomy and physiologic function, as well as the effects of disorders to these systems**

(e.g., completion of paper and cases in pediatric audiology; completion of project in pharmacology)

**Uses of a variety of evidence-based practices to assess, conserve, and document auditory and balance function**

(e.g., writes evidence-based practice paragraphs in clinical enrollments; develops a reference notebook of evidence-based practice in diagnostic audiology; completes grand rounds in clinical enrollments)

**Utilizes outcome measures to provide intervention related to disorders of auditory and balance function, using standardized and non-standardized measured in an evidence-based manner**

(e.g., meets required aural rehabilitation skills; completion of intervention assignments in clinical application of aural rehabilitation course)

**Utilizes evidence-based practices to determine and measure appropriate characteristics of hearing assistive technology systems, amplification, and other technology**

(e.g., completes different activities related to classroom amplification; meets 5 of 7 of Amp I intermediate skills in clinic)

**Provides education and counseling to patients, families, and other individuals involved in patient care regarding assessment and intervention of auditory and balance function, along with obtaining information relevant to intervention**

(e.g., meets fundamental counseling skills in clinical practicum; completion of a personal counseling project in counseling)

**Understands the impact of life-span issues, cultural diversity and underserved populations in audiological practice**

(e.g., accumulation of contact hours with culturally/linguistically diverse populations; completion of a presentation related to modifying test protocols based on age/culture/additional disabilities in diagnostic audiology)

**Familiar with normal life-span speech and language development, changes in communication related to poor auditory function along with identification of when changes are unrelated to auditory function**

(e.g., completes assignment on aural rehabilitation goals and activities in clinical application of aural rehabilitation; completes applied research project related to speech and language)

**Understands the impact of professional practices, business management practices and healthcare systems on service delivery**

(e.g., completion of Institutional Review Board training; accumulation of external program experiences in clinic)

**Understands research principles and practices in order to become efficient consumers of research**

(e.g., completes presentation and critiques of research articles; completion of clinical research enrollments)

**Understands the scientific and theoretical foundation of auditory practice**

(e.g., course projects, reports, paper in psychoacoustics; exams in fundamentals of audiology course)

**Demonstrates oral and written skills sufficient to achieve effective clinical and professional communication.**

(e.g., completion of pediatric paper; presentations in clinical disorders)

**Demonstrates knowledge and skills in the values and principles of interprofessional practices and team dynamics.**

(e.g., completes interprofessional modules; takes part in team-based activity)

**Understands ethical practices, including self-assessment and advocacy for the profession and the individuals served.**

(e.g., completes self-assessment activities in the courses/clinic)

## **Audiology Essential Functions/Technical Standards**

Texas Tech University Health Sciences Center  
Department of Speech, Language, & Hearing Sciences  
Doctor of Audiology Program

### Technical Standards

The technical standards of the Department of Speech, Language, & Hearing Sciences reflect the functions that are considered essential to the professions of audiology and speech-language pathology. Ability to meet these technical standards is required for admission to the graduate programs and must be maintained throughout the time a student is enrolled in the program. Due to changes in healthcare and/or professional scope of practice, these technical standards may be amended over time and are subject to change.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for individuals with disabilities to enable them to perform successfully in our department. Any student with a disability who is accepted to the graduate program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The 504 coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

To successfully complete the Doctor of Audiology program in the Department of Speech, Language, & Hearing Sciences, an individual must meet the following technical standards:

#### 1. Observation

Observe patients' activity and behavior accurately during assessment and treatment procedures

Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients

#### 2. Communication

Communicate effectively (orally and in writing) at a level which will support competent professional practice

Communicate professionally on papers required as part of coursework and during clinical work (i.e., clinical interactions and documentation) to ensure patient safety

Use technology to meet requirements of courses and practicum (e.g., computer skills, including but not limited to: internet access, learning management systems, electronic health records)

### 3. Cognition

Comprehend, integrate, and synthesize a large body of information in a short period of time

Read, comprehend, record, and interpret information accurately from diagnostic tests, equipment, and patient records to ensure patient safety

Accurately self-assess clinical skills and academic performance

### 4. Social/behavioral skills

Demonstrate respect for individual, social, and cultural differences in fellow students, faculty, staff, patients, and patients' families during clinical and academic interactions

Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations

Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity, and professionalism in all interactions and situations

### 5. Motor skills

Sustain necessary physical activity level in required classroom and clinical activities for the defined workday

Efficiently manipulate testing and treatment environment, materials, and equipment

Access transportation to attend academic courses and clinical placements

## **Section VIII B: Audiology Academic Standards**

## **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. (The TTUHSC SHP academic counseling policy can be accessed via: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>) See the "Academic/Clinical Course" flowchart in section VIII D.

### **Good Academic Standing**

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

### **Academic Probation**

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

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

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

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

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

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

As per the SHP policy on Academic Probation, students will be notified that they are being placed on academic probation in a letter generated by the Program Director. Copies of the letter will be provided to the student, the Program Director, the Department Chair, and the Associate Dean for Admissions and Student Affairs. (Policies of the School of Health Professions can be accessed through the following URL: <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>)

### **Academic remediation for students on academic probation**

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

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

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

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

### **Dismissal**

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

- failing to obtain graduate semester GPA of 3.0 upon completion of probationary period(s).
- failing to successfully complete remediation as documented in the remediation plan
- meeting the conditions of academic probation for a third semester.
- 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 audiology comprehensive exit examination remediation (see below).



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

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

As per the SHP policy on Academic Dismissal (see <https://hscweb.ttuhsu.edu/health-professions/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 Office of Admissions and Student Affairs

Information regarding dismissal can be seen in the following flowcharts in Section VIII D: Academic Probation, Comprehensive Examinations

### **Knowledge and Skills Acquisition**

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

### **Audiology Comprehensive Exit Examination**

See the flowchart "Comprehensive Examinations" in Section VIII D.

#### *Definition.*

Completion of the Au.D. degree requires that each student successfully complete the audiology comprehensive exit examination. The audiology exit examination consists of tests related to coursework taken during completion of the Au.D. degree. Questions will be primarily integrative and will include such issues as philosophy, theory, anatomy and physiology, assessment, and treatment. Some objective questions requiring factual

knowledge may also appear, but the main purpose of this exam is to determine if the candidate can synthesize information for problem-solving tasks.

*Question Preparation and Selection.*

The appointed faculty committee representative will solicit questions from faculty responsible for graduate curricula.

*Administration.*

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

*Examination Grading.*

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

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

In the event that passing scores are not achieved, an individualized comprehensive examination remediation program will be developed by the faculty members from the course(s) needing to be remediated and the Program Director for Audiology. The remediation will be documented with a specific plan of action, criteria for passing, and due date for completion. This form will be signed by the faculty member(s) and the student, with a copy being provided to the Program Director. Remediation may consist of one of three options (or a combination of options) based on the score on the original examination, input from the course(s) faculty, and information provided by the student:

- Re-examination: Students may be required to re-take the failed course's comprehensive exam. These re-examinations can be written and/or oral. The re-examination may be offered during the same semester as the exit examination or, if determined appropriate by the course faculty, the student may be asked to take the re-examination by the end of the semester following the comprehensive exit examination. The additional semester required before re-taking the exam can delay the student's graduation date.
- Comprehensive examination remediation project: This could be a project or independent study developed by the course faculty. This project may be offered during the same semester as the exit examination or, if determined appropriate by the course faculty, the student may be asked to complete the project by the end of the semester following the comprehensive exit examination. The additional semester required for completing the project can delay the student's graduation date.
- Comprehensive examination remediation and enrollment in independent study course: Students who fail 40% or more of the total number of the comprehensive examination subject areas will be required to complete a remediation plan which must include enrolling in an independent study course in the summer semester following the comprehensive examination. The student will not be cleared to

begin the 4<sup>th</sup> year externship until he/she has satisfactorily completed remediation of all coursework and completed the summer independent study enrollment.

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

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

#### *Student Appeal of Exit Examination Grade*

If the student questions the grading of portions of the examination, 1-2 additional faculty members will evaluate the student responses. Faculty member(s) familiar with the course material will be designated as second grader(s) by the Program Director.

#### *Timing of Audiology Exit Examination and Current Coursework.*

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

#### **Student Appeal Process**

If a candidate wishes to appeal the decision of the comprehensive examinations, he/she should follow the School of Health Professions Academic Grade Appeal policy (accessed through <https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>).

#### **Credit by Examination**

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

#### **Disabilities**

TTUHSC complies with the Americans with Disabilities Act (ADA), Section 504 Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. No otherwise qualified and competitive individual with a disability shall be

denied access to or participation in services, programs, or activities of TTUHSC solely on the basis of the disability. 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. (Additional information is available at <http://www.ttuhscc.edu/student-services/ada/default.aspx>)

### **Clinical Skills and Hours Requirements**

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

### **Portfolio/KASA:**

**Portfolio:** The portfolio provides evidence of the academic knowledge, clinical knowledge, and clinical experiences of the student. The portfolio will be submitted in two versions. Version 1 of the portfolio will be submitted on April 1<sup>st</sup> of the 3<sup>rd</sup> year while enrolled in the Au.D. program. The first version will be graded before the student is allowed to begin the 4<sup>th</sup> year clinical experience. The second version will be submitted during the 4<sup>th</sup> year on April 15<sup>th</sup>.

The portfolio will contain: research requirements, syllabi, and any special projects. The program will provide the students with copies of the cumulative summative evaluation, and clinical hours.

Portfolios should be arranged in the following manner:

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

For **Version 1** (turned in during the 3<sup>rd</sup> year), have each section in your portfolio. We will review that the information is current in each section.

**Section 1:** *Materials to be signed by program director.*  
You will receive many of these forms in your 3<sup>rd</sup> year.

**Section 2: KASA**

Include most recent learning outcome form received at the most recent plan of study meeting and KASA by foundation form (provided by the program director)

**Section 3: Plan of study**

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

**Section 4: Transcripts**

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

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

**Section 5: Clinical hours**

Include the most current end-of-semester clinical hours.

**Section 6: Clinical evaluations: Cumulative Summative Evaluation**

Include the most current Cumulative Summative Evaluation provided at the plan of study meeting.

**Section 7: Syllabi**

Include the syllabus for each course you have taken including one copy of the clinic syllabus. Include syllabi from undergrad courses you took which count toward a graduate course (e.g., you took diagnostic audiology as an undergrad)

**Section 8: Research**

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

**Section 9: IPE Certificate**

Include at least one IPE certificate indicating completion of a collaborative professional event.

**Section 10: Projects**

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

**Supplemental folder:**

Keep all projects in a supplemental folder – for example, the grading forms from papers that met Learning outcomes in courses, etc. Include in this section your semester final clinical evaluation forms.

For **Version 2** (turned in during your 4<sup>th</sup> year), the following sections must be mailed to the program director for review:

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

You will receive many of these forms in your 3<sup>rd</sup> year. The ASHA certification form (verification by program director) must be included.

**Section 2:** *Plan of study*

Specifically, notes from academic and clinical plan of study meetings from the 4<sup>th</sup> year must be included.

**Section 3:** *KASA*

The program director will add the final learning outcome form once the requirements are completed.

**Section 4:**

*Official TTUHSC transcript after “degree conferred” will be needed for licensure/certification (doesn’t have to be included in portfolio)*

**Section 5:** *Clinical hours*

The clinical director will add the final signed version of hours after the final semester is completed and all requirements are met.

**Section 6:** *Clinical evaluations: Cumulative Summative Evaluation*

The clinical director will add the final signed version the summative evaluation form after the final semester is completed and all requirements are met.

**Section 7:** *Syllabi*

ONLY include the syllabus from 7020-7021 (4<sup>th</sup> year enrollment). All other syllabi will have been checked during the 3<sup>rd</sup> year.

**Section 8:** *Research*

Include all signed research forms. This would be an inclusion criterion for this version only if the research project was not completed during the scheduled courses. The final portfolio MUST include the form with signatures proving that the research project has been completed (defense & write-up)

**Length of Program**

The program is designed as a four-year program. Different circumstances may prolong the program. In the case that a program is prolonged, the total length of the program will not exceed 8 years. Course credit will not be counted toward the graduation requirement if the course credit was obtained more than 8 years prior to anticipated graduation date. In order to ensure the student has current knowledge related to the field at the time of graduation, such courses (credit obtained > 8 years prior to graduation) must be taken again for credit to meet graduation requirements. Clinical skills may also be affected and have to be demonstrated again, under this guideline. Any student entering the program with a previous Master’s degree will have the years spent in obtaining the Master’s degree counted in this process. However, the interim years following the receipt of the Master’s degree will not apply, as knowledge level will have been considered for the individual admission degree plan. Students whose program exceeds 8 years due to

medical leave may apply for exemption by requesting a review of knowledge and skills before the curriculum committee.

**SECTION VIII C – Audiology Clinical Research  
Project**



## **Audiology Clinical Research Project**

### **Introduction**

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

### **Objective**

The clinical research project meets the following objective:

Understands the application of principles and practices of research

**KASA:** 49: principles and practices of research, including experimental design, evidence-based practice, statistical methods, and application of research to clinical populations

**Broad Learning Outcome:** J

### **What Constitutes a Clinical-Research Project?**

The profession of Audiology is based on an evidence- and mechanism-based approach, and one that stresses the assessment of results from applied and basic research. As a result, the faculty at SLHS – TTUHSC supports expanding the field through research. During the course of the Doctor of Audiology Program, each student is expected to engage in research.

Although the student is responsible for the content and format of the project, a faculty mentor, selected by the student, is expected to provide guidance. Both the student and mentor should read and understand these guidelines prior to initiating the clinical-research process. **This document describes the procedural sequence necessary to complete the clinical-research project in a timely fashion but does not guarantee that the student will graduate on time.**

### **Requirements**

The clinical-research project comprises three 1-credit hour enrollments in clinical research courses. During the enrollments, the student will choose a mentor and committee member(s), choose the initial topic, complete a literature review, develop methods for the project, complete data collection, analyze the data, write results/discussions, and develop a poster presentation. The completed clinical-research project must also be approved by the committee and presented as a poster in a peer reviewed forum prior to being cleared for the 4<sup>th</sup> year externship. The various procedures and guidelines associated with completion of the research project are outlined as follows:

### **Procedural Steps**

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

#### *Initiation*

The initial step in the process is to identify a general area of interest. At this stage, the topic or format of the clinical- research project need not be specific, but the student should have a general idea about the area of interest. The majority of ideas for research projects arise from reading the literature, or as the result of discussions with course

instructors, classmates, and other professional colleagues. For these reasons, students are encouraged to discuss possible research ideas with course instructors, professionals, and/or classmates prior to making their decision. Students are expected to use moral and ethical judgments when communicating with faculty and students about the ideas of others.

*Selecting a Chairperson/Mentor*

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

<b>INSTRUCTOR</b>	<b>AREA OF STUDY</b>
Tori Gustafson, Au.D.	Auditory Processing, Unilateral Hearing Loss, Audiologic Rehabilitation
Candace Hicks, Ph.D.	Pediatric/Educational Audiology, Assistive Listening Devices, Listening Effort
Leigh Ann Reel, Au.D., Ph.D.	Selective Auditory Attention, FM systems, Multicultural Issues, Noise-Induced Hearing Loss
Renee Zimmerman, Au.D.	Cochlear Implants, Clinical Protocols
Steven Zupancic, Au.D., Ph.D.	Balance Function, Electrophysiology, Cochlear Implants

*Selection of Student Research Committee*

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

**Selection of Au.D. project topic, chairperson and committee must be completed by mid-term of Year 1 Summer.**

*Project Format*

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

- Data-driven project. In this project, the student will design a study that would answer the developed research question(s). This might include a pilot study, single-subject study, file review or more involved data collection designs.
  - Students may work in groups of two on a data-driven project, if the faculty mentor and committee approve such group work. Each student must take part in all aspects of the project in some way. Students working in teams must complete the “Clinical Research Project: Group Approval Form” committing to working as a team and delineating the division of work. This document must be approved by the research mentor and committee.
- Annotated bibliography. This would involve an exhaustive review of the literature in a particular area. It should be directed toward answering a specific clinical research question. The articles must be quality-ranked, followed by statistical analysis of the importance of that source to the question. A minimum of 25 sources must be included.

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

### *Prospectus*

The student will meet with his/her committee for a prospectus meeting. The prospectus should be prepared under the direction of his/her mentor/chairperson. Prior to the meeting, the student will provide the committee members with a written literature review and methodology for a data-driven project. For the annotated bibliography, the student will provide a list of annotated references and a proposal of how these references will be used to answer the research question. At this meeting, the committee will discuss the project proposal and suggest changes. The student will prepare a 15-20 minute presentation, which describes the proposed clinical-research project. The presentation should include a brief overview of the literature, research question, and methodology (if collecting data) or how the references will be used to answer the research question (if annotated bibliography). If working as a team, both students must present during the prospectus (each student presenting for 10-15 minutes).

**The prospectus must be completed by mid-term of Year 2 fall semester.**

*Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) & Institutional Biohazards Committee (IBC)*  
(Fall of 2<sup>nd</sup> year)

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

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

When a project involves animal subjects, approval must be obtained through the Institutional Animal Care and Use Committee (IACUC). (IACUC policies and procedures can be found at <http://www.ttuhs.edu/research/divisions/integrity-office/animal-care/default.aspx>.) **A project involving animal subjects cannot begin without IACUC approval.**

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

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

*Conducting the Project/Preparing a Preliminary Draft  
(Spring and Summer of 2<sup>nd</sup> year, Fall of 3<sup>rd</sup> year)*

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

*Presentation*

After the committee has reviewed and approved the completed student project, the student will present the clinical-research project in the form of a poster presentation. Format information will be provided to the student. At the conclusion of the poster presentation, the committee will schedule to meet in the absence of the student to decide if the student has satisfactorily completed the clinical-research project, and to recommend, if necessary, any additions or changes to the research project. A project is satisfactory when a majority of the committee is in agreement. The student will then be notified by the chairperson/mentor of the decision(s). Students who work in a group of two may develop one poster. However, each student must present for the minimum time requirement.

Should the student fail to complete the requirements at a level that would satisfy the committee, the student will be required to enroll in a summer independent study course. Failure to complete the poster by the presentation date would automatically qualify as failure to meet committee expectations and would require enrollment in an independent study course.

**The research projects must be presented and approved prior to being cleared for the 4<sup>th</sup> year externship. Student cannot enroll in the 4<sup>th</sup> year externship until the summer independent study course is completed and passed. Being enrolled in this course could delay graduation.**

### *Additional Requirements for Annotated Bibliography*

For the annotated bibliography, the student must also submit the final written document (i.e., the written annotated bibliography). The project is not completed until the committee has also approved the final draft of this document. Once the final report has been completed, it is expected that the student will submit one hard copy and one electronic version to his/her chair/mentor. Should the student fail to complete the requirements at a level that would satisfy the committee, the student will be required to enroll in a summer independent study course. Failure to complete the document by the presentation date would automatically qualify as failure to meet committee expectations and would require enrollment in an independent study course.

**The annotated bibliography must be completed and approved by the committee prior to being cleared for the 4<sup>th</sup> year externship. Student cannot enroll in the 4<sup>th</sup> year externship until the summer independent study course is completed and passed. Being enrolled in this course could delay graduation.**

### *Grading Procedure*

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

The completed Au.D. research form must be included in the student’s portfolio. If working in a group of two, the Clinical Research Project: Group Approval Form must also be included in the student’s portfolio. Successful completion of all requirements will constitute having met the KASA requirements for the clinical research project.

See next page for the Au.D. research form, which also re-iterates and documents the required timelines. The Clinical Research Project: Group Approval Form is also included below.

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER  
SCHOOL OF HEALTH PROFESSIONS  
PROGRAM FOR THE DOCTOR OF AUDIOLOGY DEGREE**

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Full Legal Name:

Topic:

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**Checklist and Timelines of the  
Doctor of Audiology Clinical Research Project**

- Selection of Au.D. project chairperson, committee and topic (Beginning of summer term 1<sup>st</sup> year)**

Type of project:  **Clinical Research**                       **Annotated Bibliography**

Committee Chair:                      Signature and Date: \_\_\_\_\_

Committee Members:                      Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

- Prospectus Meeting (Middle of fall term 2<sup>nd</sup> year)**

Committee Chair:                      Signature and Date: \_\_\_\_\_

Committee Members:                      Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

- IRB Application (if needed) (End of fall term 2<sup>nd</sup> year)**

- Data Collection (Following prospectus and IRB approval if needed)**

- Presentation of Project (On designated departmental presentation date spring term 3<sup>rd</sup> year)**

Committee Chair:                      Signature and Date: \_\_\_\_\_

Committee Members:                      Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

- Final approval by committee chair**

Committee Chair:                      Signature and Date: \_\_\_\_\_

- This form must be completed and in portfolio that is turned in to the audiology program director.**

**TTUHSC DOCTOR OF AUDIOLOGY PROGRAM  
CLINICAL RESEARCH PROJECT: GROUP APPROVAL FORM**

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Student 1 Full Legal Name:  
Student 2 Full Legal Name:

Topic:

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We are choosing to work as a group on the clinical research project. We are agreeing to take part in all aspects of the research project, with a division of work as noted below. We understand that our research mentor and committee must approve the division of work, and that we must individually complete our portions of the group project in order to successfully pass the clinical research project degree requirement. As such, we are committing to work as a team to complete the project.

Student 1 signature: \_\_\_\_\_

Student 2 signature: \_\_\_\_\_

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Division of work:

Literature review/development of research questions and methodology:

Completion of institutional approval (e.g., IRB):

Data collection/interpretation:

Completion of results/discussion:

Completion of poster:

\*note that both students must present at the student research day for the minimum time requirement (regardless of whether students work individually or a group).

Committee Chair:                      Signature and Date: \_\_\_\_\_

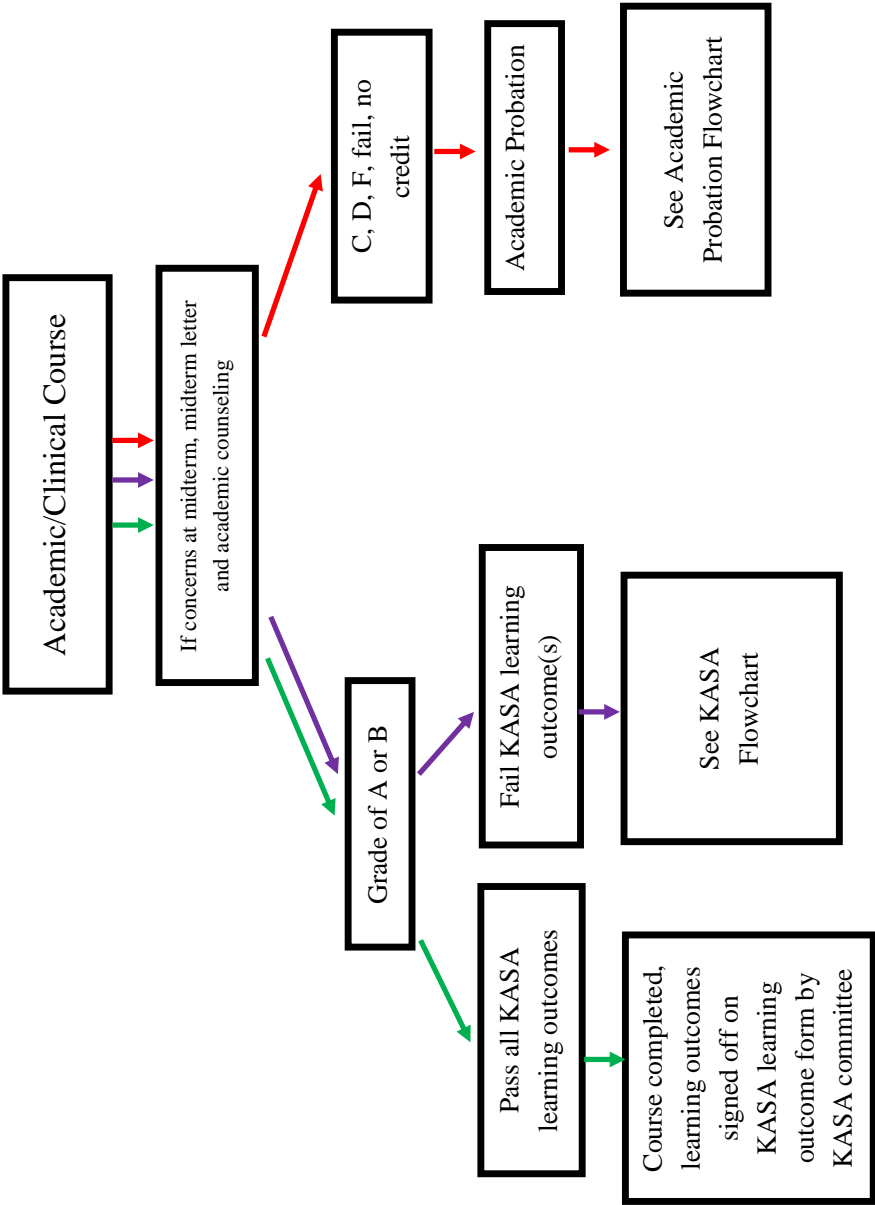
Committee Members:                 Signature and Date: \_\_\_\_\_

Signature and Date: \_\_\_\_\_

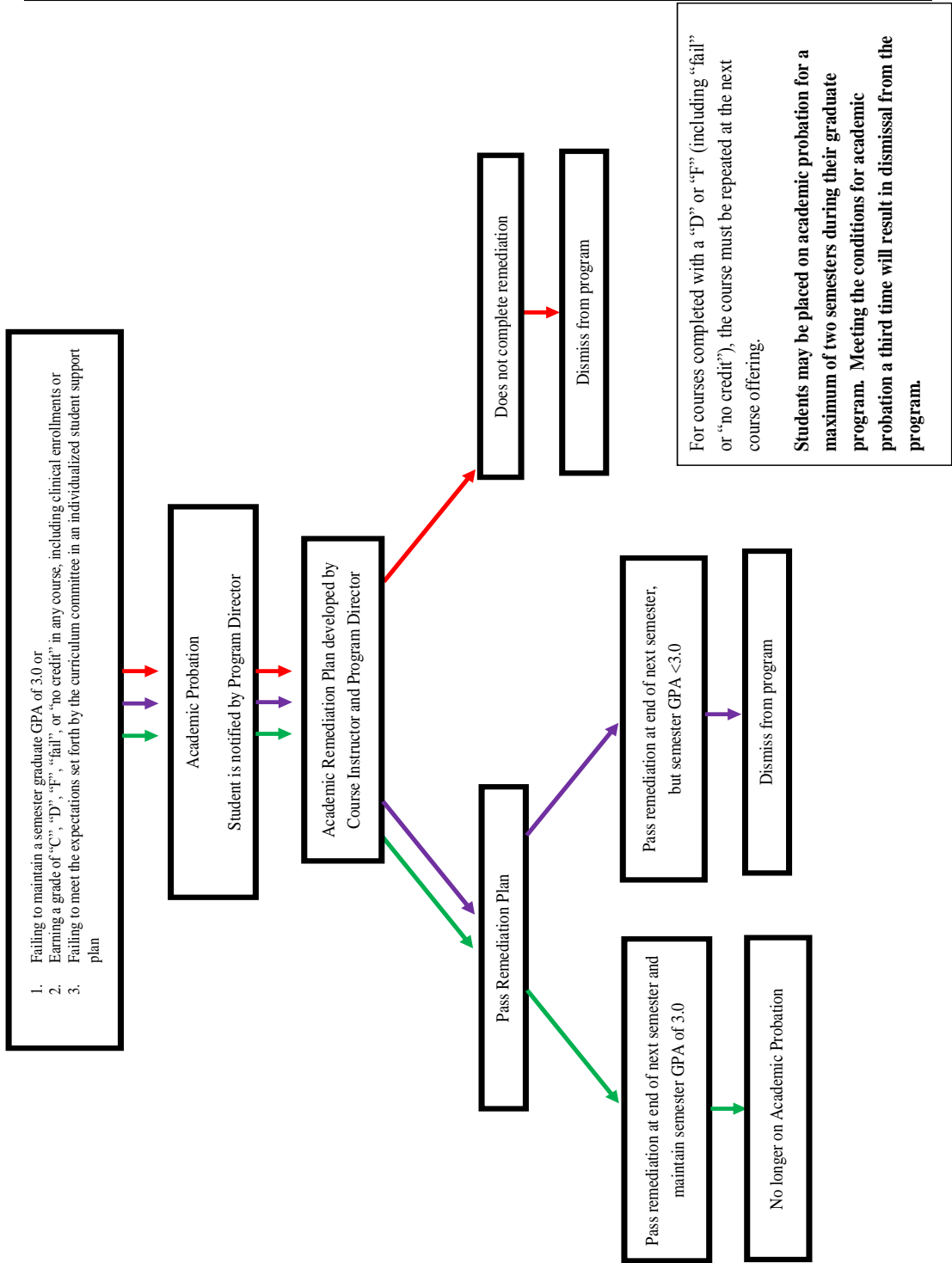
## **Section VIII D: Audiology Flowcharts**



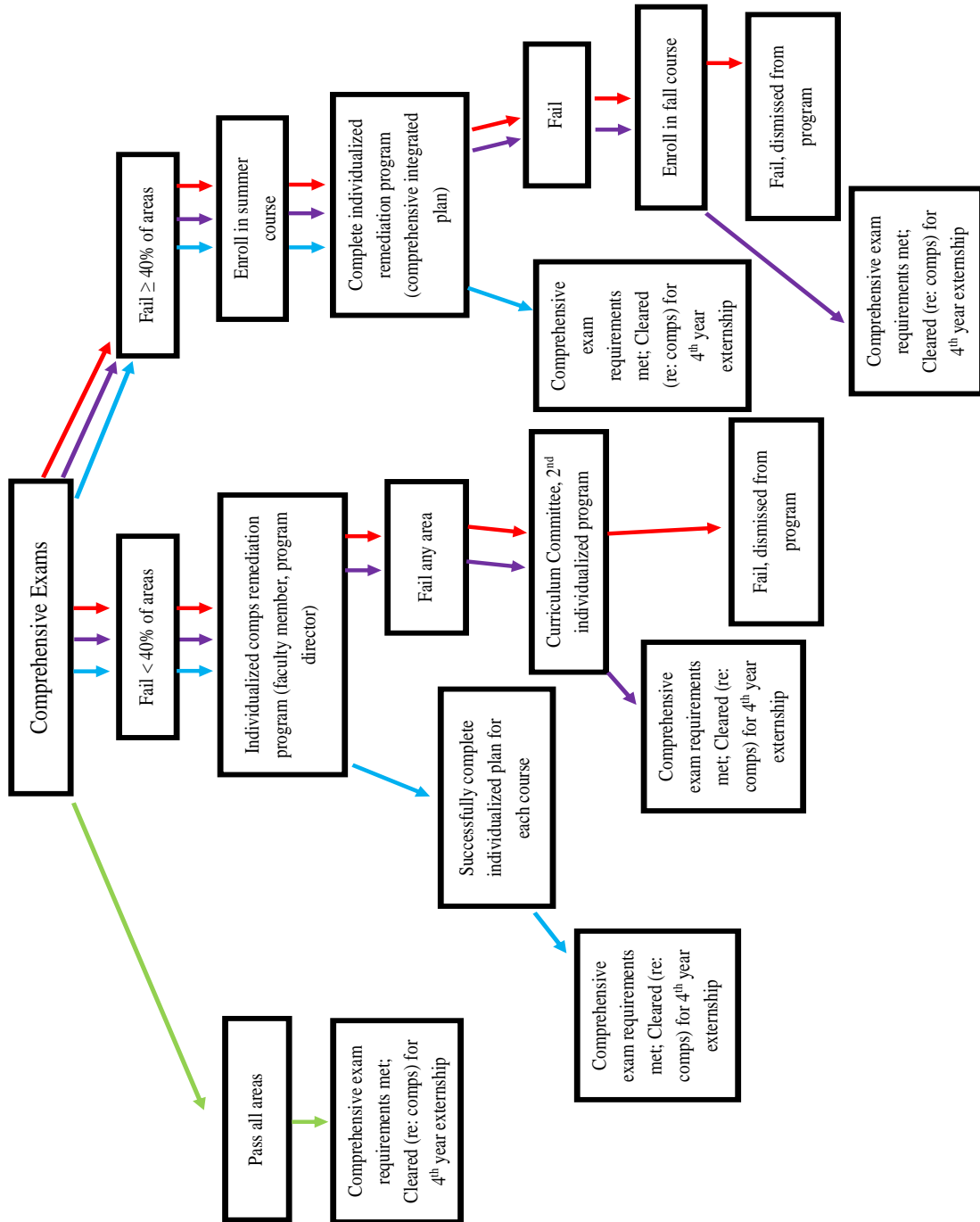
# Audiology Academic/Clinical Course Flowchart



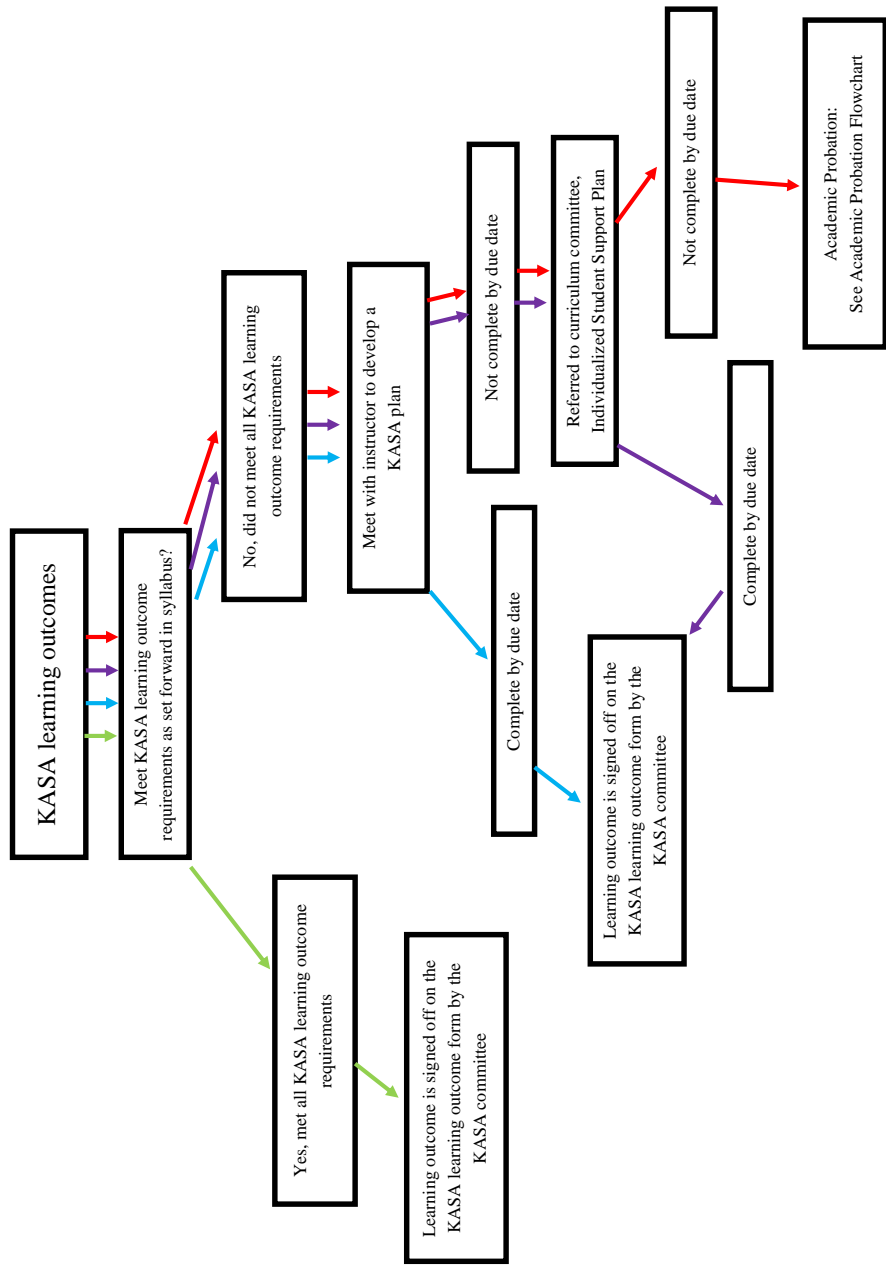
# Audiology Academic Probation Flowchart



# Audiology Comprehensive Examination Flowchart



# Audiology KASA Learning Outcome Flowchart



# Audiology Research Project Flowchart

